

## RESOURCES

**Grant Writing:** There are many grants available for prairie development on public and private property, habitat enhancement, and wildlife. Our office can write grants for any of these.

**Envirothon Training:** We can arrange any type of training to sharpen team skills to prepare for our annual competition including tree identification, timber cruising and water quality monitoring.

**Field Days:** Our office would be happy to develop field trips and out-in-the-field days to give students a chance to be immersed in the natural world and utilize scientific skills in it.

**Forestry Camp Scholarships:** Our office provides scholarships to participants attending Camp Canopy's week long adventure at Ohio FFA Camp Muskingum in June. Campers, which include incoming freshman to departing seniors, are immersed in learning forestry skills, taking part in wildlife demonstrations and having fun with other camper involved adventures.  
<https://campcanopy.com/>

**College Scholarship:** Our office awards one graduating senior with a \$1000 scholarship. Student must be going into an Agriculture or Environmental related field and be enrolled in a 2-4 year college for the coming fall. A completed application, transcript and recommendations are required and due in April.

## ITEMS TO BORROW

### Books

Children's books are available on wildlife, habitats, composting and worms

### Activity Guides

Project Learning Tree, Project Wet, Project Wild, Project Food/Land and People

### Models

Enviroscape, Ground Water Model, Stream Table

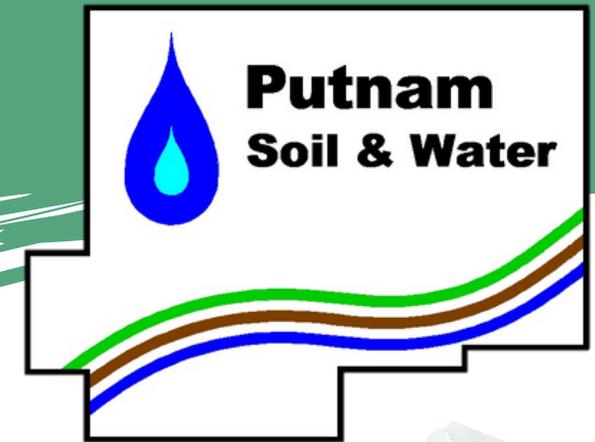
### Other Helps

Biltmore sticks, kick seining nets, turbidity tube, mammal track molds, paper making kit

If you have a habitat around your school we can explore it! If you need programming for that habitat we can develop programs and provide training for you to use it. Additional programs involving project-based learning, experimentation, and habitat development available upon request.



# Education Programs



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**BONNIE BROOKS**

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**Recycling:** Possibilities include tin can paper making, making recycled pins/magnets from paper and a pre-cycling program. Students learn about the natural cycle of everything in the living environment and compare it to natural resources that end without being brought back into the circle.

**Soils:** What an amazing resource! Kids literally dig into this medium to learn about the unique ecosystem and organisms that live there. We will also learn lots of important facts like how much is there, how is it made, what are the 3 parts of soil, textures, and how to protect it. Depending on age, we will utilize hand held magnifiers, 30X magnifiers or microscopes.

**Water:** What would we do without it? Water has these amazing characteristics of tension and cohesion that we will explore that explains how bugs can walk on water. Depending on the request, we can explore the real cycle of water in a fun activity.

**Ground Water Model:** Have you ever got an opportunity to see into the earth and watch what happens to water once it gets there? This model will take your students into that world to observe where rain water goes, see what an aquifer really looks like, understand what a confounding layer is and understand how one type of contaminant can move from one area under the ground to another.

**Erosion:** What is it and what makes it happen? We will do three small activities that show how ice, wind and rain utilize force to move our soils. We will explore what land features are created and destroyed by this action. Kids will develop ways to keep our soils on the ground.

## All programs can be tailored to any age and last 35-45 minutes.

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**Oh Deer!:** So many species of animals have been impacted by habitat loss. We explore some of this information after the activity. This activity shows how habitat or other factors affect wildlife numbers. Data tables, graphs and inferences can be added to the program depending on teacher preference. The activity can be morphed into a project based learning opportunity where students develop habitat to enhance species of animals.

**Poison Pump:** Activity where students work through the real-life scenario that John Snow worked through to find the source of the cholera epidemic in London in 1854. This is a great opener to teaching the scientific method, addresses the history of studying disease, and connects our current epidemic with the past. Water quality is addressed. Do we have water quality issues in Ohio? If so, how are we affected by it, and what can we do to keep our water clean?

**Chains, Webs and Connections:** This one is all about energy and how it moves through chains, pyramids and webs. We will engage in activities that will start with the food chain, look at the pyramid and how energy compounds up it.

**Vermicomposting:** Worms and their habitat. Kids will explore this awesome habitat and discover the life forms that contribute to decomposition. We will talk about the parts of worms, value of worms and conduct a couple of experiments with worms.

**Trees:** Programs include looking at the parts of the tree with tree cookies and acting out their functions, reading a book and doing some research to see if trees are like people, and going on an outdoor exploration to learn how to identify different species. We might even hug a tree.

**Soil Buddies:** Soil is the foundation of our life and most other forms of life. Students brainstorm what necessary life elements make plants grow and then utilizing those elements, make a chia pet friend.

**Enviroscape:** A powerful, interactive resource that shows how everyone's activities impact our waterways. Participants learn the difference between source and non-point source pollution, what eutrophication is, what a watershed is, what blue-green algae is, what the Clean Water Act is and why it was created, and what best management practices are.

**Stream Monitoring:** Let's go outside and get in the stream! Interestingly enough, bugs that live in the water can tell us the health of the waterway they live in. Participants will learn how to kick-seine and with the use of a key, identify the interested water creatures that inhabit our waterways. Chemical monitoring can be added based on the request of the leader.

**Tracks:** Why do animals have different kinds of feet? We begin by brainstorming why and how wildlife officers track populations of wildlife. We compare animal tracks and determine why one animal foot would look different than another. Which track would we see in which environment? Students then make an animal track of their own.