



# TREE TRAILS

# 4

★ SECONDARY ★

## ★ STUDENT SERVICE LEADER ★

Arbor Day is the celebration of trees where we live, work, learn and play. Communities set aside one day each year to plant and care for trees, usually on public property, such as a school or park. Students can provide the leadership for a project to plant, care for or celebrate trees – either on school grounds or in the surrounding community.

### Goal and Objectives

**Goal:** Students will design and conduct a service learning project.

**Objectives:** Students will

1. Conduct an informal or formal needs assessment for services for the class or community.
2. Research forestry organizations and resources that can assist with implementing and evaluating their service learning project
3. Design, develop and conduct a tree or forest related service learning project for the class, and/or parents, school administrators and/or the community.
4. Apply knowledge gained from the Tree Trails modules to the service project
5. Develop, administer and analyze an evaluation of the Student Service Learning Project.

### Materials

General

- Tablet(s) or computer(s) with internet access
- Projector and screen
- White board or chart paper and markers
- Tree Trails Portfolio, Student Learning Log/Journal

Handouts

- Sample Needs Assessment Format
- Service Learning Sample Projects
- Student Service Learning Project Invitation Sample
- Tree Tag template
- Certificate of Achievement template
- Career Charades
- Campus Care and Greening Plan

### Time and Internet Links

Instructional Time: 3 sessions, 45 minutes each

Project Presentation: 1-2 hours

- Careers in Forestry & Natural Resources, <http://forestrycareers.org>
- Natural Inquirer Scientist Card Series  
<http://www.naturalinquirer.org/Scientist-Card-Series-v-168.html>
- Arbor Day Foundation, <http://www.arborday.org>
- Texas A&M Forest Service, Urban Forestry  
<http://tfsweb.tamu.edu/urbanforestry>
- Texas Tree Planting Guide, <http://texastreeplanting.tamu.edu/>
- Keep America Beautiful Student and Leader Learning Guides  
Community Service Learning  
<https://www.kab.org/our-programs/education/student-and-leader-learning-guides>
- Keep America Beautiful, Submit Your Stories  
<http://blog.kab.org/>
- Concordia University  
Introduction to creating cross-curriculum comics and graphic novels  
<http://bit.ly/2dOdxGU>
- ReadWriteThink, Comics and Graphic Novels lesson  
<http://bit.ly/2cVtVJ2>

# Instructional Procedures

## I. Engage/Excite

1. Conduct a review of the tree and forest topics students have learned. Ask students if they can name careers related to the topics. For example, tree identification careers may comprise of foresters, biologists, landscape architects and/or arborists.
2. Move students into small groups to explore the forestry career websites. Have them review a variety of careers and take notes on the components that are of interest. Additionally, you may consider having students play Career Charades.
3. Ask students to think about which career they might choose or if there is a different related career they would prefer. Discuss activities each career might perform. Tell students they will have fun creating a project that uses some of the skills these careers require. Have students write in their Learning Logs/Portfolios their first choice of a career and name activities the job might require.

## II. Explore

1. Lead a discussion about the importance of student to be leaders who can inform their school and community about the virtues of trees and forests, their beauty and the enormous benefits and values we receive from them. Tree Trail students have a special opportunity few schools have experienced; an in-depth study of trees and forests that opens the door to all fields of study. Now they can share their knowledge as student leaders by providing their services to the school and community.
2. Explore services that students could provide for their class, school or community related to the Tree Trail modules, such as exploring careers portrayed in Charades or leaders who provide information about how trees and forests improve our way of life. Record their ideas on a chart/whiteboard.
3. Let students know that the total service project and activities may be performed by an individual, teams or as one class project. It is the decision of the teacher and students which student service leader projects to provide and the students involved. However, every student must play a role.

*Teacher Tip: The following list of ways students can become service leaders is provided as a suggestion for the class to consider. To review the basics of a service learning project and find templates for organizing a project, review the Keep America Beautiful Leader Guide Service Learning section.*

4. If deemed appropriate, display on a chart/whiteboard the following sample learning services as possible choices. While Arbor Day is listed as a separate project, most Arbor Day activities can be incorporated into any service learning project. It is up to the class and teacher to decide the most appropriate learning service.



## II. Explore continued

### Suggestions:

- a. Plan and host an Arbor Day event  
Coordinate dates, (school calendar, state Arbor Day and National Arbor Day), brainstorm activity ideas, create a schedule of events, select hosts or docents, assign tasks, and plan an evaluation for participants.
  - b. Plant a tree  
Research where trees are needed, what trees are best for the site, who will fund the tree(s), what materials are needed and who will plant the tree, who will water the tree, plan dedication of the tree and develop and conduct an evaluation of the activity.
  - c. Install signage for the Tree Trail  
Prepare and install signage for the Tree Trail, one for each trail tree. A template is provided to develop a marker for each tree. Possible items to include on a tree sign: tree outline, tree number, common and scientific name, measurement, date entered as a trail tree, etc. Place signs in holders and on stakes, decide where to place in ground and install the signage.
  - d. Host a Tree Trail tour  
Invite other classrooms, administrators, parents, and guests. Prepare a Tree Trail Tour Outline that includes objectives for the tour, route of tour, schedule. Develop a narrative at each stop, evaluate tourist and create a brochure for the Tree Trail Tour. Include audio or visuals as needed.
  - e. Create a video or podcast tour  
If not already created, develop videos or podcasts that can be uploaded on the school website. Prepare an outline for the script, develop the goal, purpose and objective statements, write a narrative for each tree. Include benefits, tree history or biology, future plans for the Tree Trail and develop an evaluation of the project.
  - f. Create a Campus Care and Greening Plan  
If not already created, develop a plan that will contribute toward maintaining their Tree Trail and improve benefits to the total school landscape. Consult local experts, develop a resource list, write a plan. Share with the school and community groups.
5. Have students use all ideas and suggestions to develop, conduct and analyze a needs assessment to determine the best service project for the class, school and community. Survey other classes, teachers, administrators and parents using informal or formal assessment questions. Once the needs assessment results are tallied, the class will decide on specific student service leadership to provide.
  6. Divide the class into small groups to develop the needs assessment. See the Sample Needs Assessment Format handout or the Keep America Beautiful's Student Learning Guide.



## II. Explore continued

7. Conduct the needs assessment. Remember to involve as many school personnel, such as other teachers and students, administrators, maintenance staff, etc. as possible.
8. Project the results of the needs assessment to review. Allow students to use the results to decide on the service project they want to perform. Organize the students to work on their services. Students may be assigned individual or group tasks. If the class chooses one service, assign individuals to a task for that service.

## III. Explain

1. As appropriate, assist students by providing a planning guide such as in the Keep America Beautiful Leader and Youth Learning Guides. Discuss the components their project should contain. Develop a schedule for students to work on their project. Include a project timeline and have students check progress toward completion or have the students make their own project timeline to share or post.
2. Provide the materials needed and plan the activities to complete the project within the preferred time period. Encourage students to plan on taking pictures and/or use a variety of media during their project and its development.
3. Remind students to develop an evaluation form for the service project chosen. It may look like the elementary module evaluations but it may have as few as four to five questions.
4. Inform students that they need to develop an invitation for guests to attend the dedication of the project. Provide a sample invitation and get feedback from the students. Then develop the chosen invitation format.

## IV. Extend/Elaborate

1. Provide time for students to work on their Service Learning Project(s). Periodically check on their progress. Post a notice and/or a list of the statuses as they are completed.
2. Have students complete invitations for the guests they wish to invite, including the principal, other classes and special guests such as public officials, the local newspaper and television/media journalists. Provide students with the number of invitations needed for their family and guests and have them complete the invitations and deliver these.

*Teacher Tip: Discuss the event with administrators and faculty and decide on a time and location for the project dedication and include on the invitation.*

3. Celebrate the Tree Trails Student Learning Project(s) by conducting the Dedication. Present the Student Service Leadership Certificates to the students. Record the presentation, if possible.
4. Remind the students that all visitors or anyone involved in the project should complete an



#### IV. Extend/Elaborate continued

evaluation form. Have students inform the audience where to leave their completed evaluation.

5. Post the projects on the school website or class WIKI page. If you are working with a Keep America Beautiful affiliate, share your project on their Submit Your Stories website.

#### V. Evaluate

1. Have students tally the evaluations and summarize the results. Conduct a discussion of the results of the evaluations of the project.
2. Have each student or team share their learning experience with the class by presenting a short synopsis what they did for the project. They may download their pictures and share with the classroom.
3. Have each student self-evaluate how they feel about the effectiveness of their project. Record in their journals. In addition, have students enter their reflections on the Class Blog.

#### VI. Extra Mileage/Attention

**Extra Mileage:** Produce a video of the before and after the Student Service Learning Project(s).

**Extra Attention:** Have students draw and/or describe their favorite part of the Student Service Learning Project. Specifically, students can create a cartoon, comic or short graphic novel to depict an aspect of their Tree Trail experiences, learning, service, etc.

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