

## Appendix 3

PP&L, Inc. (1998). *Trees for the Future*. University Park, Pa.: The Pennsylvania State University.

K-3	4-5	K-5
<p><b>Happy Birthday, Tree</b> Explain to the children how trees are a vital component of the environment. Talk about how they support life by providing a home for many animals and birds and air for people to breathe. Celebrate the social partnership we all have with trees by hosting a birthday party for a tree on Arbor Day. Consider having the children make “tree snacks” for the party or bring in presents to give to the tree (for example, a small box of dirt, a container of water, or a bug).</p> <p><b>Thank You, Tree</b> Draw a large picture of a tree with branches but no leaves. Have children think of all the good things trees do, such as provide homes and food for animals, provide food and shade for people, and so on. Cut out construction paper leaves. Have the children draw pictures on each leaf showing the good things trees do. Attach the leaves to the tree on an ongoing basis as the children come up with new ideas.</p> <p><b>Points of View</b> Stand around a tree and ask, “If the following people or objects were looking at this tree, what would they say about it?” List a lumberjack, a hiker, a bird, a squirrel, a poet, an ant, an artist, a forest ranger, a man who builds houses, and so on.</p>	<p><b>Wasting Paper</b> For one week, ask students to save all waste paper generated by class activities. Assign groups to separate the papers into two stacks each day: one for paper that has been completely used, and the other for paper that could be used again for some purpose. At the end of the week, compare the amount of paper in the stacks and lead a class discussion on wasting paper. Give each group some of the reusable paper, pencils, and one of these articles: a grocery bag, shoe box, magazine, gift wrap paper, Christmas card, newspaper, lunch sack, and milk carton. Ask each group to list on the paper all the ways they can think of to reuse the article. After 10 minutes, share the ideas. Act on the suggestions you and the students consider most worthwhile.</p> <p><b>Green Pledge</b> Have children discuss how trees help the environment. Divide them into small groups. Have each group list ways people can protect and preserve trees. From the list, ask each group to develop a “Green Pledge” of actions they can commit to that will help save trees. Read each group’s results as the children in that group officially take the pledge. Create and issue pledge certificates.</p>	<p><b>Adopt-a-Tree</b> As a class or as individuals, select a tree to adopt. Have each child take a “blindfold walk” of the tree and explore it by touch and smell. Have the children visit their tree for a few moments each month alone, if possible. If it is a class-adopted tree, visit it in silence so that each child can make his or her own observations. In the classroom, hang pictures of each adopted tree in one location as close to each other as possible. Explain that a forest is a group of trees living in one place. Help the children understand the differences among trees by having them interview someone else’s tree with each child answering questions for his or her tree. Publish a classroom “newspaper” filled with the exclusive interviews.</p> <p><b>Gifts</b> Talk with children about the role of trees in the environment. Have them list the things trees provide—food, shelter, shade, beauty, oxygen, and so on. Lead the children in a discussion of how these special “gifts” affect the way we live. To close the discussion, ask the children the following questions: “If you could take one gift back home from the woods to give to someone, what would you take and why?” and, “If you could give one gift to the woods, what would you give and why?”</p>