

■ Oregon ■

■ 4-H Outdoor Project ■

■ Agent Resource Manual ■

4-H 301A
July 1988



OREGON STATE UNIVERSITY EXTENSION SERVICE

Oregon

4-H Outdoor Project

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OREGON 4-H OUTDOOR PROJECT

Dear 4-H Outdoor Leader,

Do these describe you: you're interested in working with a group of boys and girls; you'd like to learn more about the outdoors; you'd like to help children learn more about how to enjoy and take care of the outdoors?

If these describe you, this leader guide will help you understand how to provide fun and educational outdoor learning experiences for children; understand basic outdoor leadership skills; provide ideas for field trips, tours, and resources; and enjoy your role as a 4-H Outdoor Leader.

This leader guide will not give you an absolute blueprint for the project, nor will it be an exclusive source of ideas.

As an outdoor project leader, you'll need to find the tools that work best for you and your group. A 4-H Leader is a "people grower." You'll learn member interests, needs, and desires; you'll help members meet these in a positive, informal, learning environment. You'll also help the young people you work with develop four special skills: how to learn, how to get along with others, how to use new knowledge, and how to feel good about themselves.

The Pacific Northwest is well known for its natural beauty. Northwesterners are proud of their natural heritage. We wish to pass these natural resources and conservation ethics to our children so they may enjoy and take care of this legacy.

Your role as a 4-H Outdoor Project Leader working with children and their families will help to ensure that future.

Good luck!!

Learning in an Outdoor Environment

You may recall what it was like when you took natural science classes in school -- long lists of plants, trees, or animals you had to identify and memorize. However, natural science teaching has changed considerably. In some ways it is easier and more fun because information is applied to real-life situations.

Today, children are involved by having first-hand experience, the learning responsibility placed on the child, more emphasis on thinking and less on rote memory, and less telling the children the answers with more effort to have the children discover the relationships.

Your role is helping 4-H members experience the natural world, discovering what it is like, and thinking about its meaning. You'll take what kids like to do and tie it to an understanding of nature.

Most kids like to:

- * collect objects from nature
- * hike and backpack
- * wade in streams and ponds
- * fish and hunt
- * observe wildlife
- * camp out
- * cook their own meals outside
- * figure weights, measurements, and distances
- * sing
- * make crafts from nature
- * dig in soil and sand
- * watch the stars
- * learn about the pioneers and Indians
- * make up stories

You can explore with 4-H members in doing these things while learning about the natural environment. You can achieve this by providing the kind of experiences where members:

- * observe details that can be directly detected (color, smell, taste, size, and surface characteristics)
- * use numbers (count and determine percents)
- * use measures (determine length, weight, or volume in a specific unit)
- * assume (reach a logical conclusion based on observed evidence)

-
- * classify (arrange things into groups according to similarities and differences)
 - * communicate (give complete and concise summaries describing what was observed)
 - * hypothesize (develop an educated guess to explain a variety of observations related to a phenomenon based on relevant data)
 - * experiment (test one or more variables in a controlled situation and record data for later interpretation)
 - * put together models (arrange or group information, data, or principles to describe a phenomenon, i.e. diagram one type of community showing a food chain)
 - * research (an orderly search for answers to a question by reading about it, talking to experts, and making observations of a particular phenomenon).

How to Use This Guide

The 4-H Outdoor Project is an introduction to learn about and live in the outdoors. As a leader, you choose the information to fit the interest, abilities, and experience levels of club members.

You may first wish to review this leader guide to see what and how the information is presented. This will give you a background to draw from when you plan your activities with your members.

Project Units

The 4-H Outdoor Project is divided into five units, each with separate activities, learning objectives, activity descriptions, necessary materials and resources, and procedures and considerations.

You can work from each unit all year, depending on age, interests, season, resources, and the number of meetings held, or you may want to concentrate entirely in one area. As learning progresses, you will be able to branch into more advanced opportunities; and with the wide range of activities and ideas suggested within, you will be able to use your Outdoor Project for many years to come.

You may find this guide to be a good first reference as you think about leading an Outdoor Project. This guide will help stimulate ideas for you to use with your club and also give you basic tools to consider. Much of this guide was written by experienced outdoor 4-H leaders who have developed successful programs.

What Makes 4-H Experiences Successful

- * Establish yearly club and individual goals with members -- Use basic skills and understanding as starting points to build the project on your interests, members' interests, and available resources.
- * Involve members in planning activities and meetings, and sharing accomplishments -- Members will be more interested if they help plan and share. Each section of this leader guide gives hints to involve members.
- * Plan challenging and new things for 4-H'ers to stretch their skills and understanding of the outdoors -- This gives members self-confidence.
- * Plan activities that allow members to talk with each other and with you.
- * Keep indoor planning and organization meetings short. -- You may discover that field trips, day hikes, and overnight trips will hold member interest for longer time periods. Be flexible; allow plans to be changed and modified. Plan alternative activities in case of bad weather.
- * Help family members work with their children on the project and join with you in conducting activities -- Help members apply what they learn to daily living.

Learning Tools

Organizational meetings usually take about 90 minutes. Be sure to involve officers in conducting the club business and recording the minutes. Allow for reports on special projects and be sure to make plans for field trips, hikes, and overnight camp outs.

These meetings give members time to review the club's experiences, provide leader, member, or outside resource-led activities, and provide recreation and refreshments.

Field trips, day hikes, and overnight camp outs place members in an extended learning experience and provide for exploration and outdoor discovery. These trips utilize a specific outdoor natural resource as a learning laboratory (pond, stream, lake, forest, hiking trail, meadow, arboretum, weather station, natural history museum, fish hatchery, zoo, tree farm, geological area, marine tide pool, desert).

Members will have an opportunity to learn outdoor living skills (such as food planning, preparation, and outdoor cookery; proper hiking procedures; conservation practices, first aid and safety; wildlife observation; weather observation and astronomy; edible plants; knots; canoeing and rafting; mountain climbing; and cross country skiing).

Be sure to utilize outside resource people. They provide a learning opportunity for the members to learn from expert outdoor and natural resource professionals (foresters, naturalists, soil conservationists, botanists, fish and wildlife managers/biologists, geologists, hunters, fishermen, mountain climbers, outdoor equipment sellers, tree farm operators, taxidermists, outdoor recreation specialists, and science teachers) to name several.

Reports and presentations allow individual or team reports to other members on a specific area of interest. This can be part of a regular organizational meeting. Presentations are a formal method of presenting an idea, complete with illustrations. They can be an outgrowth of a members interest in a subject. Presentations also can be publicly presented at County Presentation Days or at the county fair.

County or multi-county special events are usually held with the county 4-H annual events calendar. These offer enrichment opportunities for natural science clubs and usually involve an educational tour, competitive events, or overnight campouts.

County and State Fair exhibits and contests give members opportunities to show what they have learned by making an educational exhibit or display, participating in contests, or exhibiting specimens collected. Check with your county Extension office if you are interested.

Club and individual member records tell you and the member the accomplishments of the year. These records also help set goals for the future. Record sheets are available through your county Extension office.

The 4-H Outdoor Project provides many opportunities for awards, recognition, and scholarships. Members may achieve personal satisfaction and achievement in the varied club activities of the year. You can also build "fun awards" into your club through imaginative planning.

There are county, state, and national awards, recognition and scholarships for outstanding member achievement and leadership. Awards and recognition vary. Check with your county Extension office for specific details.

The community service project is an important learning tool in the Outdoor Project. Each year members should plan and conduct a community service project to benefit public or private natural resource users.

Examples of projects include developing interpretive nature trails (including one for the handicapped); restoring streams for salmon and steelhead runs; planting trees and shrubs; cleaning parks, trails, and camping areas; planting food and cover for wildlife habitat; collecting data to help with wildlife or land use conservation; and helping with bird census.

4-H Outdoor Project Presentations

You may want your club to give presentations on how to do or make something related to the Outdoor Project. Presentations may be before the club, school class, family, friends, at the fair, or on 4-H Presentation Day. Presentations require knowledge of the subject, planning, and practice. A presentation usually shows how to do something. It can be an ongoing part of your club program.

How to give a good presentation:

- * Select something that you like to do.
- * Tell your audience who you are, what you are going to do, and why.
- * Give your presentation by showing and telling what you are doing.
- * Go slowly.
- * Be sure that everyone can see and hear you.
- * Do one step at a time; explain each step as you do it.
- * Show what you have done or made and tell why it is important after you have finished.
- * Review what you have done.
- * Ask if there are any questions.

Suggested presentations:

Once members learn about presentations, they will have ideas for their own. Be sure to include ideas in a presentation planning session.

- * How to tie one or more useful knots
- * How to build and put out a campfire
- * How to plant a tree
- * How to read a map and use a compass
- * How to pace distances
- * How to sharpen a knife or an axe
- * How to make a terrarium
- * How to make a small animal trap
- * How to identify three trees
- * How to mount a pressed leaf specimen
- * How to make plaster casts of animal tracks
- * How to give first aid for injuries
- * How to select a campsite
- * How to backpack for an overnight hike
- * How to practice no-trace camping
- * How to select and care for suitable outdoor shoes and clothing
- * How to build a bird feeder
- * How to tell the age of a tree

Exhibits

Members can make educational exhibits to display at your county fair. (Check your local fair book rules for specific criteria.) The State 4-H Fair offers the following categories and guidelines for exhibits:

Outdoor

An educational exhibit relating to the out-of-doors. May not exceed 30 inches wide, 24 inches deep (front and back), and 30 inches high. This is available to junior, intermediate, and senior members.

Scoring

* Educational value	25
Quality of work, arrangement, neatness	50
Attractive, holds interest ...	25
Total	<u>100</u>

* Educational Value will include explanations of how to use exhibit, how it was made, where materials can be gathered, identify parts if appropriate. Example: a bird house exhibit could include plans for making it, where it would be used, for which birds, and a picture of where it will be used.

Conservation

An educational exhibit relating to conservation of soil, energy, water, forests, marine life, range, or wildlife. May not exceed 30 inches wide, 24 inches deep (front and back), and 30 inches high. This is available to junior, intermediate, and senior members.

Scoring

Educational value	25
Quality of work,	25
arrangement, neatness ...	25
Attracts attention	25
Practical (teaches	
approved practices).....	25
Total	<u>100</u>

Fishing

(see project manual for guidelines)

General ideas:

Nests, insects, and birds. Label all specimens with common name, where found, date found, and name of collector. Add any other information you like. It is a good idea to spray nests to kill mites or lice.

Animal trap. An animal trap you made. Tell what you trapped, when, and where you trapped the animal.

First aid kit. An example of a camper's first aid kit. Tell how the items were selected and how to use it.

Dish garden of native plants and rocks. Label with common name, where found, date found, and name of collector.

Collection of rocks or remains of animals found in one place. Have labels or short story to explain your specimens:

Collection of "old skins." Examples are snake skin, May fly, dragon fly, caddis fly, or other insect pupa cases. Label with common name, where found, date found, and name of collector.

Notebook of mounted plant specimens native to Oregon. Mounting sheets are available from your county Extension office.

Seed collection telling how the seeds are spread and the kinds of seed. Be sure the specimens are fastened to a mounting material. A shallow box with clear plastic top will protect and keep the exhibit clean.

Project Goals

We strive for goals to create a better world for ourselves and other people. Youth need to feel good about who they are. You are in a position to help build a positive self image in all the children you work with. Use the out-of-doors and the interaction of your club to achieve this. This can be your most important, demanding, and rewarding goal in 4-H.

Goals that will help you get there:

Awareness and appreciation for the out-of-doors and the natural environment. Help individual 4-H'ers and the group acquire strong feelings of care, respect, and concern for the environment; develop motivation to actively participate in the protection and improvement of the environment.

Knowledge. Help 4-H'ers acquire a basic understanding of how things work in the natural environment.

Attitudes and values. Help 4-H'ers acquire social values and the ability to make sound choices while developing a sensitivity to the environment.

Skills. Help 4-H'ers acquire skills for solving environmental problems and properly use the outdoors for recreational pursuits.

CONDUCTING HIKES AND FIELD TRIPS

Project Unit 1: CONDUCTING HIKES AND FIELD TRIPS

ACTIVITY: Information about hikes and field trips

This activity's learning objectives are to provide fun and adventure, to practice group safety and cooperation, to teach responsibility to members, and to observe wildlife, trees, plants, and rocks.

Hiking with 4-H'ers can be challenging and rewarding. This section can help you think of the variables to consider for a safe, enjoyable experience.

Before You Leave:

1. Try to pre-hike the area to determine its features, whether the group can handle it, and what kinds of things to explore while on the hike.
2. Consider your budget, transportation, time, weather, terrain, altitude, scenery, available water, and need for map and/or compass.
3. Obtain information on the area from local park and recreation districts, National Wildlife Refuges, private landowners, national forests, state parks, or the Bureau of Land Management. Obtain U.S. Geological Survey maps from local outdoor equipment stores.
4. Select a hiking site based on your group. If the group is young, you should have something specific in mind. If you have an experienced group, you may wish to have alternatives. Let a committee make the decision. Make sure you have a planned destination. A previously-set goal is an important motivation and allows everyone to feel successful.
5. Notify parents of your destination. If the hike is in a National Forest Service District, notify the service personnel.
6. Obtain insurance by calling your county Extension Office.

Clothing

Dress for the season, changing weather conditions, and elevation. Urge the group to use the layering system, i.e., T-shirt, long-sleeved shirt, sweater, and windbreaker and hat. Use rain gear, if necessary. Remove and add layers according to need. Clothing should be loose and comfortable. In winter, wool is the best material for warmth even when wet.

CONDUCTING HIKES AND FIELD TRIPS

Footwear

Feet are your transportation, so footwear is an important item. If the hike is no more than 8 miles and the terrain is smooth, sneakers in good condition are acceptable. If the hike is in rough terrain and the 4-H'ers will be wearing backpacks, they should wear hiking boots to support the ankles. These boots should be broken in before the hike. Be sure members wear tube-type socks with boots and sneakers.

Suggested Equipment

What equipment you carry depends on the terrain, length of hike, and weather conditions. It is best to be prepared for the unexpected.

Maps	First Aid Kit
Compass	Safety pins
One canteen of water per person	Field notebook (or other nature book)
Food	Change for an emergency phone call
Knife	Day pack (to store extra clothing, or lunch)
Toilet paper & small plastic shovel	Optional items
Matches in a match safe	
Small flashlight	

Hiking Foods

Food should be light, easy to carry, and not require cooking. It is best to eat a series of high-energy snacks and a light lunch.

Snacks include: dried fruit, Gorp (dried fruit, granola, candy, nuts), carrots, fruit, beef jerky, candy, and cookies.

Lunch suggestions include peanut butter and jelly or honey, cheese, sausage, and crackers. Hot soup, hot chocolate, hot tea, and honey are good if the weather is cold.

Remember that rigorous activities require more carbohydrates. Let a committee work on the menus while you assist them.

Be sure to carry out all trash.

CONDUCTING HIKES AND FIELD TRIPS

Hiking procedures

Front and back leaders. Select a front and back leader. Vary these during the trip. The front leader is responsible for finding the way and observing dangers and changes in the trail, setting the pace, and finding rest areas. The front leader should set a pace that is appropriate to the pace of the slowest person in the group. The slowest person should be immediately behind the front leader. The back leader follows the ranks, makes sure the group stays together, and stops if there are problems.

Pacing. The pace should vary with the altitude, condition of the group, terrain, slope, and trail. Both leaders should watch for fatigue, hot spots leading to blisters on feet, and use of clothing required for body heat generated while hiking. (It is better to be cool on the trail than overdressed and perspiring.) Rest stops are important in the success of a hike. A good method is to set a steady pace for up to 50 minutes and with a 5-minute break. If the group is exploring along the way, shorten the hike so muscles do not tighten.

Stragglers. Children who have problems keeping up with the group are a special consideration. Place them in front and talk to them while hiking.

ACTIVITY: Outdoor Manners

Members are able to identify and practice appropriate manners while enjoying the outdoors. Think about how you can help members develop their own code of outdoor manners. Discuss the effects human actions can have on the outdoors by showing a film or reading a story about behavior in the forest or public parks. Make a chart and have members list their ideas on recommended practices. The club may want to adopt a code of outdoor manners. An example is below.

OUR CODE OF OUTDOOR MANNERS

_____ 4-H Club

1. Be careful not to litter. Pick up litter left by others.
2. Use trash cans.
3. Respect wildlife.
4. Be careful with fire.
5. Stay on trails.
6. Avoid cutting green trees.
7. Dispose of body wastes.

Think about how you can help members minimize their impact on the environment. When hiking, remind members to use no-trace campfires, use only seasoned wood, and to close all gates behind them. Be sure they do not harass animals, take short-cuts off trails, or throw rocks into streams.

CONDUCTING HIKES AND FIELD TRIPS

ACTIVITY: Outdoor Safety

Safety is the most important concern. As a group leader you are responsible for the safety of everyone in your group.

What You Should Know

1. Know each member's capabilities, judgement, and ability to cooperate and follow directions.
2. Understand the basic principles of first aid and its application; carry a first aid kit with the group.
3. Know the hiking area.
4. Know approximate group pace, hiking distance, and time.
5. Know what to do in an emergency.
6. Understand basic principles for use of outdoor clothing in various weather conditions.
7. Recognize and safely avoid or negotiate physical/climatic hazards.
8. Know how to control and pace a group.
9. Know how to read a map, use a compass.
10. Know what to do if you have lost a member, or if the group gets lost.

What Will Help

1. Initiate games.
2. Take an American Red Cross first aid course and know the contents of the field first aid kit.
3. Scout the area ahead of time.
4. Start with short hikes until you know more about the interests and abilities of the group.
5. Discuss an emergency plan ahead of time with the group. Test by role playing an accident where group must use the emergency plan.
6. Visit an outdoor equipment store with the group. Examine appropriate clothing and discuss dressing for "climate control" while hiking. Discuss ways to dress for hiking without expensive clothing.
7. Check out local weather and snow conditions prior to outing. Read about procedures on taking groups across steep slopes. Have a plan for dealing with lightening storms.
8. Place slowest individual at front; develop a small group "buddy system."
9. Practice procedures before the hike with a game or pre-hike test.
10. Have group make up a lost hiker exercise, role-playing what could be done.

CONDUCTING HIKES AND FIELD TRIPS

"POCKET GUIDE FOR 4-H HIKES" -- 4-H 3001

Ways to use the Hike Guide

This publication helps leaders to:

Stimulate interest in animals and plants and the Earth itself.

Develop observation skills to help youth see and understand the world around them.

Help youth learn the names of animals, plants, and geologic features and how to identify them.

Make hiking, camping, club meetings, and contests fun activities.

It can be used in many ways:

As a roll call topic at 4-H meetings. Members name a mammal, a bird, an insect, or a land feature, when answering their name. Classifications can be more specific as the members become more skilled (name a marine animal, a game bird, a mineral found in Oregon, etc.).

On hikes help members identify what they find, where it lives, and why. They may carry pocket guides with them, or check what they have seen when they get home.

At camps and in parks, self-instructing nature trails can be established with labeled specimens.

Self-testing nature trails with numbered specimens and with the correct names at a check station at the end of the trail can be used by members to check their own card.

"Open book" self testing is a good teaching method. Give the participant a Pocket Guide or list to use. It will help the member to identify the specimens and spell the names correctly.

As a contest at fairs. The contest may include 30 to 50 animal, plant, or mineral specimens from the "Pocket Guide to 4-H Hikes." Pictures, models, or actual specimens may be used. Score 5 points for each item correctly identified and spelled. Take off 1 point for each illegible or misspelled word. Allow 3 points if only part of the name is correct.

CONDUCTING HIKES AND FIELD TRIPS

ACTIVITY: Keeping a Field Notebook

A 4-H Outdoor Project field notebook keeps records of observations, notes your feelings as you interact with groups and nature, and it itemizes what you have learned for use in talks, presentations, and exhibits during the year.

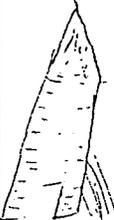
The outdoor investigation techniques of this leader guide lists numerous examples of collected and recorded data. You may want your members to include these in notebooks. Keep the notebooks simple, using materials that strike your interest during field trips. The book should be small enough to carry in a pocket and have a way to attach a pen or pencil.

How to take notes in the field

1. Take all notes on the spot. It is difficult to recall details later.
2. A picture or sketch is worth a thousand words.
3. Cultivate the practice of observation. Learn to see things not ordinarily noticed. Write about what you see, avoiding interpretations based on inadequate information.
4. Be sure all observations recorded are accurate. Identify all species carefully. If necessary, collect specimens for later identification.
5. After you complete the field trip, review what you have recorded. You might wish to share this with the group.

CONDUCTING HIKES AND FIELD TRIPS

EXAMPLE OF A FIELD NOTEBOOK ENTRY

Trip no 23	November 	Nov 4
   Deer tracks near river	 <p> This afternoon was warm, up in the 40's, and I headed for the Selity River. The wind was rather chilly as I walked among the trees and down beside the river. I noticed the river was much higher at the bend than it had been when I was there in August. The sandbar was completely covered. I soon discovered the reason when I came to the first gnawed tree, and then I saw the beaver dam around the second bend. They had been busy </p>	<p> 1 white breasted nuthatch 2 Downy woodpeckers </p> 
Went alone to	in two months. I found two dams already built and a third begun. As I have	

CONDUCTING HIKES AND FIELD TRIPS

ACTIVITY: Things to do on Hikes

Rain drops

Place everyone in a different spot and tell them they are raindrops. Have each person follow the course they think they would go. Talk about infiltration and run-off, how humans affect the process, steps to prevent damaging run-off. Do this in a variety of habitats: forest, field, meadow, hilltop.

Follow a sunbeam

If you are in a woods, follow a beam of light to where it hits the ground. What grows there? Talk about the effects of shading, competition, rainfall, coolness of the forest, soil moisture. Stand in the sunbeam and note the temperature difference there and other places. Is there a difference between the ground and five feet up? If possible, move into a meadow and notice the changes.

Seeing colors and framing a picture

Have the group count to themselves all the colors they see in one minute. What color is predominant? Why? Talk about colors and their causes. Have them frame a picture with their fingers as an artist might paint it or a photographer snap it.

Discover and describe

Give each member an egg carton to find one dozen discoveries. Explain the importance of living things and not to injure or kill anything. Tell them that what they discover is a secret and not to let the others see it. When they are done, pair them up and have partners sit back to back. One holds an object and with closed eyes describes to the other, without saying the name. Example: "It smells like ...", "It feels like ...", "It is eaten by ...", "It came from ...", "It is shaped like ...". When the game is over return the objects.

Space people

A variation of the "discover and describe" game offers a different perspective. Explain that the group is a team of scientists from another planet. They have just landed and are preparing to leave their ship. Have them explore the region for life and to determine whether or not they would like to set up residency on the planet Earth. If so, how would they manage for the future? What style of government would they have? How will they eat? What dangers to they need to consider? (Weather, temperatures, animals, people?)

CONDUCTING HIKES AND FIELD TRIPS

Trust hike

Blindfold the entire club and have them hold on to one another. A leader will take them on a walk through various places (from sunshine to shade, under a fallen tree, across a shallow stream, in grass, on a path). It is best to have several leaders (not blindfolded) at different points along the walk to watch for any trouble. Instruct the group that they must all help one another.

For variation

Pretend you are all trappers as you follow the tracks.

Watch the sunrise

Get up before dawn and hike to a good place to see a sunrise. Be quiet and watch, listen, and smell. Walk quietly back to camp and try to observe wildlife. Celebrate the sunrise with a big breakfast!

Do the same for a sunset.

Insect search

The small plastic containers in which restaurants serve taco sauce or catsup are the best "bug boxes," if the top is still usable. Give each hiker a clear box of the same sort (a baby food jar will work just as well) and set them loose on the hike to search for bugs of all varieties. Observe them as a group in the boxes and then let them go free. Share information about where the bugs were found.

Singing hike

If the path is wide, everyone can walk in a group, gathered close for a silly song contest. One person begins by singing a song and ends anywhere. The next person begins a song using the last word from the first song. The second singer ends his song anywhere, and the next person uses the last word from the second song as a base for his/her song. Have everyone join in, the louder and noisier, the better!

That-a-way!

Allow each person in the group to be the leader for about 10 to 15 minutes. The leader gets to decide which direction to head. He/she yells, "That-a-way!" and treks off. After everyone has been a leader, get out the compass and find out how to get back.

CONDUCTING HIKES AND FIELD TRIPS

Signs of animals

Have the group see how many signs of animals, birds, and insects they can find. Go slowly and be observant: tracks, scat, gnaw and claw marks on trees, brushpiles, alterations on leaves, possible homes, dead animals, or birds, broken branches.

Gone birdin'

Get out the binoculars and bird books and go on a bird hunt. Early morning is best, but any time of the day will do.

Exploration

Hike to an area and explore it.

Photography Hike

Work on photpgraphy skills and understanding as you hike a trail or journey cross-country.

Food hunt

If there is an expert in your county on wild edibles, you may want to have him or her talk to your group and take them out to identify edible mushrooms, berries, nuts and herbs. NOTE: This activity is not recommended unless the leader has previous experience in this area and can recruit an expert for additional experience.

Winter hike

Bundle up to explore a winter wonderland. Look for signs of animals or birds. Listen to winter sounds. Go while the snow is falling if you can! End with a snowball fight and hot chocolate.

Rain hike

Put on the ponchos and raincoats and become a part of the outdoors when it rains. You will be amazed at how enjoyable this is.

Moonlight hike

Turn out the flashlights and watch and listen for wildlife. How is the outdoors different at night? This activity can provide new perspectives and reduce fear of the dark. This is fun to do on a night of a full moon to celebrate the moon's glow.

CONDUCTING HIKES AND FIELD TRIPS

Star hike

Walk to the top of an open hill, or on a clear evening, to study the stars and their legends. Take your sleeping bags along to spend the night. Take a book and small flashlight to help you identify new constellations.

Sealed orders search

The group must find their way from clues. A new clue is either found or given to them when they reach the previously-designated spot. Use riddles, poems, or codes to heighten the excitement. It is best to do this in small groups. Stagger teams or send search groups in different directions, for a large group. For the finale, all meet in the same place.

Anthropologists

Explain to the group that they are anthropologists from the year 2100 and they have come to learn what they can about the civilizations which inhabited the area in the year _____ (present year). Have them examine litter, markings on trees and rocks, etc. to learn about the environment and the people who lived there. This is a good adventure to do in public areas where people litter.

What Is It?

Rotate leaders and have them stop every time they see something pretty, interesting, or unusual. Talk about the object and learn about how it functions and why. Then give the object a name that seems appropriate. If it is edible, let everyone sample a bite. (NOTE: Be sure that plants are edible. Take along an edible plants book and have some experience in this area if you plan to do this.) This game can add diversity to a long hike.

ADVANCED CAMPING SKILLS

Project Unit II: ADVANCED CAMPING SKILLS

OBJECTIVES: Members will be able to plan and carry out safe, enjoyable overnight camping experiences with a minimum of impact on the Oregon environment.

What Members Should Be Able to Learn And Do:

- select trip locations
- choose hiking routes
- plan transportation arrangements
- know how to care for and use proper camping equipment and clothing
- how to select a campsite
- fire building and use of cookstoves
- sanitation and hygiene
- food planning and outdoor cooking
- proper shelter construction
- no-trace camping procedures
- use of knife, saw, axe
- packing a backpack
- trail leadership
- use of map and compass
- first aid and emergency procedures
- surviving emergency situations

Hints

Your 4-H members will probably come with a variety of camping experiences which may include, none at all, camping in their backyard, car camping in a state or national forest campground, and backpacking to primitive campsites.

Most of the above-listed skills can be taught and practiced within reason, at your regular club meetings. Goals and expectations that will provide opportunities to actually camp out overnight and practice these skills in a real life situation should be built into the club program. You may have to gear the level of your camping experiences to the availability of equipment within the group and the physical capabilities of members. An example of levels might be car camping at a roadside campground if your equipment is too heavy to carry as opposed to backpacking into a primitive campsite. You may wish to explore these possibilities with your group and design a series of experiences of increasing difficulty.

ADVANCED CAMPING SKILLS

SELECTING TRIP LOCATIONS AND CHOOSING HIKING ROUTES

Think about how you can help members answer the following questions:

1. Is the location within reasonable driving distance?
2. Do all members have the skill and ability to undertake a trip at this particular location?
3. Are the expected weather conditions at the location suitable for the purpose of the trip and the limitations of the group?
4. Does the location offer the natural features necessary to successfully satisfy the purpose of the trip?
5. What are the rules and regulations of the particular area?
6. What are the trail conditions?
7. What is the availability of campsites?
8. What are the sources of water along the trail?
9. What method will the group use to retrieve the parked cars?
10. What are the hiking miles and elevation changes to be considered in estimating distances of travel by the group?

TRANSPORTATION

Think about how you can help members answer the following questions:

1. What is the transportation cost to participants?
2. What is the minimal number of vehicles required?
3. Do the number and types of vehicles chosen for the trip provide adequate comfort for the passengers?
4. Do the vehicles have adequate storage space for equipment?
5. Is there adequate insurance coverage for all vehicles, drivers, and participants?

ADVANCED CAMPING SKILLS

TRANSPORTATION (continued)

6. How and where will the group all meet to get started and how will they proceed to their destination?
7. Based upon an estimated travel time, have considerations been made in case of necessary food, fuel, bathroom, car campsites, and shuttles to various parking locations?
8. Where and when will all participants meet for the return trip?

EQUIPMENT AND CLOTHING

Ask the group to list all the equipment they think they will need. (This may vary depending on the nature of the camping location and the seasonal requirements of the area.) Have the group bring the equipment they have at home or will be able to borrow to a meeting. Have the group sort through the equipment into lightweight, backpacking gear and equipment that could only be used in a car camping situation.

The following is a basic lightweight camping and equipment list. Use this list as a reference once you have let the members discuss and develop reasons for using certain types of equipment. Once they discuss this list, have them prepare a revised list which they can keep as a permanent reference.

Personal Clothing

Boots. Medium weight to heavy, preferably with vibram soles. Sneakers can be worn on dayhikes but can cause blisters with backpack loads. Sneakers do not offer the support necessary for climbing or moving downhill on rocky terrain. Lava rock in the Cascades will chew up a pair of sneakers very rapidly.

Heavy wool socks. At least one pair, plus two pairs of lightweight cotton socks.

Pants. Wool is best; blue jeans are okay if they don't get wet.

Long Sleeve Wool Shirt.

Wool Sweater. Down sweater is okay if worn over a heavy wool shirt.

Wool Mittens & Wool Hat.

Thermal Underwear. Can be used as pajamas if sleeping bag is not sufficiently warm in cold temperatures.

ADVANCED CAMPING SKILLS

Personal Clothing (continued)

Parka. Windproof, water-resistant parka with hood is best for keeping dry.

Poncho. Necessary for rainy conditions.

Personal Equipment

Sleeping bag. lightweight, downfilled or dacron fiberfill (fiberfill retains warmth even when wet)

Sunglasses.

Stick matches. in a waterproof container

Pocket knife.

Whistle.

Foam sleeping pad.

Polyvinyl ground sheet.

Plastic cup.

Fork and spoon mess kit.

Biodegradable soap.

Toothpaste, toothbrush.

Toilet paper.

Frame backpack.

Umbrella. (optional, but often handy)

Group Equipment

Lightweight water-resistant tent with rainfly. 2 man or more

U.S. Geological Survey Map and Compass.

Flashlight. spare bulb and batteries

ADVANCED CAMPING SKILLS

Group Equipment (continued)

First Aid kit.

Cooking Pot. can be made from #6, #8, or #10 tin cans and baling wire

Plastic shovel.

Extra cord.

Plastic garbage bags.

Backpacking:

Stove, stove fuel, funnel.

Hatchet, saw.

Basic Clothing and Equipment Considerations

1. Wool insulates even when wet.
2. Multiple layers of clothing permit easy adjustment of insulation.
3. Wool hat prevents loss of heat.
4. Boots should be roomy enough for at least one pair of heavy (wool) socks and one pair of lightweight (cotton) socks.
5. Boots should be broken in before they are used on the trail.

SELECTING A CAMPSITE

Think about how you can help members consider the following questions:

1. Is the campsite free from natural hazards?
2. Is the site far enough from other campers to minimize noise and disturbance?
3. Is the site free from insects and dampness?
4. Is the area flat enough for sleeping?
5. Is the site protected from winds and storm conditions?

ADVANCED CAMPING SKILLS

SELECTING A CAMPSITE (continued)

6. Is safe drinking water close by? Sleeping too close to water sites should be discouraged to minimize human impact on the environment.
7. Is firewood readily available? Stoves are recommended to minimize impact on environment.

FIRE BUILDING AND COOKSTOVES

Use firewood if it is readily available and there are no restrictions on its use.

Have members consider the following questions:

1. Is the fire area away from tent sites and other areas of traffic?
2. Is all combustible ground cover cleared away to a distance of five feet in diameter from the location of the stove or fire?
3. Is the site clear of overhanging tree branches?
4. What is the fire going to be used for? Warmth? Cooking? Campfire? What size fire is best for each purpose?
5. What size and type of wood is necessary to start and keep a fire going? What is available -- kindling, pitch, tinder?
6. What are the primary and lighting requirements for the particular stove you are using?

SANITATION AND HYGIENE

Have members consider the following:

1. Is the washing and bathing being done well away from the water source?
2. Is the washing being done with biodegradable soap?
3. Is all human waste and uneaten food buried at least 30 yards from the nearest trail, campsite, or water source?
4. Is the waste buried in the organic layer of soil where it can decompose?

ADVANCED CAMPING SKILLS

SANITATION AND HYGIENE (continued)

5. Is all non-burnable and non-biodegradable refuse bagged to be carried out?
6. Are socks and underwear washed regularly?

SHELTER CONSTRUCTION

1. Is the location flat with deep, dry ground cover?
2. Are the twigs, cones, etc. removed before the tent is set up?
3. Is the location away from fragile plant life and other delicate flora and fauna?
4. Is the tent site upwind from all fires?
5. Is the tent erected so that the rear of the tent is facing the wind and the front (entrance) is away from the wind?
6. Is the tent flap open to allow ventilation and prevent interior condensation?

FOOD PLANNING

The group must deal with three aspects of food planning: purchasing, packaging, and preparation. They can work individually, in small groups of 3 or 4, or do it as an entire club.

Food for backpackers must be lightweight, easy to prepare, and not spoil easily.

Calorie requirements vary from individual to individual. A rough estimate is around 3,700 calories per day in summer and 4,500 calories per day in winter. This averages to 2½ pounds per person per day in summer and 3 pounds in winter.

Nutrition: Foods should be a balanced diet of protein, fat and carbohydrates. When planning your menu consider the following:

Proteins: meat, fish, cheeses, eggs, nuts, milk, and beans

Fat: margarine, bacon, nuts, cheese, eggs

Carbohydrates: sugar, jam, candy, cereal, bread, rice, macaroni, dried fruit, vegetables

ADVANCED CAMPING SKILLS

Cost: Most lightweight foods can be found in supermarkets, more specialized freeze-dried foods can be purchased at a higher cost in sporting goods stores.

Packing Food: (This will depend upon individual or group procedures.)

- * Divide food into plastic bags for individual meals and label breakfast, lunch, and supper.
- * A separate bag should contain staples and condiments.
- * Extended trips should be packed according to a daily menu.
- * Discard all unnecessary packing to eliminate bulk.

Eating Hints:

- * Eat two hot meals per day.
- * Eat lightly but frequently by nibbling between meals on gorp, dried fruit, granola, or jerky.
- * Light a fire and get water boiling immediately upon arriving in camp.
- * Start out with hot drink - lemonade, jello, tea
- * Cook one-pot or foil meals for efficiency (stews, casseroles, etc.)
- * Check water sources for possible pollution. Use water purification tablets or boil ten minutes if water is questionable.

NO TRACE CAMPING PROCEDURES -- A MUST!

Leave only footprints: This means removing all sign of your having been there.

1. Live trees and plants are to be left to live.
2. Fires are to be completely put out with water, soil, etc. Charred sticks and logs scoured and scattered and the dead coals buried. The rocks, if used, are removed and scattered. The fire area is completely covered with the pre-existing duff and returned to a natural condition.
3. The sleeping beds are restored to their natural condition.
4. Paper, baggie ties, and other litter is removed and carried out.

The group should feel great satisfaction in having enjoyed a wilderness campsite they have returned to its natural state for someone else to enjoy. If others have abused this privilege, it's an opportunity to bring the site back to the way it was before it was abused.

ADVANCED CAMPING SKILLS

USING AND ORGANIZING A BACKPACK

A frame backpack with adjustable padded shoulder straps and a padded waist belt is the easiest for carrying backpacking loads.

Packing for a smooth trail: keep heavy items high.

Packing for rough terrain: pack heavy items near the center of the pack and close to your back.

Adjust the shoulder straps so they are snug on the shoulders (not too tight which could cause discomfort).

Adjust the waistband so that the pack rests on the hips to take the weight off the back and shoulders.

Your sleeping bag is generally stored in a waterproof stuff sack and strapped against the frame underneath the pack.

Consider the equipment to be used enroute during the day and pack them for easy access. This might include first aid kit, rain gear, hat, parka, map and compass, trail snacks, lunch, cup, water bottle, matches, and toilet paper.

Use stuff sacks to order the remaining equipment. Separate sacks might include toilet articles, clothing, cooking utensils, food, etc.

Putting on a backpack

Lift the pack up on to your extended right knee, place the right arm through the appropriate shoulder strap, and swing the pack around the right shoulder. The left arm is inserted in its strap after the pack is in place on your back.

USE OF CAMP TOOLS

In most cases, hatchet, bows, saws and knives, see only occasional use, depending on firewood requirements, cutting and repairs needed in the group. It is important that members handle these tools safely.

Are the blades kept clean, dry, sharpened, and protected when not in use?

Are they passed from one person to another safely?

When using a knife, is it cutting "away" from your body?

When swinging an axe, are onlookers at least two arm lengths away?

Is a stump being used as a chopping block?

ADVANCED CAMPING SKILLS

KNOTS

Anyone who has seen a "knotboard" display is aware of the great variety of knots, ranging from the simple to the complex. Except for decorative ropework and some special knots, most knots can be grouped by purpose into three categories:

knots for joining
knots for loops
knots for attaching

While any knot may be used for more than one purpose, each has a purpose which it serves best.

knots for joining

square knots
sheet bend
carrick bend
fisherman's knot

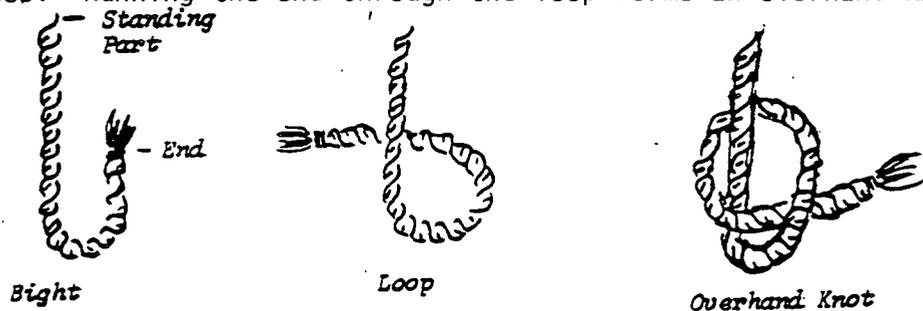
knots for loops

bowline
tautline hitch
slip knot
overhand loop

knots for attaching

clove hitch
half hitch
timber hitch

A few common ropework terms are used in describing how a knot is tied. The standing part of a rope is generally the longer portion or the part that is attached to something else. The end refers to the end being used to tie the knot. A bight is the figure formed by doubling the rope back onto itself in a U-shape. When the rope crosses itself to form a circle it is called a loop. Running the end through the loop forms an overhand knot.

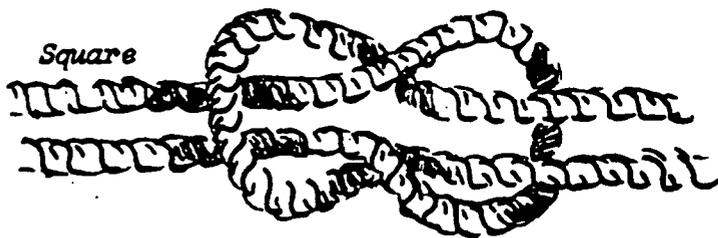


The more common and usable knots are the easiest to tie. All are combinations of bights, loops, and overhand knots. The square knot interweaves two bights while the carrick bend interweaves two loops and the fisherman's knot consists of two overhand knots. The sheet bend and bowline are both composed of a bight and a loop. A bight and an overhand knot are combined in a slip knot. The clove hitch is a combination of two loops and the half hitch and timber hitch are variations of the overhand knot.

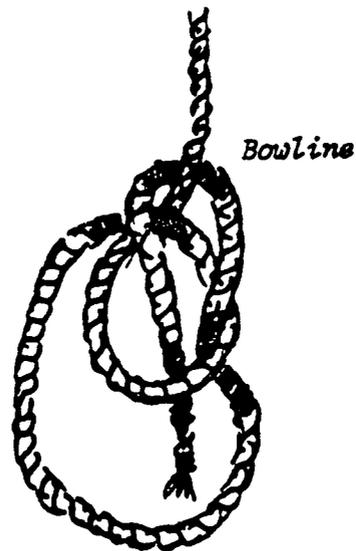
Care must be used in tying any knot to get each part in its proper relation to the other parts. If rope parts cross incorrectly, you will end up with the wrong knot or no knot. Tighten a knot by pulling gently while maintaining the proper relation of all parts.

ADVANCED CAMPING SKILLS

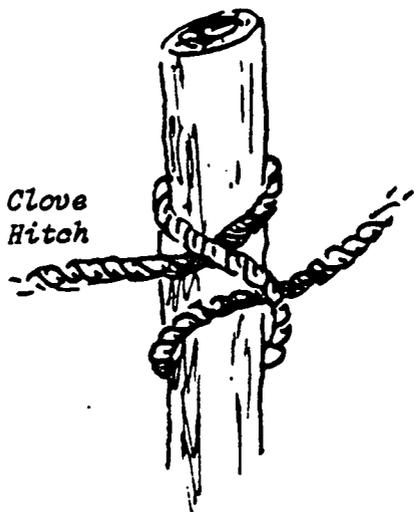
KNOTS TO TIE



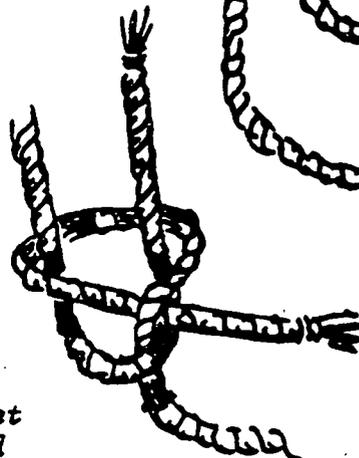
Square



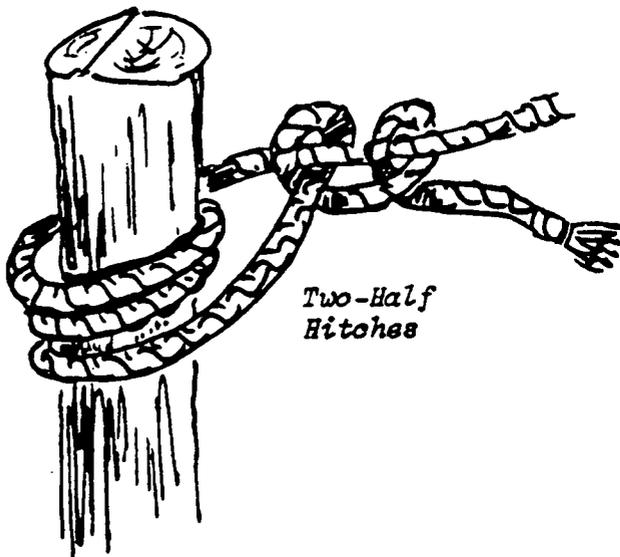
Bowline



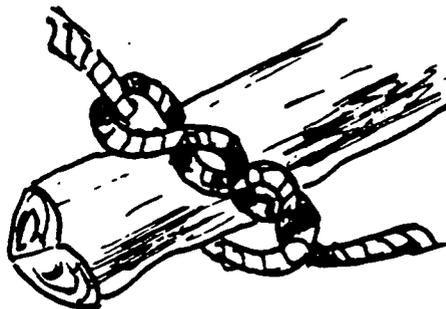
Clove Hitch



Sheet Bend



Two-Half Hitches



Timber Hitch

ADVANCED CAMPING SKILLS

TRAIL LEADERSHIP

Many hints are given in the section on day hikes. However, there are special considerations for backpackers.

1. Is your group traveling as a unit? On easy trails, particularly if group is heading home, you could send members out in threesomes or foursomes.
2. An interval of six feet between hikers is standard.
3. Blister checks should be noted and the group stopped. Moleskin on irritated areas is a good preventative measure.
4. Conservation of energy is aided by rhythmic breathing and an even pace. If anyone needs to stop and rest, the group's pace is too fast. Stops should be brief. It takes more energy to get going once the body has cooled down.
5. Make sure proper clothing adjustments are made to avoid rapid cooling once stopped or to avoid overheating while moving.
6. The slowest member of the group should be given special consideration and placed toward the front of the group where the pace can be monitored.
7. If an impending storm, physical hazards, or group fatigue cause you to feel that the group should stop before reaching your pre-determined destination, then definitely stop for the day. The group will be in much better shape to enjoy the following day, rested, warm and well fed.

MAPS AND COMPASS

Members should be able to answer the following questions when they are hiking or backpacking:

1. Do they know where they are at all times?
2. Do they know how to plan a route from one place to another by the fastest, safest route?
3. Do they know how long a route will take?
4. Do they know how to get to a destination and return safely without getting lost?

ADVANCED CAMPING SKILLS

Reading map symbols

1. Margin references (name, date, scale; latitude and longitude, names of adjacent quadrangles, contour interval, magnetic declination).
2. Constructed features (buildings, roads, mines, power lines).
3. Water symbols (streams, lakes, springs).
4. Vegetation features (forests, brush).
5. Elevation features (contour lines depicting the shape of topographic features).

Understanding contour lines

If you walked a distance of a mile up a steep hillside you would gain more elevation than if you walked a mile up a gentle hillside. Thus, you would cross more contour lines on a steeper slope. They would appear closer together on a map on the steep slope.

Contour lines always close around mountain peaks. Contour lines make a "V" pointing upstream where they cross valleys; on ridges they make a "V" that points outward and is usually irregular.

Have members take a felt pen and sketch contour lines of a large boulder or other large geographic feature of your area to illustrate the use of contour lines.

Orienting a map

A map is oriented in the direction of true North, the earth axis of rotation. The compass points toward the magnetic pole northwest of Hudson Bay. In Oregon, the direction of the magnetic pole is around 20° east of true North. Thus, a correction of 20° must be made when transferring directions from the compass to the map.

You can do this by placing the margin of the base plate of the compass beside the magnetic declination arrow at the lower margin of the map and rotate the map on a flat surface until the compass needle points in the direction of the declination arrow.

ADVANCED CAMPING SKILLS

Using a compass (this applies to a magnetic compass)

1. Point out the important parts of the compass, i.e., magnetic needle, direction of travel arrow, base plate with scales and rotating compass housing scribed in degrees numbered clockwise.
2. Explain the correspondence between direction and bearing (East is 90° ; West is 270° ; North can be taken as "0" or 360° , etc.
3. Show how to take a magnetic bearing of an object by pointing the direction of travel arrow at the object, turning the housing and reading the bearing on the housing at the direction of travel arrow.
4. Show how to walk following a given bearing by setting the bearing on the compass. Keep the compass needle aligned with the housing, and following the direction of travel arrow. Show how to follow a bearing through a forest by sighting on trees, and how to walk around an obstacle on a bearing by making four 90° turns and counting paces.
5. Explain and practice how to determine map location by taking bearings on two prominent landmarks in the field, transferring the bearings to a map, and location of the intersection of the two bearing lines.

Estimating time and distances on a map

At the bottom of the map is a scale in inches of miles or kilometers. Take a blade of dry grass and clip it off to represent the scale. Place it on the existing map location and measure the route you are taking.

Since you will be traveling in varied terrain, use this formula: 2 mph on the flat plus one hour for every 1,000 feet climbed. On descent, figure half that time.

Learning how to read topographic maps and use a compass to determine direction of travel are essential to this process.

ADVANCED CAMPING SKILLS

FIRST AID AND EMERGENCY PROCEDURES

As a 4-H Outdoor Leader, you should be competent in giving first aid and carry a current American Red Cross First Aid Card.

What you may encounter in leading 4-H members outdoors

Minor problems including burns, scratches, cuts, diarrhea, punctures, blisters, sprains, sunburn, frost nip, heat exhaustion, and snow blindness.

Major problems including hypothermia, heat stroke, frost bite, dislocations, breaks, head and back injuries, and lacerations.

You should be aware of evacuation routes along your selected hiking trail. You should be able to exercise judgement on whether to assist the victim out of the situation or send for help. Knowledge of the nearest phone emergency services and hospital is essential.

Contents of your group first aid kit

Adhesive tape $\frac{1}{2}$ ", 1" or 2"
Elastic bandage, 1", 2", or 3"
Adhesive strips, assorted sizes
Butterfly bandages
Cotton
Gauze pads, 1x1, 2x2, 4x4
Gauze roll, 1" or 3"
Moleskin
Salt tablets
Aspirin
Ammonia inhalant

Triangle bandage
Single edge razor blade
Safety pins, assorted sizes
Inflatable splint
Scissors
Snake bite kit
Thermometer (oral)
Tweezers
Sewing needle
Clear topical antiseptic
Liquid germicidal soap
Vitamin E ointment

Surviving emergency situations

Every member should be aware and have understanding of the following:

How to develop the proper attitude in a survival situation.
Your body may be stressed from thirst, hunger, or injury.
You may suffer from fear, loneliness, or imagination.
You may be subjected to cold, heat, or wind.

ADVANCED CAMPING SKILLS

Stay calm!

1. Think through what may happen and take necessary steps.
2. Never travel alone.
3. Leave a travel plan at home and stick to it.
4. Dress for expected climatic conditions.
5. Carry a knife, matches, compass, flashlight, and whistle.
6. Know your physical limitations.
7. Travel during the day or stay put.

Five essentials to survival:

1. Conserve energy.
2. Build a fire.
3. Construct or find shelter.
4. Find a reliable water source.
5. Use the universal distress signal -- 3 whistle blasts, smoky fire.

CAMPFIRE ACTIVITIES

Perhaps the most important period of the day on an overnight field trip is the evening campfire celebration. It is a chance for reflection, sharing of thoughts, planning for the coming day, playing quiet games, singing and in general, preparing for the night.

Campfires develop a spirit of unity in reviewing the day. It is wise to have some type of "before bed" ceremony -- even if the campfire is missing! No matter how exhausted and out-of-sorts the leader and group may feel, frustrations minimize with the entire group talking and participating in a light-hearted activity.

Sometimes it is enjoyable to establish a loose pattern for each group campfire. For example: Beginning cheerful songs, games, discussion of the day (good and bad times, and what everyone learned), planning for the next day, slower songs, and off to bed (walking to bed in silence can help quiet the group). The basic routine can provide security to a group of younger children who are probably worried about the dark.

ADVANCED CAMPING SKILLS

What follows is a list of suggestions for night-time celebration circles. You will no doubt come up with many more ideas and can add them at the end of this section.

Stimulating conversation

Discussion ideas: The older the age group, the more probable the success for some in-depth discussion. Younger ages need more entertaining, but they, too, can be easily pulled into conversing and sharing their thoughts.

Facilitate a discussion about: parents, school, camping, joys, frustrations, what is a friend, how do you become friends with others, what is beautiful, what is ugly, the importance of grades, family life, ... any issue where everyone can take part. As people begin to talk about themselves and their feelings, they can obtain a clearer self-image, as well as understand that the entire group has many things in common.

Such talks can be started by asking an open-ended question: this is a question which requires more than a simple "yes" or "no".

"What did you like best?" A pleasant way to look back at all that happened during the day is to ask everyone in the group, one at a time, to say at least one thing they liked during the day. After everyone has had a turn, talk about the events.

Fears: Have each 4-H'er write his or her biggest fear(s) on a small piece of paper. Only they will see what they write. Next, instruct them to throw the paper in the fire. Talk about fears.

Good Point: If the group is relatively small, have one person begin and then go around the circle. Allow each person a chance to say one thing they like best about each individual in the group. Encourage different ideas. Talk about how each person affects the entire group and talents of each which make the group a unit. Go into how the group can create their own atmosphere: trust, encouragement, smiles, bickering, put downs, blame shifting, etc. Talk about this in the group in a positive manner. This is aimed at cooperation in the group and better understanding of a person's own attributes, as well as those of others.

This exercise might precede or follow a group cooperative activity.

Poetry writing: Around supper time, ask each person to take out a piece of paper or their field notebook. Ask them to write a poem about how they feel. Have no rules about how to construct the poem and give them several hours (off and on) to ponder the task. Have each poem read at the evening campfire.

ADVANCED CAMPING SKILLS

Lighthearted activities:

Storytelling: Everyone enjoys listening to stories, especially younger-aged children. Telling a story can give the leader an opportunity to shine. Look through the library or your favorite books and come up with a story to tell. It is usually more entertaining to relate a story rather than read it. Still, with enthusiasm and voice changes, the reading of a tale can be just as entertaining.

Stay away from ghost stories -- they can cause a lot of apprehension!

Who Am I: Place a sign on the back of each 4-H'er and on it write the name of a plant, animal, or natural object. Each person tries to determine the name on his or her back by asking questions that can be answered with a "yes" or "no". Play until everyone has guessed their name.

Earth, air, fire, and water

Divide the group into two sides or teams. Have a caller in the middle. The caller points to someone on one team and states either, "earth", "air", "water", or "fire". If it is one of the first 3, the player names something which lives in the environment (i.e. bird for air, fish for water, and an animal for earth.) If "fire" is announced, the player is silent. Go back and forth from team to team. Each correct answer scores one point. Play to any number.

Machines: This is a good confidence building exercise to begin a session of drama activities or is an entertaining game in itself.

One person begins by standing in front of the group and performing an action which can be repeated, and repeated, in a pattern. (For example, doing knee bends - up and down, up and down --- to a smooth beat). People join in as they perceive ways to become part of the machine. Keep the same rhythm and be creative. What you build isn't important, just that everyone joins in to form a working machine. The machine stops only when everyone has joined in. Sounds are okay, too! Repeat as many machines as the group wants.

Pantomime: Have each person do a very short pantomime (actions but no sound) on some object the leader decides. Here are a few ideas:

- Squirrel cracking a nut and eating the meat inside
- A feather falling
- A bird hatching from its egg shell
- A leaf being swept down a babbling stream

ADVANCED CAMPING SKILLS

Inanimate objects are also fun to pantomime:

Toaster
Vacuum cleaner
Electric blender
Guitar being plucked

Expand the above into a more elaborate pantomime: A squirrel hunts beneath a tree for just the right nut. When it is found, he carries it home and buries it in a very special place in his store room.

Expand it even further. Involve several people in a scene: Have someone be a nut; add a mama squirrel waiting back at the tree, etc.

Carry on from the above point and add words to a new theme from a previously performed pantomime.

Each of these suggestions is aimed at confidence building and a taste for dramatic activity. Confidence can be built at each stage. A youngster or teen may be hesitant at being in a skit. The above sequence can help alleviate fears.

These activities can be done in one evening or spread to cover several evening campfires.

At this point, continue creativity by having 4-H'ers write their own script and perform a short play or melodrama. It may be helpful to suggest several ideas. Here are a few to get you thinking:

- The group cooking a "typical" meal over the fire
- A tribute to flowers
- A forest at morning (or evening or night)
- Life in an ant colony
- The flights and adventures of a flock of geese flying south
- What was it like when the pioneers first discovered the land you are exploring
- Indian life long ago at your camping grounds

Encourage the use of costumes, props, an appropriate stage and whatever else the group might be able to pull together.

ADVANCED CAMPING SKILLS

OTHER IDEAS

Singing:

Singing can be one of the most enjoyable aspects of a campfire, especially if someone has a musical instrument. Choose songs that everyone knows or teach easy tunes that have a repeating chorus. Loud and lively songs add a cheery beginning to a campfire ceremony. As bed time approaches, change the songs to slower and quieter ones. In this manner, the youth will be able to wind down from the day and are more likely to go to sleep.

It is often nice to end with the same song, if you are out camping for several days. "Taps" is good for this. The group can stand and cross their arms right over left and hold on to their neighbors' hands. Once the song is over, everyone can stand in silence for a moment and then walk quietly to bed.

Star watch:

Once the evening ceremony is over, everyone can sleep close together in an open area. Look at the stars and talk about constellations, etc., before falling off to dreamland. The group might prefer making up their own constellations and stories -- just as was done a thousand years ago.

Night hike:

Begin the evening festivities with a long walk in the dark. Have the group be quiet and listen for animals and other sounds. Discuss how many animals sleep during the day and hunt at night. Why? Are their eyes different than ours? In what manner? You may want to cover a flashlight with red plastic or fabric and sit quietly beside an area (a stream) where you expect some nocturnal animal activity. The red light will not bother the animals and they can be observed at their tasks.

When the exploring is over, return to the campfire for some songs and a snack.

Types of wood:

Before dark, have the campers gather different kinds of wood: hard wood, soft, deciduous, conifer, rotten, damp ... Get a big blaze going and then look at the selected samples. Pass them around and discuss each, and put them into the fire and observe how they burn. For younger ages, especially, this can teach about various points to consider when gathering wood. What should be used first to get the flame going? What would burn for a long time? What would make the best coals? And so on.

ADVANCED CAMPING SKILLS

Field handbooks:

Set aside some time at the campfire circle to allow everyone to write (or draw) about the day in their field notebooks. Reflect on the day's activities and lessons.

Night scavenger hunt:

Why not? This can be a tool to encourage young people to explore the outdoors at night and become more attuned to its secrets. Here are some suggested items:

- A group of stars that looks like a bear
- Something that glows in the dark
- A sound heard only at night
- Something that predicts tomorrow's weather
- The North Star
- A short poem about night
- A smell not present during the day
- A bird conversation
- A nocturnal insect -- where is it seen?
- The snack planned for an after-the-game reward

The idea is not to go and find something and bring it back, but rather to point, to observe, use imagination, and show the results to the group and the leader. A snack for everyone can be a reward for "work" well done.

OUTDOOR DISCOVERY SKILLS

Project Unit III: OUTDOOR DISCOVERY SKILLS

ACTIVITY: Using Your Senses

OBJECTIVES: To introduce opportunities where children can gain a greater awareness, appreciation, and collect information about the out-of-doors by using their five senses. This can be accomplished in club meetings or outdoors in combination with other activities.

The ideas presented here will lead you to a variety of ways you may wish to develop discovery skills while being with boys and girls in the out-of-doors.

Touch and texture

1. How many living things have you touched today?
2. Collect different varieties of soil. Try these activities and answer the questions:
 - Can any be rolled into a coil?
 - Can any be piled into a tall hill?
 - Which would make a print from your hand?
 - Which feels the roughest? Warmest?
 - How much pressure does it take to break up the soil? What external forces (elements, animals, objects) could give that pressure?
 - What is the smallest particle found in each soil sample?
 - Drop some water on each soil sample. Where does it go?
 - Can you dig a hole in it to plant a seed?
 - How easily could roots begin to grow? Dig your fingers into the soil noting the pressure it takes to go downward and find room.
 - Would you find this soil on top of the earth or in layers below it?
3. Outside activity: Blindfold individuals and have them guide themselves by touch accompanied by a person who is not blindfolded for safety. In this way the member explores nature by touch, smell and sound only. It is interesting to have them later relate their experiences to the group.

OUTDOOR DISCOVERY SKILLS

4. Scavenger hunt for seeds. Place in categories of elements (air, water, animals) the element which would best carry it for seed dispersal.
5. When touching objects in a room, rub them in one direction and then try two different directions, not necessarily only moving from front to back. Try rubbing it sideways.
6. Stone identification. Ask each person to find a stone. Sitting cross-legged in a circle, tell each person to feel their stone carefully without looking at it. Give them a minute or two to do this. Then ask everyone to pass the stones to you. After scrambling them up, cover each stone with your hand and pass it to your right. Tell everyone to feel each stone as it is passed and to identify his/her stone by feel. When each person has found their own stone, they are to let it drop to the ground and continue passing the remainder of the stones until everyone has found their stone.
7. Blindfold walk. By using your voice in different locations, can you tell if you are in a forest clearing, near a body of water, in the forest itself, by a building, or on a high elevation? The sounds you make are in addition to the sounds you would already be hearing. Test it out in a room; explain the auditory differences between being in a building and being outdoors.

Color

1. Make a color wheel collage from objects that you find:
 - Arrange similar objects with colors going from lightest to darkest.
 - Arrange similar objects with colors going from yellow to brown.
 - Try the above with different objects.
 - Find different objects with the same colors; do they always blend together when placed on top of each other?
 - Do manufactured objects have more variety of color than nature?
 - How does color on an object change with age? Consider the changes that occur in natural and manufactured objects.
2. Continue the idea of different objects with similar colors:
 - Why would an opossum want to blend in with the surrounding wood?
 - Why are aquatic animals lighter on the bottom?
 - Are animals the same colors all over?

OUTDOOR DISCOVERY SKILLS

3. Obtain color samples from nature. When gathering natural materials, where would you search for red? brown? blue? etc...

When picking up different objects, rub them, scratch them, split them, get them to release a juice or powder.

Add a little oil and water to your colorant, dab it with your finger and paint with it on paper.

4. How do certain colors change when mixed? What mixes together to make certain colors? Hold up gels and look at different colored objects. Try one color at a time, then overlap them. Take two different colors and hold one color over each eye, look at different objects.

- Are shadows really black?
- How many different kinds of green can you find?
- Look at the same object at different times during the day; does the position of the sun change the coloring of the object?
- Try putting minute dots of different colors together on paper. Look at it from a distance. Do they blend together? Try to "mix" a color on a leaf or rock or plant stem. How close do you come when you try to smudge the colors together? How close do you come when you don't blend the colors by smudging but first do dots, then stand at a distance?
- Are objects the same color up close as they are from a distance?

Sound

1. Do you hear more human-made sounds than sounds of animals or natural elements? Make a list of the first ten sounds you hear right now, or when you walk outdoors.
2. Collect materials that when rubbed, tapped, cracked, whipped, thrown, dropped, knocked and blown make sounds. Have each person practice with their "instrument". Select a conductor to direct a song, lullaby, jazz or marching piece. Can you imitate these sounds with your own voice?
3. Read a story that needs sounds filled in. Give groups of people their own subject to make up a sound for, encouraging them to each do their own sound, within each group. Someone reads the story, pausing after each subject to hear the group response.

OUTDOOR DISCOVERY SKILLS

4. Follow these directions: wait five minutes, then write the first ten sounds you hear when you go outside and sit at the base of a tree, lie down on the ground or pavement, stand at the end of a dock, watch the sun come up or go down, or go outside at night.
5. Make a tape recording of sounds in early morning, during midday, and at nighttime in different seasons and different places.

Shapes

1. Look for basic shapes in the environment. Are any of the objects shaped like a triangle, square, rectangle, or circle? Make a list of the examples you find. Can objects have more than one shape or half of a shape? Look at objects made by people, too. Does nature or human-kind have more triangles, squares, or circles where you are?
2. Shape and function:
 - Put your hands up to your ears as if you were a rabbit. Does it improve your hearing? Flip your hands to the front of your ears, cupping them backwards. What happens?
 - If you had to cross a snow-covered field, would you wear your snowshoes or spikes? Would a deer or a rabbit find it easier to cross the field?
 - If you were a fish, would you want to grow two hands? How would you use them? How would they get in the way?
3. With your whole body, act out a vine growing across different surfaces: brick, tree, cement, branches, etc.
4. With your body, stand in the general shape of a distinct tree, such as a fir, alder, oak, maple. Pay attention to trunk, bark, branches, and leaves. To know how these trees look, give to each person a part of one tree's bark and a leaf. With these clues, search for a real tree of the same kind.
5. Find rocks that vary in shape. Stack them or arrange them so as to contrast their shapes or form a new group shape. How are the rocks naturally resting around you in your environment? Does your arrangement resemble their natural one, or stand out as a contrast? Try this with different found objects, even manufactured throw-aways, such as crushed cans.

OUTDOOR DISCOVERY SKILLS

6. Pick up a rock and rub, feel, and touch it to your cheek. Discover all the cracks, pores, edges, smooth, and rough surfaces. Does it feel like anything else? Now look at it. Does it resemble any animal or plant? Using its surface, draw on it the object that it resembles, trying to make the rock and the object one.
7. Sketching shapes in nature with charcoal, or black crayons. Sketch large shapes as well as detail within large shapes. Examples: trees, flowers, rocks, clouds, hill outlines, bird nests, honeycombs, anthills.

Smell

All members should choose a partner. One of the partners is blindfolded and the other opens up a box of objects. One at a time, they hold the objects near their partner's nose.

- Can they smell it from a short distance? A long distance?
- Ask them to describe the type of smell; write their description down.
- Can they identify the object by its smell? Again, write their guesses down.
- Some containers have a description of their contents on the label. Read the label to the blindfolded person and ask them to describe the smell when you open the container. Can they guess what it is? Write down their first reactions.
- Heat some of the objects and see if they change their smell. Untie the blindfold so that both of you may work together. Try heating the soil samples used before. Do any smell good enough to eat?
- Try distinguishing different smells in your outdoor environment. Trace the smells to the source. How would you describe the odor?
- Draw a picture and write a description for an animal that:
 - uses its nose for tracking food buried underground
 - can run and hunt a scent over a long distance
 - seeks food by smell in deep passageways
 - smells other animals to know if they are friend or foe
 - uses smell as a protection from danger
 - leaves a scent to mark a trail or his territory

Given a specific situation (cave, wooded grove, river) where an animal is trapped and hungry and needs food, what kinds of nose would be best to have in that particular environment? Consider the kind of animal that lives there now. Draw the environment you choose and the animal searching in it.

Give each person a card with an animal's name on it. With hands, quickly shape the nose of the animal upon your face or act out a function of it. Can anyone guess which animal you are?

OUTDOOR DISCOVERY SKILLS

Combining senses

We want to share these ideas with you, hoping they will stimulate related experiences for you to share with your group. Most of them combine the senses. Think about the processes involved and why they are being used. What do you wish to develop? What would be an interesting way for you to explore it? How can you transfer that feeling of discovery to your program?

1. Just using certain adjectives, describe a certain object. Consider different senses: how would you describe the way it stimulates your hand? Your eyes? Your ears? Your balance?
2. Use "living labels" to mark a trail, point out interesting areas, possible homes of animals, etc. Labels can be a descriptive word other than a name; try a color, footprint, leaf, or an indication to look in a different direction.
3. Keep a diary of different sensory experiences. When enough of one object or event has been collected, compose them into a poem, word picture of the subject, or a story to share.
4. Adopt a tree, patch of ground, or an animal. Visit it daily and keep a log on changes occurring there.
5. Gather natural and manufactured objects for printing. Try making different lines and shapes with each object. Can both kinds of objects print similar lines?
6. Find all the objects outside that are smaller than you, same height as you, and taller than you.
7. Observe and/or draw the environments around you from different angles. Lie down and part the grass as if you were an ant. Climb a tree. Place your eyes level with the water.
8. How do things change while drying? Draw, photograph or record two objects daily; one in its environment and one out of it.
9. What reflects the most light: snow, water, or eyes?
10. Ask questions that cover several answers. Examples: Rain collects in _____. Trees are homes for _____. If you remove something from its environment, how will that space be filled?

OUTDOOR DISCOVERY SKILLS

11. What would an ant say if it could speak?
12. Give your body characteristics of natural or manufactured objects. How do you change between day and night? How do you change in different weather conditions?
13. Name different natural things that connect natural objects: spider webs, soil.
14. Design a home for yourself from available materials. How long could you live in it?
15. You can store energy in different parts of your body. How does the earth store energy? How is that energy released?
16. Is the outside of a rock any clue as to what is inside?
17. How many different lines are you wearing? How many examples can you find outside? Do they differ in length, shape, or feel? Do animal tracks make a line?
18. Identify symmetrical objects versus asymmetrical objects.
19. What's happening underground? Choose several objects and draw them completely, including those parts which are underground. Dig out around them to observe them and when you are finished, carefully replace the soil.
20. Gather daylight bugs and nighttime bugs. How do they differ?
21. If litter blossomed, what would its roots, flowers, and stalks be like?
22. Find the hairiest leaf, the smoothest, warmest and wettest.
23. Find all sticky objects.
24. We pack soil down; what loosens it up?
25. What type of wood can you push your fingernail through?
26. What if rained every day; how would a particular area change?

OUTDOOR INVESTIGATION SKILLS

PROJECT UNIT IV: OUTDOOR INVESTIGATION SKILLS

INVESTIGATING ANIMALS

OBJECTIVE: These activities will provide more advanced ways for children to investigate the outdoor environment. These activities will help children understand interrelationships between living things, their behavior, and adaptations. The "whys" and "hows" become important instead of just the "whats".

Children can move through the investigative steps:

"Hey, look at that!" (observing)

"I wonder if ... " (hypothesizing)

"How can we find out?" (testing)

"I bet if we do this ... " (predicting)

"How many are there?" (counting)

"How long is it?" (measuring)

"This one has the same number of legs as those, but that one has more."
(classifying)

"When I tried it, I found that ... " (communicating)

"If that's so, then I'll bet ... " (inferring, predicting, hypothesizing)

"We can't do it that way because ... " (defining specifically)

The order in which this happens can be spontaneous. This can be used in club meetings or on field trips.

Each section represents an area where investigative skills can be used. The few ideas in the specific sections can help build additional interest and investigations. As a club leader you will serve as a guide or facilitator. You should look over the area you are planning to investigate ahead of time and read through the steps in the investigation process to make sure you understand what you will be asking the members to do.

Much of the information will be gathered and analyzed by the members themselves so you don't have to offer information to them. Most of the investigations have the following components:

OUTDOOR INVESTIGATION SKILLS

Setting the stage.

Individual and group tasks and activities.

Charts and tables to be used in data interpretation. (You may wish to make copies of these where indicated so members can keep their own records.)

Some have suggested questions and discussion points and learning objectives.

Reasons for the investigation approach

1. It is a way for club members to pool their skills and knowledge in collecting and interpreting their own information.
2. It allows everyone an opportunity to participate at their own level of interest and motivation.
3. It allows the group to work together in a problem-solving situation.
4. It allows the group an opportunity to summarize their own findings, values, and feelings.

Investigating animals

All animals have the same priorities:

To stay alive:

- obtain food, water, and shelter.
- avoid being eaten

To reproduce:

- find a mate
- provide food, water, and shelter for young
- protect young from predation

In a few cases, the latter priorities are replaced by an enormous over-production of young, allowing for great predation and low survival rate.

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When animals move around, it is usually for one of the following reasons:

search for food or water
escape from enemies
seek mates

seek shelter
protect territory
explore surroundings

Some animals are extremely curious, others have no curiosity at all. When looking for animals, consider first what THIS animal would likely be doing at THIS time of day, in THIS weather, and secondly, where the animal would likely be doing the activity. Most mammals remain out of sight for the greater part of the day, seeking food at night as much as possible. Many do not come out at all on the first day of a storm but by the second or third day, must to obtain food. Animals are harder to find during the full moon and this has nothing to do with superstition; it is simply a matter of light. If they can see to find their food at night, they can stay in their shelter during the day.

ACTIVITY: Finding Out About Animals

Concept: Animals require certain conditions in their habitat in order to live. It is important for us to get acquainted with what an animal habitat is and the relationships that exist between animals and their environment.

Content:

- Idea 1 Observing and measuring animal sightings and evidence
- Idea 2 The survivors
- Idea 3 Animal communities - making vivariums
- Idea 4 Food chains

Other ideas that you may wish to try:

- directions for making a live animal trap
- making plaster casts of animal tracks
- learning about an animal's habits
- following an animal in its environment

OUTDOOR INVESTIGATION SKILLS

Idea 1: Observing and Measuring Animal Sightings and Evidence

1. Take your group into an outdoor area where you know animal signs can be observed.
2. Begin by asking questions about this area:
 - a. What animals would we expect to find living in this area?
 - b. What are the needs of these animals?
 - c. What are the names and places where animals live?
 - d. Where would you look for animals around here?
 - e. What habitat conditions would be most important to the animals? (vegetation, soils, moisture relationships, temperature)
 - f. What evidence might we find that animals have been here? (sign things, sounds, smells, tracks, droppings, nests, burrows, partially eaten food)
3. Have the group go in teams of two and explore a defined area. Take along Activity A (below) and have them fill it out.

ACTIVITY A
Record any animals or evidence of animals you see and the number of each.
Observe and list different habitats for animals in the area.

4. Bring the group together and discuss what was observed.

OUTDOOR INVESTIGATION SKILLS

Have the teams work from recordings in Activity A. Select three different habitats in this area and record the data in the chart. Give each habitat a name based on the data you recorded.

ACTIVITY B			
HABITAT	I	II	III
Characteristics			
Name of Habitat			
Name & number of animals, other evidence			
What would account for the similarities and differences between habitats?			

Bring the group back together and divide them by teams into three groups. Have each group put their display up and report on it (characteristics of animals there, evidences of animals, etc.)

QUESTIONS:

What could account for the similarities and differences of the habitats?

What are some of the animals that might live in the habitats?

Source: Investigating Your Environment Series, U.S. Forest Service, Portland, OR.

OUTDOOR INVESTIGATION SKILLS

IDEA 2: The Survivors

The problem: What changes cause a species to become extinct?

ACTIVITIES

1. Clues for you: Look up the word extinct. List several animals that have become extinct. List reasons for their disappearance.
2. Many living things are in danger of becoming extinct. We say they are endangered. Research at least one plant or animal that is endangered. Write a short report telling why this animal or plant is endangered. In your report, include information on what, if anything, is being done to prevent this animal from becoming extinct.
3. Find a picture of this animal. Decoupage the picture of the animal on one side of a piece of wood. On the other side, add a short report about the animal.
4. Other ways to look at it: Study one animal from Oregon that is endangered. List the reasons why the animal is extinct. Is anyone doing anything to prevent this animal's disappearance?
5. Why should you be concerned about the disappearance of that animal?
6. Collect pictures of endangered animals. Make a book about them. Be sure to include information about where they are found, their habits, and why they are becoming scarce.
7. The Department of the Interior publishes a list of endangered species. Write for it.
8. Research one extinct animal. Find out why it disappeared.
9. Discuss. Can humans and animals share the same living space? What animals are most susceptible to the crush of civilization?
10. What did you discover? Present to the class your report on one endangered animal. Be sure to give information about the animal's habitat, habits, and reasons for being endangered.

Source: Broad Spectrum Environment Education Task Cards - Florida

OUTDOOR INVESTIGATION SKILLS

IDEA 3: Animal Communities

Concept: Environment determines the kind of animals which live in the community.

Objectives: To learn that animals found in one animal community differ from those in another community because of the effect of the environment.

Materials:

- 2 terraria
- 1 aquarium
- Animal cage
- Minnow, tadpole, or frog
- Land animal
- Jars for animals from the pond
- Small net to catch minnows
- Insect net and cage

Introducing the concept: Plants live in communities and one community differs from another because of the effects of the environment. It is suggested that a bowl of tadpoles, minnows, a turtle, or frog be placed in the meeting room with the question in large print above it, WOULD THIS ANIMAL LIVE IN A DESERT ENVIRONMENT? (Desert aquarium). A live rabbit or squirrel in an animal cage would also be helpful with the question: WOULD THIS ANIMAL LIVE IN A WATER ENVIRONMENT? (Aquarium).

Developing the concept: As a result of the questions and comments stimulated by the bowl of minnows or tadpoles or the animal in the cage, the group would be taken on a field trip to observe animal life in different communities. Most animals observed in the woods can be identified (squirrel, rabbit, birds, lizards, beetles, insects, spiders). Make a list of animals observed on the field trip.

- Allow children to collect insects, minnows, frogs, turtles, or other animals found in or near water that can be observed for a time in the meeting room or their homes.
- Some water birds should be observed.
- List animals seen on, in, or near water which have not been seen in the woods. Any insects, frogs, snakes, etc. captured on the field trip should be properly cared for on the return to the meeting room.

OUTDOOR INVESTIGATION SKILLS

Extending the concept:

Place the lizard, toad, or other small land animal in the terrarium.

Place the minnows, snail, tadpoles, and other water animals in the aquarium.

Point out that the kinds of animals noted in different locations were determined, to a large extent, by the environment.

Horned toads can be obtained from pet shops for a nominal price and do well in a desert terrarium.

Fixing the concept:

Ask:

How do animals found in one location differ from those found in another?

If a habitat is changed or destroyed by man, what will the effect be on the animals?

MAKING VIVARIUMS

You can study the ecology of various environments by making vivariums (a glass container with living plants and small animals). Here are the instructions for building three kinds of environments: desert, bog, and woodland. However, be sure to choose plants and animals that will be able to live and grow in the size container that you have chosen.

Remember that with all animals, you must provide them with food and water. Keep an eye on your animals for signs of ill health. In most cases, the eyes indicate any trouble. A glassy or dull look signifies a possibly ailing animal.

Desert Vivarium

- Obtain a large, commercial-sized mayonnaise jar, fish bowl, or brandy snifter.
- Clean the container with soap and water and rinse it well.
- If you are using a large jar, place it on its side.
- Spread two cups of sand onto the bottom of the container.

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- Add a layer of sandy soil on top of the sand.
- Choose an assortment of cacti and succulents and arrange them.
- Use tongs to plant prickly varieties of cacti.
- Nestle a jar lid in the sand and fill it with water.
- Choose a horned toad or lizard, gopher tortoise, and/or Mediterranean gecko. These animals do well in desert surroundings.
- Cover the container with wire or plastic mesh secured with tape or wire.
- Place the container in a bright area and water the plants evenly once every two weeks in summer and only lightly once a month in winter.
- Feed the animals live mealworms. These can be obtained from a pet shop.
- Remember to keep the jar lid filled with water for the animals.

Bog Vivarium

- Clean a large, commercial-sized mayonnaise jar with soap and water and rinse it well.
- Place the jar on its side.
- Spread gravel out on the bottom of the jar so it will be concentrated towards the back of the jar.
- Add rich soil which is capable of holding many times its weight in water.
- Place ferns, mosses, lichens, and liverworts in the soil.
- Add water. (Do not put so much that it covers the back mounded portion of the arrangement.)
- Place a dried twig or piece of driftwood in the vivarium.
- Tree frogs, salamanders, newts, and mud turtles do well in a bog vivarium. Add one or two.
- Cover the jar with a screw-type lid to provide an air-tight cover.

OUTDOOR INVESTIGATION SKILLS

- Place the vivarium in an area where light is weak and water when needed.
- Check often to see that animals have substantial drinking water and feed them with live mealworms from a pet shop.

Woodland Vivarium

- Obtain a large, commercial sized mayonnaise jar.
- Clean the jar thoroughly with soap and water and rinse well. Wash and rinse the lid as well.
- Dry the jar and lid and screw the lid on.
- With the jar on the floor, pound holes into the lid using a hammer and large nail.
- Find an outdoor area that has many trees.

Look on the forest floor for small plants that do not need much light. Plants such as mosses, baby ferns, or wintergreens are good choices.

Select a few healthy plants of a variety of types. Dig them up with plenty of soil and keep them moist.

As you are digging, look for small insects and other tiny creatures that live on the woodland floor. Capture these insects carefully and save them for your vivarium.

Dig some extra soil and leaf mold to use when you put your vivarium together. Try to get the dark, moist soil on the surface of the forest floor.

Collect some small stones and sand to use later as the soil base.

- Now you are ready to build the vivarium.

Lay the jar on its side and spread the stones on the inside of the jar. Add the sand.

Moisten the dark soil and humus you have collected, mix in chipped charcoal, and spread it over the sand and gravel.

OUTDOOR INVESTIGATION SKILLS

Arrange the plants in the vivarium and when you are satisfied with the arrangement, make small holes and bury the root systems.

To make a miniature lake for your vivarium, you can cut a small paper cup in half or use a plastic can lid filled with water, and then bury it to its rim.

Place the insects or small critters in the vivarium.

Cover the jar with the punctured lid.

Water plants when needed, check often to see that the "lake" is full, and feed small animals with mealworms from a pet shop.

OUTDOOR INVESTIGATION SKILLS

IDEA 4: Food Chains

The building and observations of vivariums lead nicely into the study of a food chain. The session on vivariums should have created a spark of interest as well as some curiosity.

Introduction

This section discusses nature's food chains -- the natural cycles that plants and animals depend on to sustain life. The section also shows what can happen when the chain is broken or the natural cycle is disrupted by the breaking of a link.

A food chain is a graphic representation of one of the most complex relationships found in nature. Simply stated, it shows the relationships between plant and animal organisms that depend on one another.

If students understand the relationships in a simple food chain, they will better understand the basic issue that underlies countless environmental debates. This basic issue is whether human disruption of the balance of nature will have serious environmental consequences. By understanding the concept of natural cycles -- exemplified by the food chain -- students will see that a change at one point in any natural cycle will almost always result in changes at other points.

The simplified food chain which is studied in this section is a teaching device from which much detail has been eliminated for the sake of clarity. A totally complete chain would have so many variations that arrows would go in countless directions, crossing and re-crossing so that a properly drawn food chain would look more like a puzzling maze than a picture explaining plant-animal relationships.

The very nature of this complexity helps insure survival in nature. If one organism in a chain becomes scarce, another can often assume its role. Such variables provide for checks and balances, and help insure the balance of nature.

This balance can be destroyed by people and sometimes by nature itself. The fact that human actions can destroy the balance of nature is fundamental to any understanding of why pollution must be avoided.

OUTDOOR INVESTIGATION SKILLS

Many environmental issues are a question of values, rather than questions of science alone. For example, the debate over the Alaskan pipeline was not just a scientific issue. Few people question whether the pipeline will disrupt the ecology of the area along its trans-Alaskan route. The major issue was whether or not the inevitable disruptions and damage would be outweighed by the benefits which would result from this new source of petroleum.

This section does not attempt to deal with such value issues, but hopefully it will establish the basis for better understanding of such issues. The point that should be made to members is that when it is necessary to disrupt the balance of nature, we must have the foresight and concern to minimize that disturbance. Members should come to recognize that humans are part of nature -- not its conqueror -- and that we must learn to live in harmony with nature's laws.

OUTDOOR INVESTIGATION SKILLS

TEACHING PROCEDURES

Using the illustration, you will note that it shows three of the four members of the food chain: green plants, a plant-eater (rabbit), and a meat-eater (fox). The fourth type of members, decomposers, are not shown in the picture. Their role is discussed in the questions below. By reading these questions, you will be able to acquaint yourself with the role of each member in the chain. Since the role of decomposers will probably be the least familiar, you may want to give special attention to it by drawing a picture of a decomposer on the illustration as you discuss it. These decomposers could be represented by small insects or worms. By drawing these, you should be able to give emphasis to the role of decomposers.



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OUTDOOR INVESTIGATION SKILLS

QUESTIONS:	ANSWERS:
1. What living things do you see in the picture?	Rabbit, fox, grass, tree
2. Are there things that you can't see that are probably living in the trees or ground?	Birds, insects, worms, micro-organisms
3. What would happen if you took the rabbit away from the field and put it in a cage? What would the rabbit need to stay alive?	Food, clean air, water
4. What does the rabbit need to stay alive in nature?	Food, clean air, water, and shelter
5. What does the rabbit eat?	Green plants
6. Why does the rabbit need food?	For energy and growth
7. Why does a plant need food?	To keep alive and grow
8. How does a plant get its food? Does anyone know?	With the help of sunlight, it makes its own food from air, water, and chemicals in the soil.
9. Does the rabbit in the picture have an enemy?	The fox. Note that some animals, like the fox and the hawk, are called predators -- meat-eaters that catch other animals alive and feed on them.
10. What's important about insects and worms? What do insects and worms eat?	Explain that certain insects and worms are called decomposers. They feed on wastes of plants and animals and on dead plants and animals. They also break down wastes through their digestive systems into simple chemicals that plants use to make food.
11. As you study plants and animals in the picture, can you see a food cycle that exists when there is a balance in nature?	From the green plant to the plant-eater (rabbit), to the meat-eater (fox), to the decomposer, and back to the green plants.

OUTDOOR INVESTIGATION SKILLS

QUESTIONS:

12. A major change in one part of the food cycle endangers all parts of the cycle. For example, if a hunter kills all foxes in a wood, would this be good for rabbits?
13. Can you see the value of predators?
14. Could there be a food chain without decomposers?
15. Could there be a food chain without green plants?
16. Could there be a food chain without plant-eaters or meat-eaters?
17. How does air and water pollution affect the cycle?
18. How does a forest fire affect the cycle?
19. Name ways that people can help to maintain nature's balance.

ANSWERS:

- No, because it would cause an over-population of rabbits. Eventually the rabbits would eat all the plants in the area. With the food supply exhausted, the rabbits would then starve.
- They keep down the populations of animals and help maintain a balance in nature.
- No.
- No.
- Yes. Animals are not essential to a food chain, but plants and decomposers are.
- To grow and thrive, plants and animals need clean air and water.
- By destroying trees and ground cover, a forest fire destroys food and shelter for animals.
- (There should be many suggestions)

If time permits, the members may want to have a general discussion of the material covered in this section.

OUTDOOR INVESTIGATION SKILLS

Additional of Follow-Up Activities

1. Take a walk to observe food chains.
2. Have members make a list of meat-eaters, plant-eaters, green plants, and decomposers.
3. Take a walk and list all the predators that you observe -- for example, cats, birds, spiders, etc.
4. Select a predator that is most interesting to you and study it.
5. Make a detailed list of everything you ate the day before. Then think about where they come from and how the various facets of the environment affected them.
6. Take several boxes of food, read on the label what ingredients the packages contain. Then list the things that come from plants, from animals, and those that are manufactured (these would include chemicals).

OUTDOOR INVESTIGATION SKILLS

MAKING A LIVE ANIMAL TRAP

Materials:

- * empty coffee can
- * small screws and bolts - two per trap
- * metal or wire cutter
- * mouse traps
- * hardware cloth (1/8 inch mesh works very well)
- * very fine wire

Procedure:

Cut two slits one inch long and one half inch apart in the open end of an empty coffee can. Drill two holes in it the size of the two screws on opposite sides of the pad of the mouse trap. Bend the cut piece of the coffee can back into the coffee can, and slide the pad of the trap into the opening formed. Drill two holes in the coffee can to match the ones cut in the trap.

Cut the hardware cloth so that there will be about one-half inch overlap around the can. Cut off half an inch on one side of the wire circle. Attach the hardware cloth to the wire of the trap using the fine wire. Attach it in eight places at least. Make sure to attach the hardware cloth so that it is on top of the wire trap when the trap is set. This is done so that when the trap is sprung, the hardware cloth will fit flat against the can opening. Using the screws and bolts, secure the trap to the can. The wood base of the trap should be outside of the can.

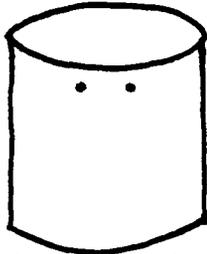
Set the trap in the usual manner poking the trap wire through one of the holes in the hardware cloth.

See the following page for illustrations and directions.

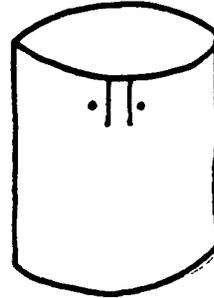
OUTDOOR INVESTIGATION SKILLS

DIRECTIONS FOR MAKING A LIVE ANIMAL TRAP

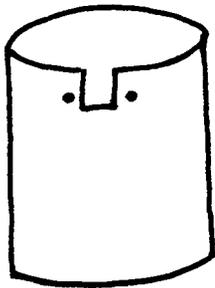
1. Use a coffee can or juice can, depending on what size trap you want. Drill two, $\frac{1}{8}$ " holes $\frac{3}{4}$ " down from the can lip, one inch apart.



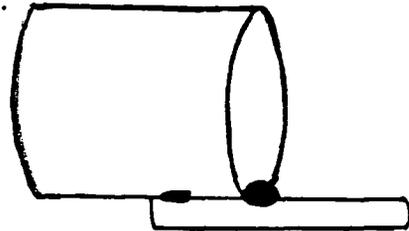
2. Cut two slits one inch long and one-half inch apart between the holes.



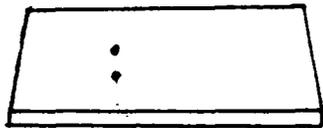
3. Bend the cut piece back into the can.



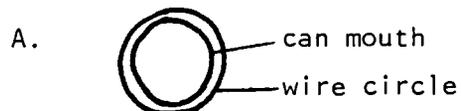
4. Place the can on the mouse trap and slide the slit back over the trap trigger until the lip of the can fits snugly against the trap spring. Then mark the wood platform of the trap with a pencil through the holes drilled in the trap.



5. Drill holes in the trap platform the same size as those in the can at the pencil marks.

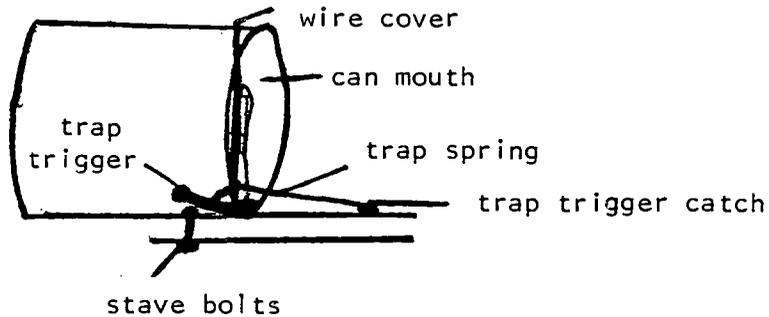


6. Cut hardware cloth so that there will be a one-half inch overlap around the can lip to cover the can opening. Cut off one-half inch from one side of the wire circle.

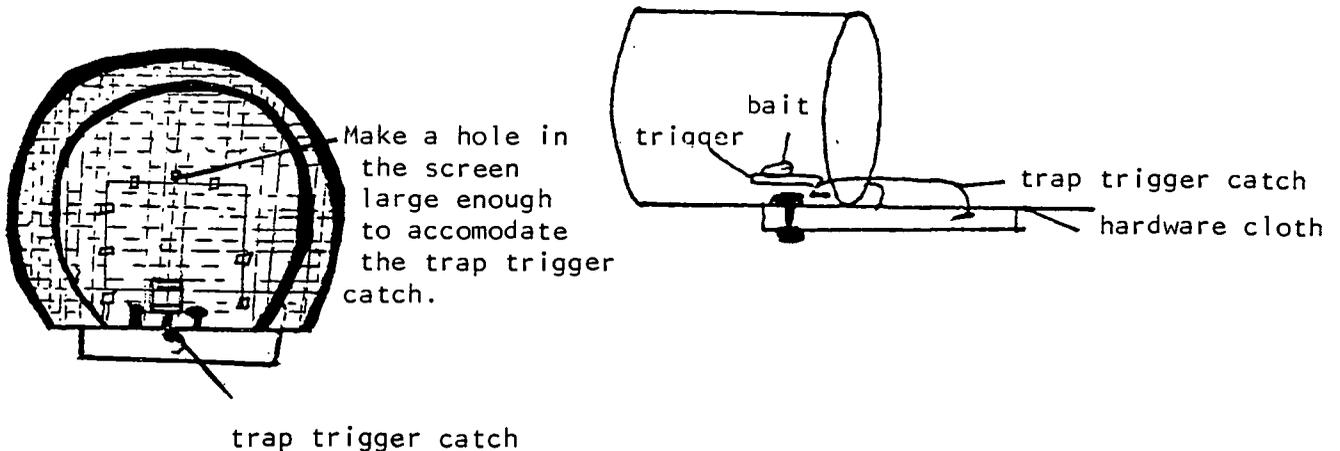


OUTDOOR INVESTIGATION SKILLS

7. Attach wire to the inside of the trap wire with small wires, attach in at least eight places and fasten tightly.
8. Then attach the trap to the can with two bolts. Be sure the can fits snugly against the trap spring. Tighten the stave bolts.



9. Set the trap by running the trap trigger catch through a hole in the hardware cloth just above the trap wire and setting it as you normally would a mousetrap.
10. If you wish to make a very large live animal trap, use a rat trap and a five gallon oil or gas can with the top cut out.



OUTDOOR INVESTIGATION SKILLS

ANIMAL TRACKS

It should not be necessary to have a cow walk down the trail in order to have a track to follow. Tracks are one of the most enjoyable parts of the out-of-doors, but too few people can track properly. Animals are usually timid. Although they see us, we seldom see them, but we can see where they have been. With a little practice we can read the story of their activities. Here are a few pointers:

Approach each muddy area with extreme caution. NEVER step in the mud or you will erase any record that might be there. Always stay on the side opposite the sun, thereby taking advantage of any shadow in the track. Don't walk in the track, you may need to retrace to find a lost trail.

When tracks cross an area too firm for footprints, observe bent grass or moss around the area. On solid rock, seek particles of fresh earth or other matter dropped from feet, crushed lichens, or other signs of disturbance. Some animals (bears, skunks, raccoons, and others) will turn over rocks, sticks, and others things as they amble along. Sometimes it is possible to look ahead and find a continuation of over-turned items and thus 2 trails at the same time. In brush, the bent leaf, broken twig, or the hair rubbed off on a bush is a sign of an animal's passage. In wet weather, observe where the water has been knocked from ferns and brush.

If you are in doubt of which animal you are tracking, its approximate size can be judged by the height and width of any disturbed areas. The nature of the animal might be determined by whether it passes over or under an obstruction in the trail, such as a small log, or by the length of his jump. Some animals eat grass or leaves as they walk. OBSERVE.

You will rarely see the front footprint of a predator. As silence is vital, each foot must be placed with care. To do this, animals will put the hind food in the spot which the front foot has just vacated.

To Help You Identify Footprints:

CAT FAMILY: Four toes on each foot, no claws showing.

DOG FAMILY: Four toes on each foot, usually heavy claws showing.

RABBITS & HARES: Two long hind feet pass two short front feet at each stride.
The farther they pass, the faster the animal is going.

RACCOON: Five long toes, somewhat resembling a small human hand.

BEAR: Rear foot like wide human footprint, front like human on tiptoe.

OPOSSUM: Front foot like small hand. Rear foot with three fingers together pointing front, one finger extending away from the body, and one thumb-like finger toward the inside of the body. Very unusual track.

OUTDOOR INVESTIGATION SKILLS

WEASEL FAMILY: Includes mink, marten, fisher, ferrets, wolverine, otter, skunk, badger, all members of this family have five toes on each foot but sometimes the print will only show four. Usually claws will show.

SQUIRRELS: Five toes on hind feet, four on front feet.

RATS, MICE, MOLES: Five toes on hind feet, four on front feet.

SHREWS: Five toes on each foot.

ANIMAL TRACKS

Perching Birds



2"

Game Birds



1-1/2" - 2"

Ducks



1-3/4"

Shorebirds



1" - 2"

Blue Heron



6" - 8"

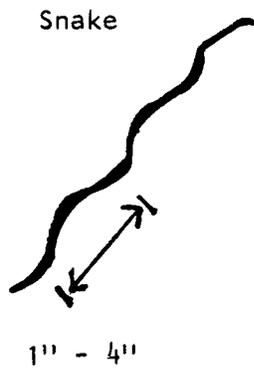
Frog



2" - 6"

OUTDOOR INVESTIGATION SKILLS

ANIMAL TRACKS (continued)



OUTDOOR INVESTIGATION SKILLS

ANIMAL TRACKS (continued)

Bobcat



1-3/4" - 2"

Bear



H - 7"

F - 4"

Deer



1-3/4" - 4"

Deer Mouse



H - 5/8"

F - 1/4"

Squirrel



3" - 4"

OUTDOOR INVESTIGATION SKILLS

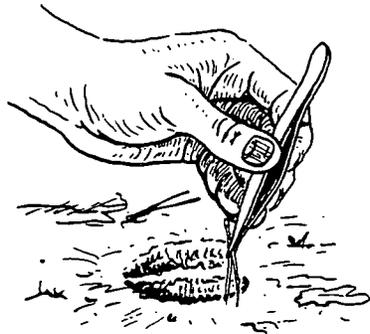
MAKING PLASTER CASTS OF ANIMAL TRACKS

The study of animal tracks is an interesting hobby. Much can be learned about animal habits by carefully examining the various tracks. To the outdoor expert and naturalist, tracks and other signs left by animals are like an open storybook which tells what has been happening in the lives of these wild creatures.

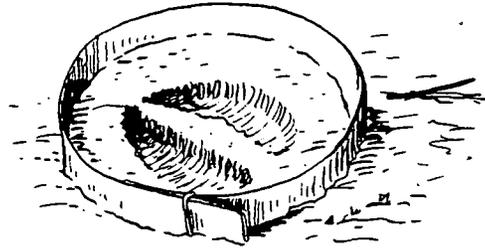
Here is how to preserve good tracks in mud or clay:

1. Clean track of loose particles of soil, twigs, leaves, or other litter.
2. Spray track with shellac or plastic from pressurized can if available.
3. Form 2-inch wide strip of cardboard or tin into a ring surrounding the track. Press firmly into ground to give support, but allow at least 1-inch to form edge of mold for plaster.
4. Mix about 2 cups of plaster of paris in a tin can or plastic bowl, adding water slowly until it is about as thick as heavy cream. Pour carefully into mold until plaster is about to top the mold. Allow plaster to harden at least 15 minutes before lifting it out of the track. If soil is damp, hardening may take longer.
5. When the plaster cast is hardened, lift it out, remove the ring, and clean the cast by scraping with a knife blade and washing.
6. Apply a thin coating of vaseline to the track and surface of the cast. Place on a flat surface and surround casting with a 2-inch strip of cardboard or tin as before.
7. Mix plaster of Paris and pour into mold, making certain that top surface of casting is smooth and level with the mold. If you plan to use the casting as a wall plaque, place a loop of wire in the back of the casting while the plaster is still soft. Allow 2 hours for plaster to harden.
8. Carefully remove mold when plaster is dry. Separate the two layers and wipe excess vaseline from face of cast and track. Scrape any rough edges with a knife blade, or use fine sandpaper to smooth. Wash in running water.
9. When cast is thoroughly dry, paint the inside of track with India ink or black poster paint. Label with name of track. A coat of clear shellac or clear plastic may be applied to protect and preserve the casting.

CASTING ANIMAL TRACKS



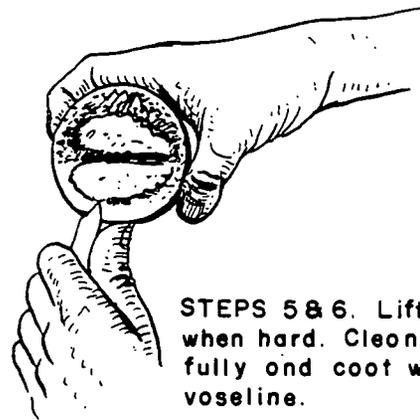
STEPS 1&2. Clean track and spray with shellac or plastic.



STEP 3. Encircle track with band of cardboard pressed into soil.



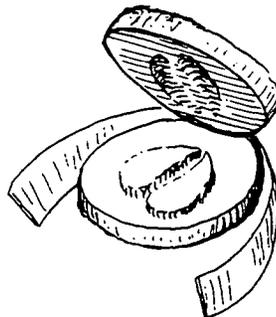
STEP 4. Pour plaster of Paris mixture over track.



STEPS 5&6. Lift cast when hard. Clean carefully and coat with vaseline.



STEP 7. Surround casting with wide strip and pour plaster level with mold.



STEP 8. Separate the two layers of casting. Clean vaseline from track and smooth with knife blade.



STEP 9. When cast is dry paint inside of track with black India ink.

OUTDOOR INVESTIGATION SKILLS

INVESTIGATING BIRDS

Concept: Birds are among the most easily observed wildlife in Oregon. By observing birds in different seasons, 4-H'ers can gain a greater understanding of where birds live, what they eat, their territory, and their physical adaptations for flight, gathering food, and protecting themselves from natural predators.

Contents:

- Idea 1 Mapping Bird Movements
- Idea 2 Bird Beaks
- Idea 3 Bird Observation Report
- Idea 4 Feeding Wild Birds
- Idea 5 Bird Census

OUTDOOR INVESTIGATION SKILLS

Color is important. Birds have two kinds of color. Most birds have brown or black pigment, with bright colors formed by light refraction. When the bird exhibits itself, it can be brilliant, but when threatened by danger, it flies into dense shade and becomes a dull-colored bird. WATCH IT HAPPEN. The Stellar's Jay is a good one to watch.

Many birds have a broken pattern of light and dark to blend with the background on which they live. Notice that most birds (and mammals) are lighter colored below than above. Why is this so?

Wings are also adapted to their purpose: large wings, slow beat, for heavy lifting (chicken, grouse); broad wings for soaring (vulture, hawks); short wings for maneuverability (Cooper's Hawk); long narrow wings for speed (falcons, swallows).

Early in the spring, male birds of many species arrive before the females do to find territories and to defend them against other males of the same species. The females then arrive, and housekeeping begins. Each male sings his territory song to notify others of his property rights. A territory can be both horizontal and vertical; one bird having from ground level to six feet high, another from six to 15 feet high, and a third in the treetops. Each respects each other's rights once the territories have been established.

Have 4-H members be alert as to where they are walking when on a nature walk or observation field trip. Careless placement of feet could destroy a ground nest.

OUTDOOR INVESTIGATION SKILLS

This is not a complete list of birds in Oregon, but a list of some of the most common birds that you will see. Hopefully you will add more names of birds spotted during your field trips and nature investigations.

<u>NAME OF BIRD</u>	<u>WHERE FOUND</u>	<u>CALL OR SONG</u>
Oregon Junco	conifer & mixed forests	<i>like a telegraph</i>
Redwinged Blackbird	anywhere, water edges	<i>O-ka-lay</i>
Purple Finch	mixed woods	
Varied Thrush	conifers, dense forests	
Robin	fields, farms, streamsides	<i>Cheer-up</i> <i>Cheerily</i>
Bewicks Wren	underbrush, mixed woods	<i>swee-swee-chee</i>
Winter Wren	conifer forests	
Red Breasted Nuthatch	conifer forests	<i>enk-enk-enk-enk-enk</i>
White Breasted Nuthatch	river woods	<i>yank-yank-yank-yank</i>
Common Bushtit	mixed woods	<i>tsits-tsits-tsits</i>
Black-capped Chickadee	mixed woods	<i>chickadee-dee-dee-dee</i>
Common Crow	woodlands, fields	<i>Caw-caw-caw</i>
Scrub Jay	river woods, brush	<i>shreek</i>
Stellar's Jay	conifers	<i>wek-wek-wek</i>
Dipper (Water Ouzel)	fast flowing streams	<i>zeet zeet</i>
Red Breasted Sapsucker	woods	
Downy Woodpecker	mixed woods	<i>pick-pick</i>
Hairy Woodpecker	mixed woods	<i>peek-peek</i>
Red Shafted Flicker	open forest river woods	<i>Klee-oo; Flicka-flicka</i>
Rufous sided Towhee	edge, brush	<i>Chweeeeeeeee</i>
Pine Siskin	conifers, mixed woods	<i>cheeip, chee-ip</i>
Sparrows	open, edge, bushes, etc.	
Warblers	deciduous, mixed	
Great Horned Owl	forests, streamside	<i>hoo-hoo-oo, hoo</i>
Rufous Hummingbird	open, edge	

OUTDOOR INVESTIGATION SKILLS

IDEA 1: Mapping Bird Movements

Objectives:

After completing this activity, the 4-H member should be able to:

1. Describe one example of a territory, and explain how it is defended.
2. Explain "behavior" in terms of reaction to something in the environment.

Suggested Activities:

1. During the nesting season, select a bird that frequents your area and that has established a favorite singing perch nearby. Mockingbirds are excellent subjects for this study.
2. Attempt to locate the nest.
3. Prepare a map of the immediate and surrounding area, locating every post, bush, and tree.
4. Watch the bird as frequently as possible and indicate on the map the location and behavior. How far from the perch does it fly before returning?
5. Observe the bird's behavior when another bird comes into its area.
6. Observe and mark on the map the feeding area, singing perches, and flight patterns.
7. If possible, find a distinction between "territory" (the area defended) and "home range" (the outer limits of its flights).

Equipment:

Binoculars (optional)
Measuring tape
Paper for mapping

Content:

Mapping - bird movements and determining the boundaries of a territory

Inferring - necessities for life maintenance (i.e., food) are often within the territory. Some go beyond the territory for feeding, but stay within the home range.

Source: Gross and Railton, Teaching Science in an Outdoor Environment, University of California Press, 1972.

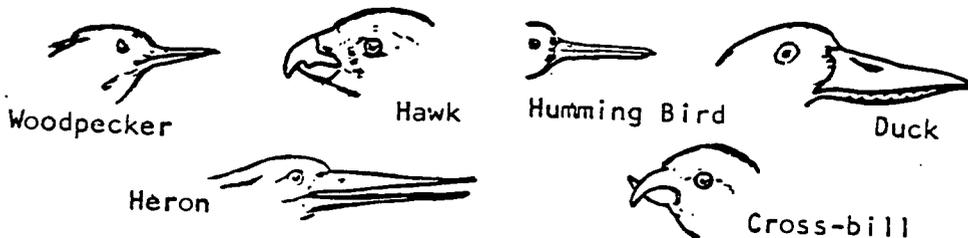
OUTDOOR INVESTIGATION SKILLS

IDEA 2: Bird Beaks

Activity:

Birds have different kinds of beaks. Collect pictures of birds and examine pet birds and notice how their beaks are adapted for getting different kinds of food.

<u>Bird</u>	<u>Kind of Beak</u>	<u>How Used</u>
Woodpecker	Sharp, chisel edged	For cutting holes
Hawk	Sharp, curved	For tearing food
Hummingbird	Long, slender	For sucking nectar from flowers
Duck	Wide, tooth-edged	For sifting food from mud
Heron	Long, sharp	For catching fish
Cross-bill	Like pliers	For opening cones for seeds.



OUTDOOR INVESTIGATION SKILLS

IDEA 3: Bird Observation Report

DATE _____

NAME _____

4-H CLUB _____ LEADER _____

NAME OF BIRD _____

SIZE: TINY SPARROW ROBIN CROW LARGER

TYPE OF BEAK _____ TYPE OF FEET _____

COLOR OF HEAD _____ COLOR OF BACK _____

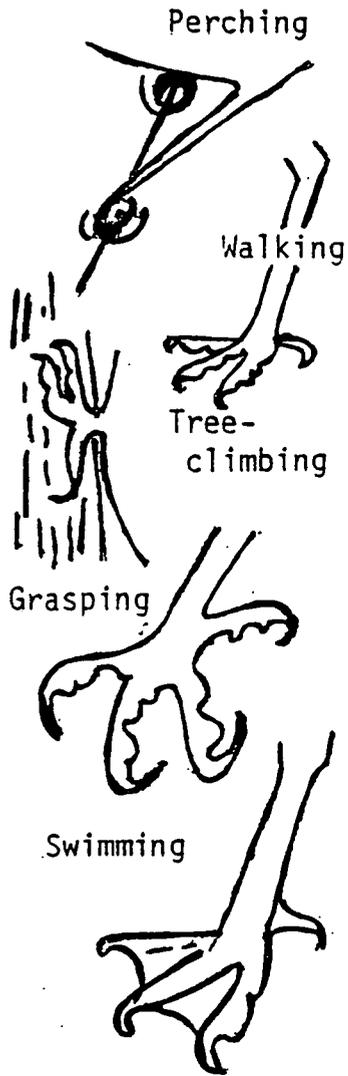
WING _____ TAIL _____ BREAST _____

ACTIONS OBSERVED _____

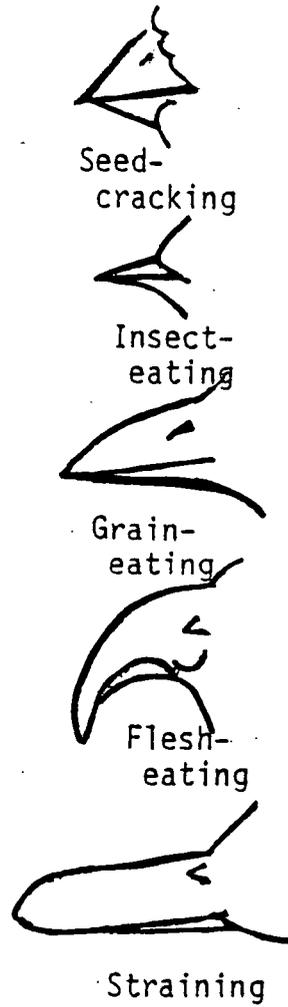
COMMENTS _____

OUTDOOR INVESTIGATION SKILLS

TYPES AND USES OF BIRD'S FEET:



TYPES AND USES OF BIRD'S BEAKS:



DRAW A SKETCH OF THE BIRD YOU ARE OBSERVING HERE

OUTDOOR INVESTIGATION SKILLS

IDEA 4: Feeding Wild Birds

Most important of the three essentials for bird life is food. Water and shelter play a lesser role. Feeding may be of two different kinds -- summer and winter. Correct feeding requires varying diet with the season. Summer feeding is usually unnecessary but will bring more birds to the feeding area for people to enjoy. Winter is the important time for feeding. Begin in early fall to attract and hold birds that would otherwise migrate further south. Once lured from their natural wintering areas, birds concentrate around feeders in larger numbers than the area can naturally support. They are now your dependents. Feeding must continue until spring when natural foods are available again.

Bird Diets

Feeding birds is largely an art which must be learned through experience and observation. On the basis of diet, birds may be roughly separated into seed eaters and insect eaters. This division is not a clean one, for most fit both categories at some time in their life. The use of several different feeders or combination feeders should satisfy requirements of all.

Bird Foods

Suet: Insect eaters like nuthatches and woodpeckers will consume large amounts of suet when insects and larva are not available. Avoid stringy suet. It is hard for birds to eat. Suet may be made available plain or in any large-mesh container. A better way is to grind it, melt in a double boiler, and pour into molds to harden. It is more durable if melted twice before molding into a cake. Small frozen food dishes make good molds. Suet-seed cakes may be made by adding the melted suet to any of the seeds of mixtures listed below. Melted suet or suet-seed mixtures should be placed in suet stick feeders while in a semi-liquid state.

Peanut butter: May be used in place of suet in the manner described above. It is much more expensive, however. Look into obtaining substandard quantities for bird feeding.

Seeds: Even insect eaters consume some seeds, especially in winter. Seeds will attract many different kinds of birds. Grocery, pet, or feed stores will carry the following material for seed feeding:

Sunflower	Millet	Wheat	Rice	Oatmeal
Hempseed	Buckwheat	Cracked corn	Chopped nuts	Popcorn

OUTDOOR INVESTIGATION SKILLS

Dog biscuits, rabbit food, raisins, dried breadcrumbs, and of course, commercial bird seed are also used in mixtures. A good homemade mixture: 3 parts sunflower, 3 parts hempseed, 3 parts millet, and 1 part buckwheat. Several mixtures should be experimented with to determine which is preferred by birds in your area.

Grit: Sand, very fine gravel, or crushed charcoal should be added in small amounts to suet-seed cakes or seed mixtures to complete the diet.

Hummingbird food: A solution of 1 part sugar or thinned honey to 4 parts water. Red food coloring may be added or the outside of the feeder painted an attractive color.

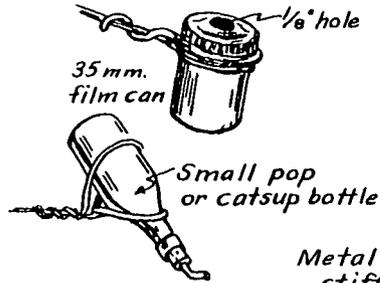
PLACEMENT OF FEEDERS

Feeders should be placed with protection in mind. Squirrels, cats, or other predators should be unable to gain access to feeding stations. Escape routes to nearby trees or shrubbery must be available. These cover plants also provide a place to perch before going to feed. Feeders should be protected from the weather by facing them away from the wind. South or east sides of buildings provide the most sun and warmth. Placement must also consider ease in servicing and refilling. Locations where large drifts form or high ladders are required will likely result in empty and ineffective feeders.

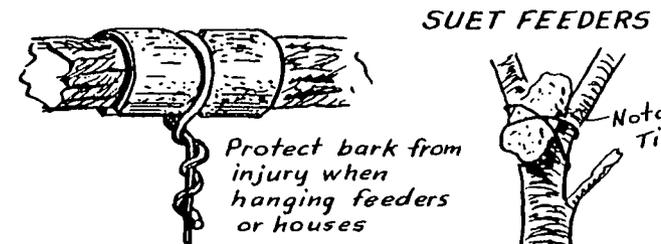
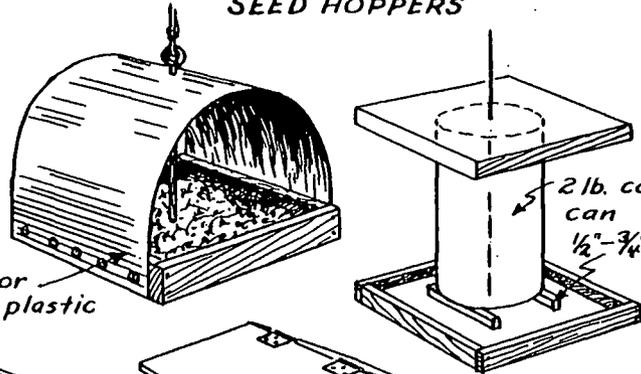


BIRD FEEDERS

HUMMING BIRD FEEDERS



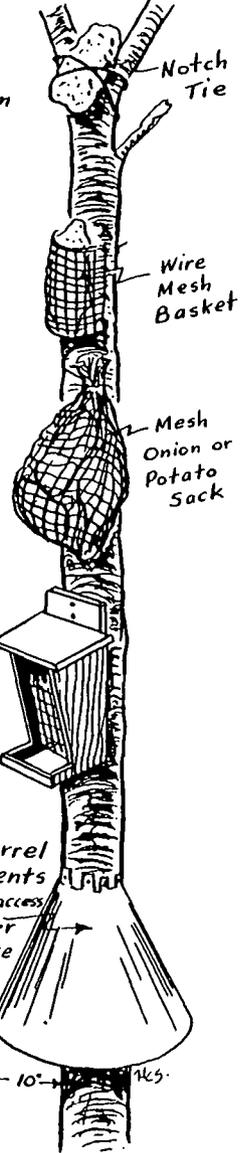
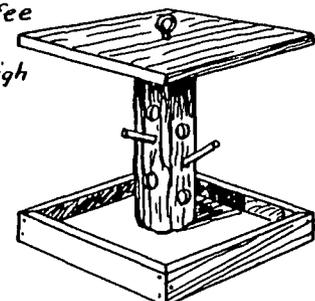
SEED HOPPERS



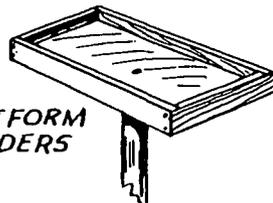
SUET FEEDERS

Protect bark from injury when hanging feeders or houses

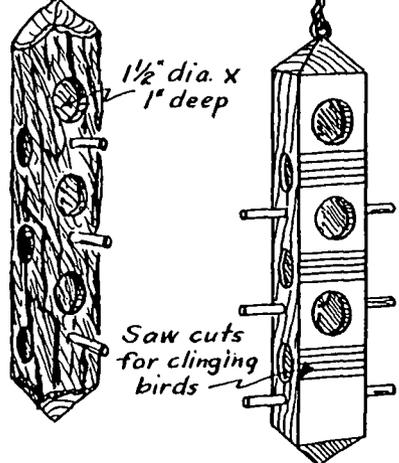
COMBINATION FEEDERS



PLATFORM FEEDERS



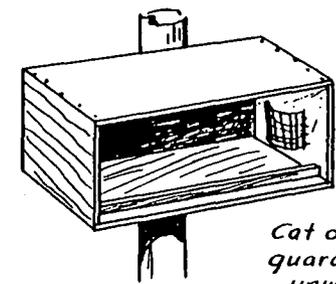
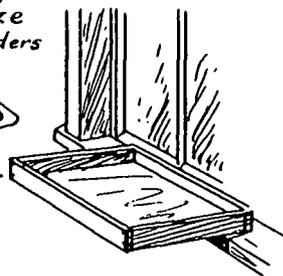
SUET STICKS



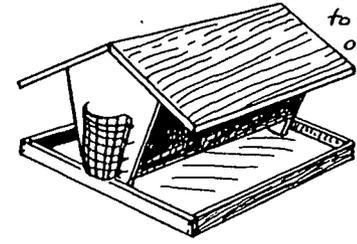
TV dinner trays compartmentalize feeders



WINDOW-SHELF FEEDERS



Cat or Squirrel guard prevents unwanted access to feeder or house



10" 1/2"

OUTDOOR INVESTIGATION SKILLS

ACTIVITY: Feeding Wild Birds

Materials:

Bucket of sand
discarded Christmas tree
food for birds (popped popcorn, seeds, cranberries, peanut butter, raisins)
paper drinking cups
2 wire soap dishes

Directions:

Place the trunk of the Christmas tree in the bucket of sand and put it outdoors. (You may have to bury the bucket in the ground to keep it from tipping over.)

String cranberries, popcorn, and pieces of apple on thread.

Place a mixture of peanut butter and raisins in the paper cups.

Fill the soap dishes with suet and tie them together.

Suspend all the food on the upper branches of the tree out of reach of cats and neighborhood predators.

OUTDOOR INVESTIGATION SKILLS

IDEA 5: BIRD CENSUS

ACTIVITY: Counting Birds

Make a list of the birds seen during the winter months.

Identify them and collect pictures for a display.

Learn all you can about each one.

General characteristics (color, shape, beak, feet)

Where they live

Food they eat

Attract as many as you can by setting out a feeding station and bird baths near a school or your home.

OUTDOOR INVESTIGATION SKILLS

INVESTIGATING FORESTS

Concept: The forest is one of the major components of our Oregon environment. It is important for us to find out how it works and how it affects the rest of the ecosystem.

Content:

Goals:

- | | |
|--|--|
| Idea 1: Meeting a tree | Using your senses to become familiar with trees. |
| Idea 2: Graphing trees | Developing an understanding of how to measure trees in a forest site. |
| Idea 3: Tree rings | Using tree rings to infer different conditions that affect tree growth. |
| Idea 4: Evaluating tree growth | Observing tree growth characteristics and selecting timber to keep. |
| Idea 5: Where trees and plants grow | Observing where different types of trees grow best under certain conditions. |
| Idea 6: Describing leaves | Developing descriptive words that will help you learn more about leaves and their characteristics. |
| Idea 7: Examining a rotten log | Examining the process of decay in a rotten log and how it interacts with the rest of the forest environment. |
| Idea 8: An inventory of plant succession. | Observe and examine the changing conditions of plant communities in a given area. |
| Idea 9: Activities and games for identification and uses of trees and shrubs | Learning tree and shrub identification and where to find the specific species. |

Note: Other activities related to forestry can be found in the 4-H Forestry Project.

Source: *Investigating Your Environment Series, U.S. Forest Service, Portland, Oregon.*
Forest Environmental Education Program, Lane E.S.D., Eugene.

OUTDOOR INVESTIGATION SKILLS

IDEA 1: Meeting A Tree

Divide group into teams of two.

Pass out blindfolds (one to a team).

One student will wear the blindfold; the other will be a guide.

Take along a notebook and pencil.

1. Guides take blindfolded partner to a tree.
2. Blindfolded partner must get to know tree by feeling for branches, bumps, holes, vegetation, or whatever.
3. Guide leads partner back to starting place, turns the partner around three times and removes the blindfold.
4. Partner goes to the tree they think they got to know.
5. Repeat for other partner who is now blindfolded and goes through the same procedures.
6. When everyone has a tree, have them observe the tree close-up, writing down all the characteristics that they find out about its leaves, branches, bark, roots, size, condition, color, smell, etc.
7. Have each person view their tree from a distance. Have them record estimated height, estimated age, how it is growing in relation to other trees, etc.
8. Have them write a 5-line poem describing their tree.
9. Report back to the group and have them share their findings with the rest of the group.

OUTDOOR INVESTIGATION SKILLS

IDEA 2: Graphing Trees

Directions:

1. You will need a tape measure for every two members.
2. Group your members into teams of two.
3. Pass out the Graphing Trees form.
4. Demonstrate how to measure the tree circumference one foot above the ground. Next show how to record the data on the sheet.
5. Ask the group how they would measure a tree too big for one tape.
6. Select an area and measure as many trees as possible in that area by working in teams.
7. Record data on the Graphing Trees form by placing an "X" in the box representing circumference of each tree measured.
8. Use the Tree Identification Sheet (use different species in Eastern Oregon) and identify four different kinds of trees measured.
9. Identify the largest tree circumference for each species and record it on the Species Sheet.

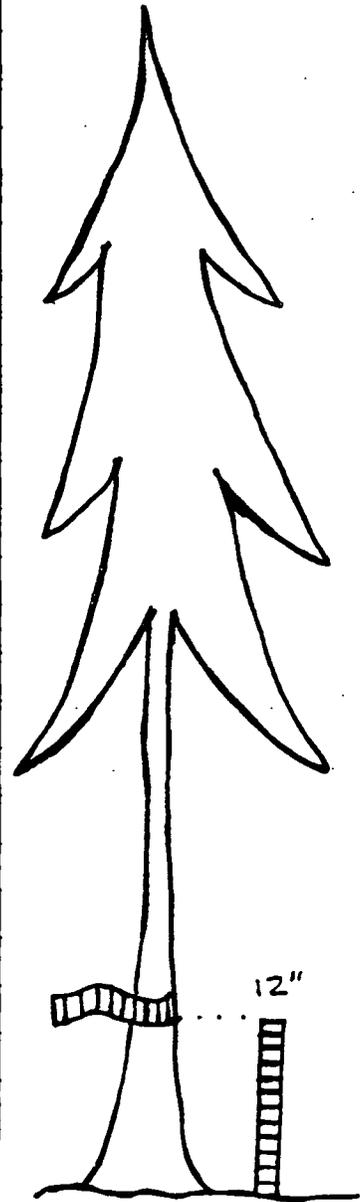
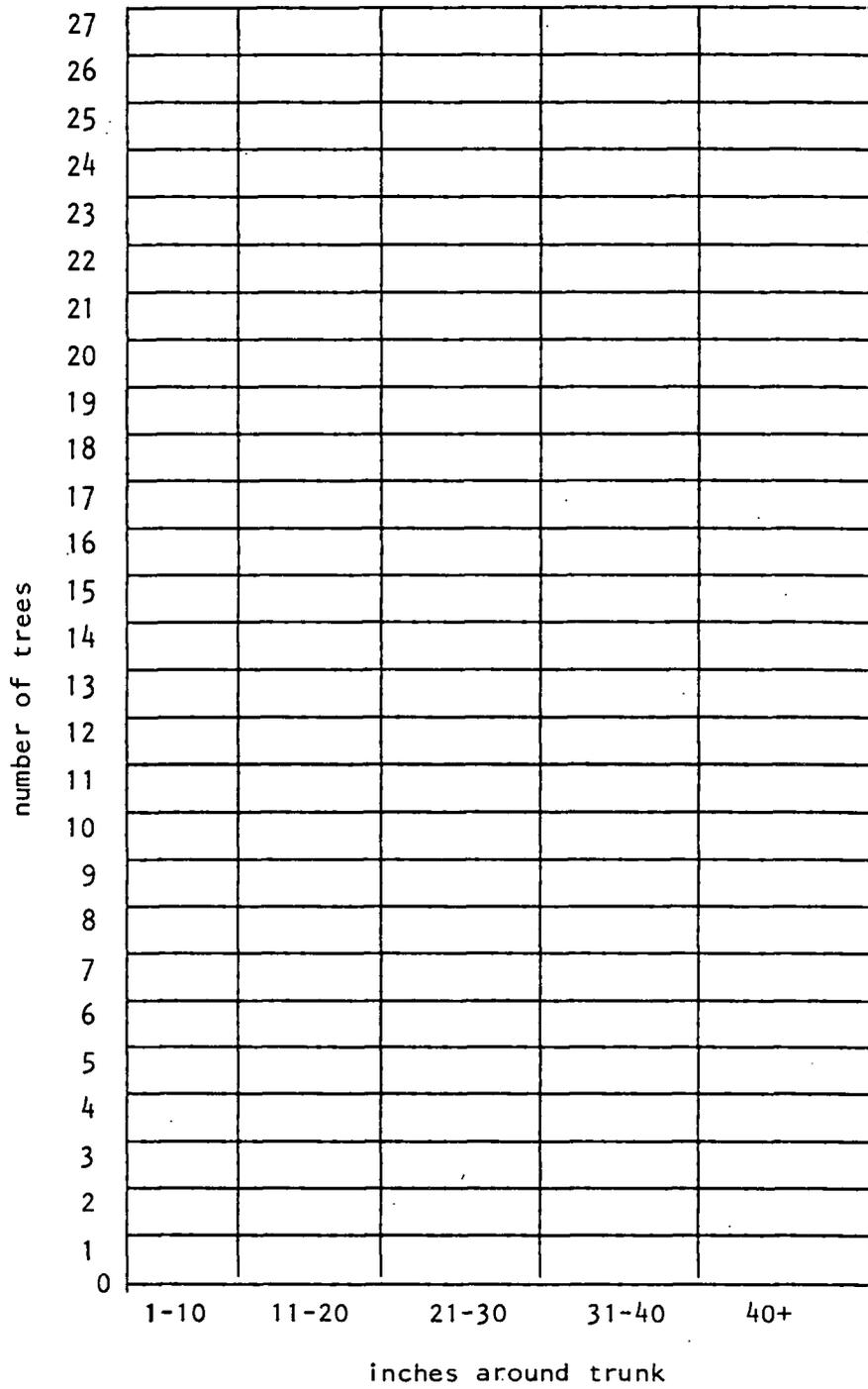
Questions:

1. How many trees are 21 to 30 inches around?
2. The most common-sized tree graphed would be?
3. What was the biggest tree graphed in each of the four dominant species measured?

OUTDOOR INVESTIGATION SKILLS

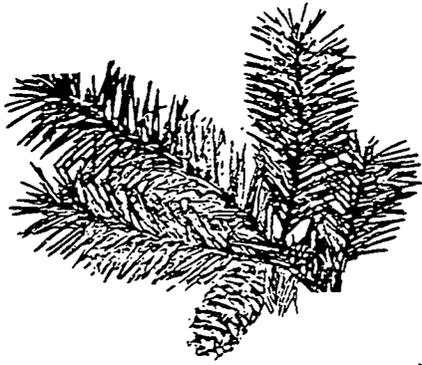
GRAPHING TREES

NAME _____

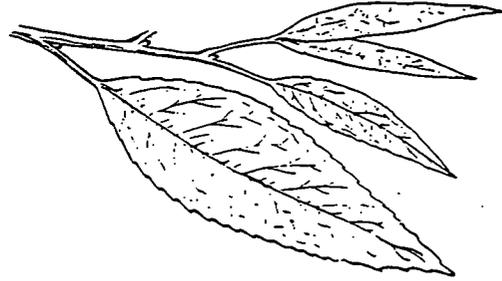


OUTDOOR INVESTIGATION SKILLS

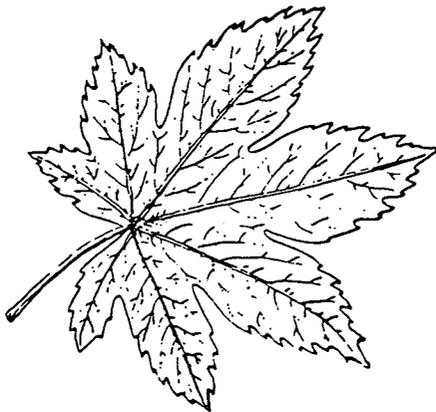
TREE IDENTIFICATION SHEET



Douglas-fir



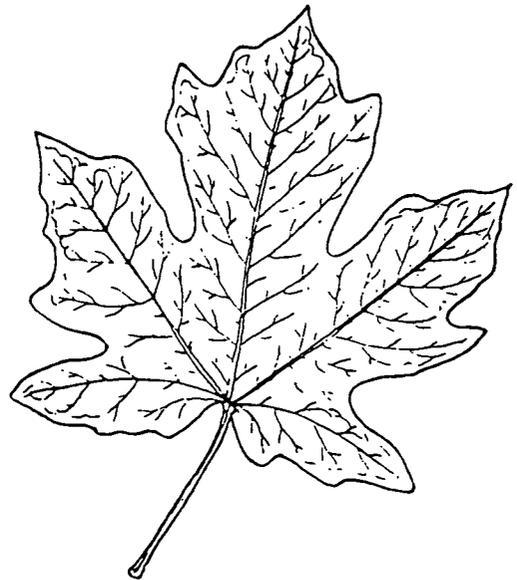
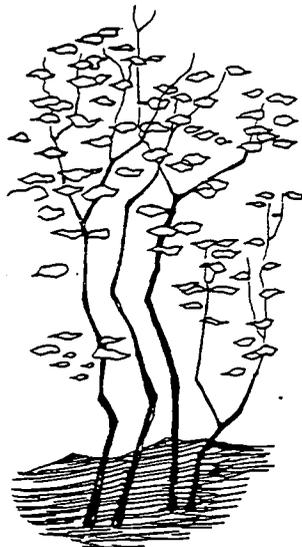
Willow



Vine Maple

Most leaves are smaller than your hand

Vine Maple



Bigleaf Maple

- Most Leaves are bigger than your hand

OUTDOOR INVESTIGATION SKILLS

NAME _____

SPECIES SHEET

		<u>Circumference</u>
biggest	_____ (tree name)	_____ (inches)

OUTDOOR INVESTIGATION SKILLS

IDEA 3: Tree Rings

Directions:

1. Cut enough difficult tree cross sections 4" - 6" in diameter for teams of two to examine.
2. Have teams spend a few minutes looking at cross sections.
3. Give them the following task card:

Write down some things you noticed about the cross sections.		
OBSERVATION	INFERENCES	INVESTIGATIONS
What you noticed	Possible reasons	How we could find out
1.		
2.		
3.		
What are some of the things you noticed about the cross section?		

OUTDOOR INVESTIGATION SKILLS

If there is a question about how tree rings grow, refer to the information below.

Point to 2 or 3 items from the list which deal with growth characteristics and rings. (Varying widths of growth rings, center not in center, etc.)

What are some of the possible reasons for these observations being the way they are?

In general, what could growth rings tell us about a group of trees (e.g., competition, climate, temperature)?

How tree rings grow

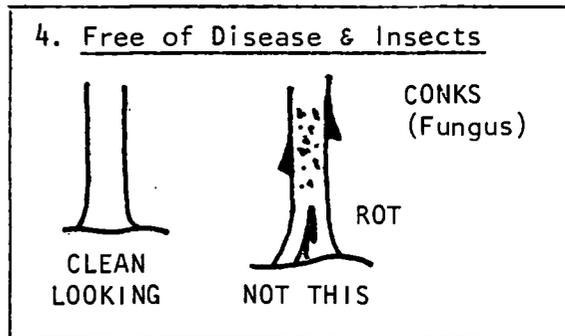
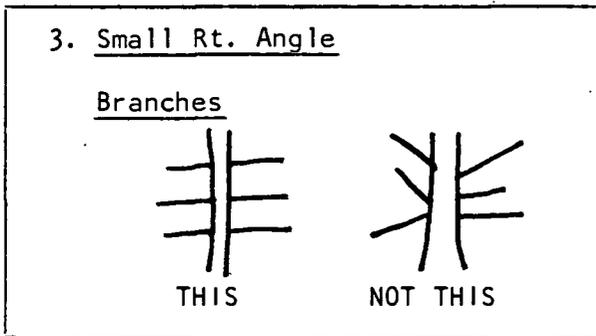
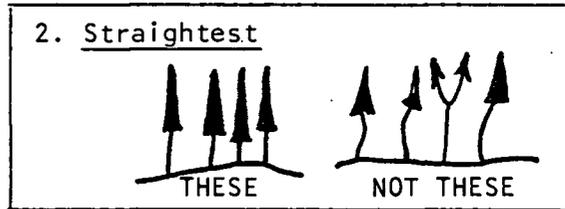
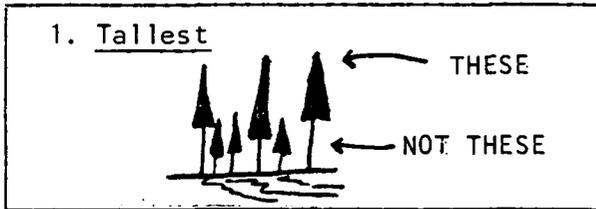
The current year's growth is the ring next to the cambium layer just inside the bark. The rapid spring growth is lighter colored than the growth made in summer, so light and dark colored rings make one year's growth. It is easier to see and count the summer wood or dark rings to determine the age of the tree or log when it was cut.

OUTDOOR INVESTIGATION SKILLS

IDEA 4: Evaluating Tree Growth

Using the characteristics below look at the trees in a timber stand and mark the trees that you think are the best formed and fastest growing and that should be left standing as the crop trees.

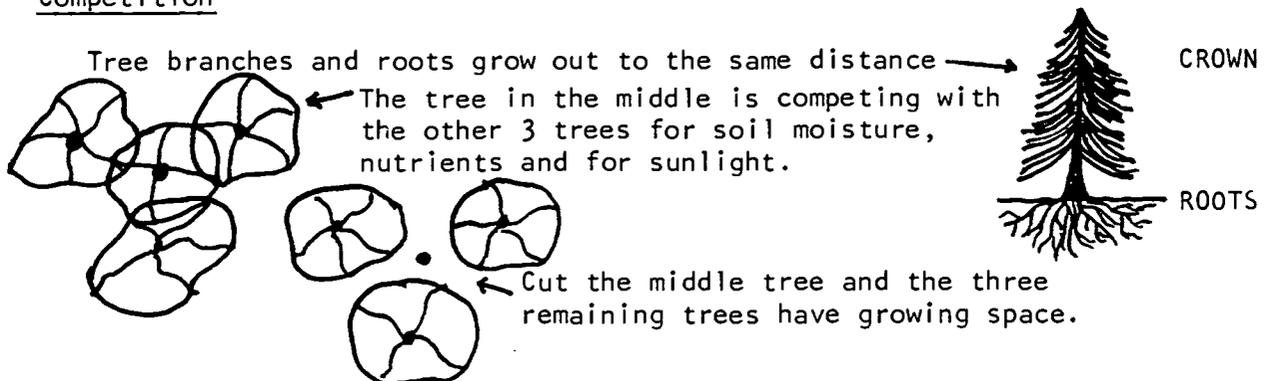
Some Characteristics to Look For in Evaluating Trees in a Coniferous Forest



5. Healthy Looking Foliage and fast growth.
 Fast growth is 0-10 growth rings in the last inch of diameter growth.

6. No Other Damage
 eg: Broken Tops, Frost Seams, Scars, etc.

Competition



OUTDOOR INVESTIGATION SKILLS

Tree Selection

The trees I selected to keep had the following characteristics:

The trees I selected to remove had the following characteristics:

OUTDOOR INVESTIGATION SKILLS

IDEA 5: Where Trees and Plants Grow

Western Oregon (Use different trees and plants in Eastern Oregon)

Directions:

1. Find three areas to hike through that represent a stream, near a stream, and hill slope.
2. Pass out Record Sheet "Where Trees Grow".
3. Divide group into teams of two. At each area, stop, observe, and have each team determine and record on their record sheets, the quantity of a particular tree species observed using the words "none", "some", or "many".
4. After you have walked through all three areas, discuss the data with such questions as:
 - (a) Was there any tree that grew in one place and not another?
 - (b) Was there any tree that grew every place?
 - (c) Make a mural showing the landscape, slope, density, and distribution of the four trees.

OUTDOOR INVESTIGATION SKILLS

WHERE TREES GROW

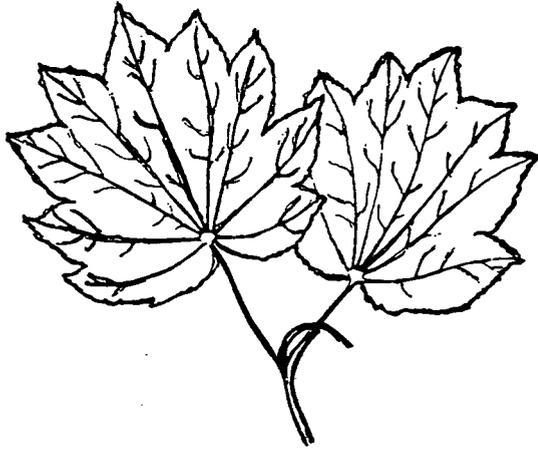
RECORD SHEET

	IN STREAM	NEAR STREAM	HILL SIDE
<p style="text-align: center;">WILLOW</p> <p>Team Names _____ _____</p>			
<p style="text-align: center;">VINE MAPLE</p> <p>Team Names _____ _____</p>			
<p style="text-align: center;">ALDER</p> <p>Team Names _____ _____</p>			
<p style="text-align: center;">DOUGLAS- FIR</p> <p>Team Names _____ _____</p>			

KEY: NONE 0
 SOME 1-10 trees and shrubs
 MANY more than 10

OUTDOOR INVESTIGATION SKILLS

WHERE TREES AND PLANTS GROW - PLANT IDENTIFICATION SHEET



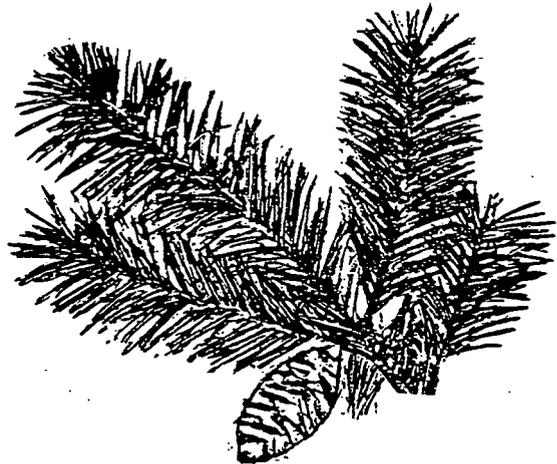
VINE MAPLE



WILLOW



ALDER



DOUGLAS-FIR

OUTDOOR INVESTIGATION SKILLS

IDEA 6: Describing Leaves

Directions:

1. Explain that leaves have different characteristics.
2. Show the members the "Describing Leaves" form.
3. Explain the describing words along the border of the sheet using a leaf to show an example of how this is done.
4. Write in a description of the leaf on the lines at the bottom of one of the four boxes shown on the form.
5. Hand each member a sheet and send them out individually into the area to collect four different leaves.
6. Have them tape the leaves to the sheet and write a description of each leaf.
7. Have a group discussion on specific characteristics of each leaf collected.

OUTDOOR INVESTIGATION SKILLS

IDEA 7: A Rotten Log

We are part of a living world. Plants and animals are born, grow to maturity, and die. Their place is taken in turn by other plants and animals. As each living thing dies, decays, and returns to the soil, it affects the area around it and changes the conditions that plants need to live. This makes it possible for new plants to grow where they could not before.

As an example, Douglas-fir tree seeds need mineral soil to germinate and grow. When a Douglas-fir tree dies and decays, it covers the forest floor with litter, making it impossible for fir seeds to reach mineral soil. Therefore, the Douglas-fir seeds cannot reproduce themselves in the dense forest.

Shade-tolerant plants, like the western Hemlock, can sprout and grow in shade and on rotten logs and humus. We would expect to find shade-loving plants like the hemlock, western red cedar, red huckleberry, etc., growing where sun-loving plants cannot live and grow.

Many of these shade-tolerant plants grow on rotten logs. They help the log decay back into the soil. Animals find homes in the logs; these supply food for other animals.

Many processes take place in rotten logs. Find a rotten log and record your observations below.

What species of tree did the log come from?

What is its location on the landscape? (aspect, location on slope, etc.)

What is the amount of rainfall per year in this area?

Where is the stump of the tree?

Did the tree die naturally or by other means?

How long has this tree been dead? How old was it when it died?

Is the bark still on it?

Is the inside firm or rotten? Can you push a nail through the wood?

Is the wood dry or moist? How does this help in the decay of the log?

OUTDOOR INVESTIGATION SKILLS

List the animals you see living in or on the log:

Name	Type of home	Food eaten	Enemies

List the plants you see living in or on this log:

Name	Location		Roots growing in		Seed sources	Beneficial or harmful to community. Why?
	Sun-light	shade	Mineral soil	Rotten log		

Develop a classification key for the plants found on or near this log:

Will any of the plants be members of the climax plant community in this area?

What are the climax plants in this plant community?

List ways in which the log is useful to:

Soil _____

Water _____

Plants _____

Animals _____

Humans _____

OUTDOOR INVESTIGATION SKILLS

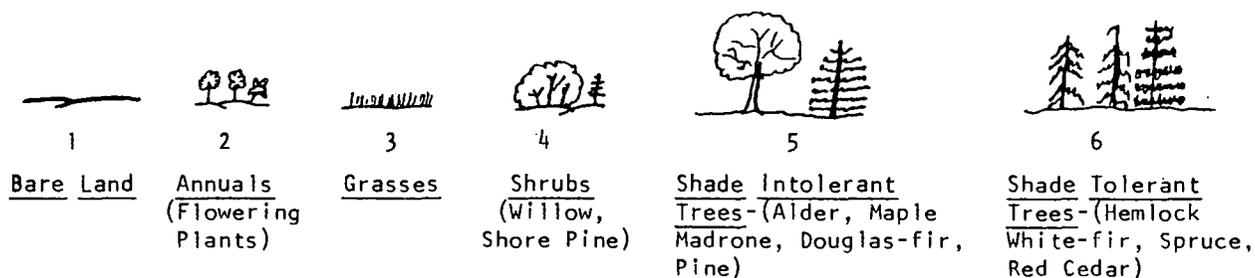
IDEA 8: An Inventory in Plant Succession

Conditions in a community of plants is always changing, allowing new plants to grow there. Many factors, such as soil temperature, organic matter, shade, and competition permit one group of plants to replace another.

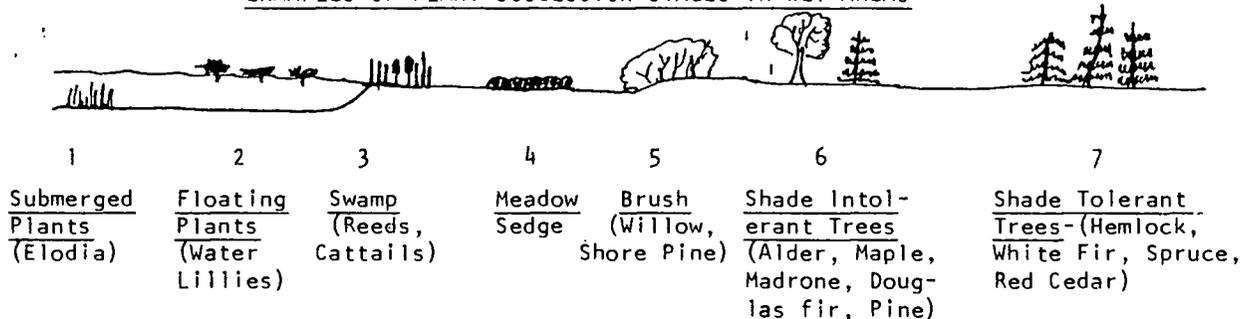
Plant succession is a series of plant communities or stages that replace each other from bare soil to a climax community or the last group of plants that can continually perpetuate its species in its own shade, humus, etc.

Some stages may have sub-stages within them. For example, the trees in the shade-intolerant tree stage might be found in this sequence in forests of Western Oregon and Washington: first, Alder and Maple, followed by Douglas fir, and then by Hemlock, White fir, Spruce, and Western Red Cedar.

EXAMPLES OF PLANT SUCCESSION STAGES ON DRY LAND



EXAMPLES OF PLANT SUCCESSION STAGES IN WET AREAS



OUTDOOR INVESTIGATION SKILLS

Looking at Your Area:

List the names of the most abundant plants around you.

List the names of other plants that look like they were here before (look for other plants that seem to have been crowded out or dead and dying from not enough light).

List the names of trees and other plants that seem to be coming in or invading the area (if any).

Based on the diagrams and the trees and other plants you have named, describe the stage (or stages) of plant succession of the area you are in.

Observe another plant community in your area and record observations about the different stages of plant succession that you notice.

Dry Land or Wet Area

	<u>STAGE</u>	<u>PLANTS</u>	<u>ANIMALS</u>
No. _____	_____ (name)	_____ _____ _____	_____ _____ _____
No. _____	_____	_____ _____ _____	_____ _____ _____
No. _____	_____	_____ _____ _____	_____ _____ _____
No. _____	_____	_____ _____ _____	_____ _____ _____
No. _____	_____	_____ _____ _____	_____ _____ _____

From your observations, describe what changes are taking place in the area.

OUTDOOR INVESTIGATION SKILLS

IDEA 9: Activities and Games for Identification and Uses of Trees and Shrubs

Objectives:

1. Teach youth to identify native trees, shrubs, ferns, and other forest plants.
2. Teach youth uses of trees, shrubs, etc.
3. Teach youth where they might expect to find trees, shrubs, etc., in the forest.
4. Teach youth to become aware of the many different plants it takes to make up a forest environment.

Identification contests:

Start with 10 or 12 specimens of foliage from different trees or forest plants. The leader will correctly identify the specimens and point out identifying characteristics. A little later the same specimens will be shown to the members and they will have a chance to correctly identify the specimens. Since spelling of many of the trees is too difficult for 9 and 10 year olds, you will want to write the names of the specimens on a blackboard or large piece of cardboard for them to see how to spell out the names. Or, perhaps with beginners you may wish to hand out cards with specimen names and have them match the names to the specimen numbers.

Variations of the form of contest would be to use flowers, bark or seed instead of foliage. As your members recognize more and more specimens and become more skilled, you may wish to take a hike and have members identify the specimens as you find them.

If you have members 12 years or older, you may want to teach them how to identify by use of a plant key, as found in many tree and shrub books. If this is the case, you will want to spend considerable time on identification of such things as leaf shapes, types of branching, flowers, seeds, etc. It has been found that most youth can learn to identify most Oregon plants without going into the technical names for shapes, etc., but there definitely is an advantage to knowing these names if you have to depend on a plant key to identify a plant.

OUTDOOR INVESTIGATION SKILLS

Tree Collection:

Your members may want to make a permanent collection of leaves for identification purposes. These exhibits will last many years in good condition if properly prepared, and are a much better aid in identification than looking at pictures in a book.

Games:

1. Give half of your members names of trees. Give the other half important uses of these trees. See how long it takes them to find their partner.
2. Have two members face each other. Pin names of trees on their backs. Turn them loose and let them try to find the name on the back of the other person without giving away their own name.
3. Divide your group into several small groups. Give each group the same list of names of trees that can be found in the area. The winning group will be the one that brings a leaf and properly identifies it from each of the tree names on the list.
4. Nature tic-tac-toe. Make up a display of 9 or 16 leaves arranged in a square. Let your members look at your display for a short time. Then let each member try to duplicate your tic-tac-toe display.
5. Give each member a sheet of paper and a name of a tree. His/her job is to tear the paper to look like a leaf from that tree. After each member has had time to design his leaf, they will be picked up and numbered. Then all members will try to identify all of the leaves.
6. Different corners of the room will be labeled as Eastern Oregon - Western Oregon - statewide, or high mountains - low elevation - dry area - damp area, or coniferous tree - deciduous tree - shrub - herbaceous plant - fern. Each member will be given a name of a tree or plant and he will assemble in the area that nearest fits him.
7. Tree gossip (for beginners). Have members sit in a circle. The leader will whisper a name of a tree in a members's ear, they will pass this on to the next person in a whisper and so on until it goes completely around the circle. It usually doesn't sound anything like the way it did when it started.

OUTDOOR INVESTIGATION SKILLS

8. Indoor hike. The first member will tell where he/she went hiking and the kind of tree they saw. The second member will repeat this and add where they went hiking and the kind of tree they saw. This will continue until the entire group has gone hiking, or when someone fails to repeat what went on before. Example: (1) I went hiking down by the river and saw a red alder; (2) I went hiking down by the river and saw a red alder, then I went hiking on a south slope and saw an Oregon white oak; (3) I went hiking down by the river and saw a red alder, then I went hiking on a south slope and saw an Oregon white oak, then I went hiking in the high mountains and saw a Noble fir; etc.

Source: Ralph Wilkinson, 4-H Leader, Lebanon, Oregon

OUTDOOR INVESTIGATION SKILLS

INVESTIGATING PLANTS AND WILDFLOWERS

Concept: Oregon has an abundant variety of plants and wildflowers growing within the state. An appreciation and understanding of what they are and how they grow can be of benefit to a 4-H'er learning about the outdoors.

Content:

Idea 1 Discovery Hike
Spring Wildflowers

Idea 2 Wilderness Salad

Idea 3 Medicinal Plants

OUTDOOR INVESTIGATION SKILLS

IDEA 1: Discovery Hike - Spring Wildflowers

Objective: To introduce wildflowers to 4-H'ers by observing them in different locations when they come up in the spring.

Number of people involved: Any number

Where this can take place: In the field

DIRECTIONS:

1. Divide club into small groups.
2. Hand out Discovery Hike Worksheet.
3. Have each group find and observe a wildflower.
4. Have group record their observations on the worksheet.
5. Have each group share their findings with the rest.
6. Have general discussion questions for the entire group.

OUTDOOR INVESTIGATION SKILLS

Discovery Hike Worksheet

Look at the leaves:

Color _____

Look at the bottom of the leaf. Is it the same color as the top?

Yes _____ No _____

Color of bottom _____

Draw shape of leaf. (Is it round, pointed, thin, heart-shaped, banana-shaped, flat, curled?)

How many parts? _____

Edges of leaf: smooth, jagged, ruffled _____

Veins: thick, thin, many, few _____

Draw your plant showing the stem, blossom, and leaves. (Is the plant big or little, tall or short?)

What would you call this flower? _____

Try to find out the real name of this flower _____

OTHER DISCUSSION QUESTIONS

Why can spring flowers blossom in the woods at this time of year, rather than in the summer or fall? _____

How is the wildflower adapted for survival? _____

What is one great enemy of wildflowers? _____

What wildflowers form a ground cover and help prevent soil erosion? _____

OUTDOOR INVESTIGATION SKILLS

Discovery Hike Worksheet

Find a wildflower in bloom. Look at it closely. DO NOT PICK IT! Think of words that tell:

Color of petals _____

Number of petals _____

Color of center _____

Edges of petals _____
(smooth, rough, etc.)

Number of blossoms _____

Does the blossom have an odor (smell)? Yes or No _____

What does it smell like? _____

Where did you find the wildflower? _____

Look at the stem. Is it

thin or thick

tall or short

smooth or rough

sticky or dry

fuzzy or glossy

Color of stem _____

Are there any holes in the plant:

In the blossom _____

In the stem _____

In the leaves _____

What might have happened to make these holes? _____

OUTDOOR INVESTIGATION SKILLS

IDEA 2: Wilderness Salad

Objective: Obtaining foodstuffs in a wilderness environment.

Number of people involved: Any number.

Where this can take place: In the field: preferably near a natural forest.

Note of Caution: Because of the nature of this activity, it is best if it is undertaken only by a leader or guest leader who has had prior experience in foraging for foodstuffs in the wilderness. The chance of finding and eating a poisonous plant or berry does exist for those who are not completely familiar with this aspect of outdoor investigation.

The best time of year for this project is in the spring or very early summer, while the wild greens are still crisp and tender. Later, many are still edible, but often they require a less-picky palate or some light cooking or steaming. In addition to the "taste-and-experience" objective of this activity, the wild greens may also be combined in real salads for added zestiness and appeal. All of them have food value.

It is very important to stress that some of the flavors and textures of wild foodstuffs will be different than the children are used to. For example, some might be a little tougher than lettuce or tomatoes and will require a little chewing before they can be swallowed. Also, often it is quite proper to eat the blossoms and stems as well as the leaves, as these add not only to the flavor but also to the balance of vitamin content and nutritional value. Another thing you might mention is that the tongue was designed to taste four flavors, not just the usual sweet, sweet/sour, and salt that we are used to. Other very correct and interesting flavor combinations include: sweet/bitter, bitter/salt, salt/sour, and so on. Also, when your nose gets into the act, wild greens may also have slightly earthy overtones, bits of peppery accent, resinous hints, and other subtle flavors we seldom if ever taste in store-bought foodstuffs.

The trick, then, is to approach our first experience with "Wilderness Salad" with an open mind and time to get used to the differences. Take little bites, but not so little that the full flavor is unable to come through. And try not to spit out something that simply tastes different. All of the wild greens mentioned below (as well as a good many others) are fully edible and contain very important vitamins and minerals. Experiment with the new flavors and textures. Experience them for what they are. Is this leaf a little bit gritty? Does this root have a sweet aftertaste when the first little bitterness is over? What do you smell, if anything, when you nibble on this thistle stalk? Does this taste like licorice? Does that taste like celery? Do these

OUTDOOR INVESTIGATION SKILLS

resemble oysters in flavor? What kinds of flavors do you find in those? Thank the plant, once you have tasted it, for giving you a new experience. And if you can't remember its name, then try to remember what it looked like and the new flavors you found. So long as we keep an open mind, wonderful new adventures can be had whenever we sample our "Wilderness Salad."

Here are some of the plants you might like to meet:

Bracken Fern (*Pteridium aquilinum*): The very young "fiddleheads" that appear in the spring taste a little like mild asparagus. It's all right to eat a few of these raw, to experiment, but if you'd like to eat more, it's best to scrape off the fine brown hairs or soak the leaves overnight in a mild solution of water and wood ashes. Then boil the tender shoots for about four minutes and serve them hot with butter.

Cattail (*Typha* spp.): Young flowering shoots in the early summer have a texture like celery and a flavor a little like radishes. Later on, in late summer, shake the pollen out of the "heads" and use it like you would hot cereal or coarse flour. The roots develop bulbs in the winter that taste very much like white potatoes.

Watercress (*Nasturtium officinale*): The leaves and stems of this water plant taste like a cross between alfalfa sprouts and lettuce, and they are very crisp and juicy. But always be sure to gather watercress from moving water. Do not pick it out of stagnant pools or still-water creek pockets, because sometimes in those places it attracts liver flukes.

Oregon Grape (*Berberis* spp.): The very young, bright green leaves, before they get tough or prickly, are nice to chew. They are high in B vitamins, vitamin A and vitamin C. Young Oregon Grape leaves are crunchy crisp, easy to chew and swallow, and have a pleasant soury taste. The berries, in the fall, make a fine, tart jelly. Indians used to eat the tender leaves to help get rid of acne.

Source: Jorg Bent, Newport, Oregon

OUTDOOR INVESTIGATION SKILLS

IDEA 3: Medicinal Plants

Purpose: To introduce 4-H'ers to healing with nature's medicines.

Where this can take place: Any wilderness setting.

There have been many articles and books written telling about natural herbs and medicines. In truth, there is a natural medicine for every disease known to mankind, though not all of them are known. In your 4-H Outdoors Club you can learn a number of simple remedies that always work, with natural herbs that are available right here in the Pacific Northwest. With a little practice, you could even become a real Medicine Person. But for now, here are a few of the easiest to remember. This is real Medicine, as known and practiced by the American Indians. And it works.

Nettle Stings: If you haven't yet been "kissed" by the Queen Nettle, you don't know what you're missing. Nettles--the stinging kind--grow all over the Pacific Northwest, and chances are good that one day you might bump into one. The "sting" is produced by coming in contact with the fine hairs on the leaves and stems, which carry tiny amounts of formic acid (the same thing that bees have). The funniest thing is that the nettle itself can cure you of its own sting! Look on the plant you "bumped" into until you find some brand-new, bright green, tender leaves. Pick a couple (carefully), crush them, and put the juice of the very young leaf on your sting. The burning and itching should go away very soon. If the plant has no young leaves, try to find some bracken fern "fiddle-heads" to crush and put on the sting. These work very well, too. As a last resort you can also use soft, cool, wet, earthy mud from a creek bank.

Simple Cuts: If your cut is quite small the best quick first aid you can do is put the wound in your mouth and suck or lick it clean. The natural healing enzymes in our own saliva will help heal it quickly and surely, and the bacteria in your mouth are not the kind that will cause infection in a cut. This is a fairly "new" discovery, by the way, and even doctors are beginning to agree with it. If your cut is a little worse than simple you can crush the feathery, aromatic leaf of the common yarrow plant and put it on the wound like a poultice. Yarrow not only helps to stop the bleeding but it's also antiseptic and the juice contains an oil which will reduce pain. For worse cuts, locate some fresh, clean cobwebs in the woods (the ones in your house are likely to contain infection-causing germs) and put these in the wound. They will help stop the bleeding. Then you can put the yarrow poultice over them. Cobwebs will usually stop even fairly serious bleeding, as they act just

OUTDOOR INVESTIGATION SKILLS

like a blood clot. With fairly deep cuts it's a good idea to tie the yarrow poultice in place with strips of clean cloth or other bandages.

Simple Burns: For any kind of mild to moderate first or second-degree burn, cold water is the best immediate first aid. In order for this to be fully effective, however, the burn must be placed in the water immediately after it occurs. That's when healing can be expected. If you wait too long, about the only real benefit water will provide is reduction of pain ... though this, too, is valuable. However, then you will need herbs to help the healing process along. The roots of hound's tongue (*Cynoglossum grande*) may be crushed and used as a poultice for scalds and burns. You may also boil the flowers of the red penstemon (Figwort) and use the tea to wash burns. This will reduce the pain and promote the growth of the new skin, and may be used to treat third degree burns as well as the less serious kind.

Bee Stings: The simplest natural cure for bee stings is cool, wet, dark mud from your local creek bank. Even damp, dark soil will help. If you happen to stumble across some manroot (big-root chilicote, a member of the Gourd family) with ripening pods on it, pick one and cut it in half and place that on the sting. The fiery pain will be stopped almost immediately. Also, remember that your own body can make a bee sting worse. Formic acid (the chemical in the bee's stinger) reacts very badly with adrenalin. So if you run around or become afraid the bee sting will become more swollen and painful. If you get stung, as soon as possible sit down and relax. The pain will go away fairly soon even without the mud or manroot. CAUTION: If you are one of those people who are severely allergic to bee stings, don't rely on these natural healers to help you. They may help some, but you better have a regular anti-allergent along or go see a doctor.

Sore Throat: Gargling with salt water is excellent for all kinds of sore throat pain. If your scratchy throat is due to too much yelling, try chewing the root of the licorice fern (try to pick it off maple, birch, hemlock, aspen, apple or cherry trees, as on alder, oak, walnut and some other trees it is quite bitter to taste). Mashing the root of the cow parsnip, steeping it in water, and then gargling with the "tea" is extremely good for sore throat, as is making a poultice of the root and using it applied to the outside of the throat. This is a good remedy if the pain is rather serious, and it will also help to reduce the swelling and inflammation of infected tonsils. Be careful you don't mistake the water hemlock for the cow parsnip. (Caution: the water hemlock is poisonous!) Chewing the root of the false hellebore (*Veratrum californicum*) is also an effective remedy for sore throat pain.

OUTDOOR INVESTIGATION SKILLS

Headache: You might make a tea out of willow bark for this, as all wild and domesticated willows contain natural acetosalisilic acid (aspirin). You can also collect wild peppermint and mash the leaves, putting the resulting poultice on the forehead, temples, and sinus areas (be careful not to get the juice in your eyes). Drinking a tea made out of wild peppermint, wild sage and camomile will help tension headaches.

Bruises and Sprains: The first thing you might do here is to soak the injured area in water as hot as you can stand. Do this for several hours if the sprain is serious. If you sprain your ankle on a hike, cut a crutch and leave your boot on until you get to camp. This will help support the injury. If you take your boot off, it's not likely you'll be able to get it back on for awhile. After the hot water treatment, cold water can be used to reduce pain and swelling. On bruises, use cold water first. In addition to water, poultices made from cudweed (pearly everlasting), mules ears (Wyethia spp.) and comfrey are good for bruises and sprains.

Poison Oak, Ivy, Sumac: Being plagued by a dose of poison oak can be one of the most unpleasant, painfully bothersome and embarrassing things because every good 4-H outdoorsman should know what poison oak looks like and will stay away from it to begin with. But regardless of caution, you may still get a case of it. One of the best treatments is to wash the affected area in a saturated solution of lime and water (the limestone variety, not the fruit). If you do this within an hour after exposure you probably won't develop a rash at all. But once you've got it, you've got it. There are a few wild plants that will help to relieve the itching and get rid of the rash more quickly. One of these is the flowering tops of the coast tarweed (Media sativa). Crush these and apply them directly to the rash. Also the juice of the western mugwort (Artemisia ludoviciana) will help (this plant also has many other useful medicinal properties), as well as the juice from the berries (mixed with a little water) from the manzanita tree.

There are many other good natural healing herbs that you can find in your own back yard, for all kinds of illnesses or injuries. Maybe a good outdoor project for your club would be to learn as many as you can. Remember, though, there is much to learn. It might take you several years of study and outdoor activity before you start to become a real Medicine Person.

Source: Jorg Bent, Newport, Oregon

OUTDOOR INVESTIGATION SKILLS

INVESTIGATING SOILS

CONCEPT: Soil is a basic component of the environment. All life is dependent upon the productivity of soil in some form or another. Therefore, it is important to understand its capabilities and limitations as much as possible.

CONTENT

GOALS

IDEA 1 - Investigating the Forest Floor

Identify some of the things found on a forest floor.

IDEA 2 - Construct A Soil Micromonolith

Identify and record information about the observable characteristics of a soil profile.

IDEA 3 - Analyze Soil Data

Analyze the soil data recorded on a soil micromonolith.

IDEA 4 - Measure Slope

Measure the slope of the land near the soil profile.

IDEA 5 - Determining Possible Land Uses

Determine the most appropriate land use for the area based upon information collected here.

IDEA 6 - Soil Management in Your Own Community

Now that you have an understanding of soils, apply it to land uses in your own community.

Source: Investigating Your Environment Series, U.S. Forest Service, Portland, OR.

OUTDOOR INVESTIGATION SKILLS

EQUIPMENT NEEDED TO INVESTIGATE SOILS: (for a club of 30 people)

- 6 La Motte soil pH kits
- 30 micromonolith cards
- 6 tape measures
- 30 sets of lab sheets
- 3 sticks (50" or 100" long)
- *100 jelly cups and lids/etc.
- 3 soil thermometers
- 2 #10 cans of water
- 30 hand lenses
- 3 baby food jars, $\frac{1}{2}$ full of water
- 3 staplers
- 2 boxes staples
- 2 shovels
- 3 yardsticks
- Description of soil being studied
- Length of growing season of area
- Samples of sand, silt, clay (optional)
- Plant samples, drawings or guides to use with soil pH-Plant relationship chart (optional)

* other materials such as plastic bags, plastic wrap, pill bottles, etc., have been used satisfactorily.

OUTDOOR INVESTIGATION SKILLS

IDEA 1: Investigating The Forest Floor

Directions: Divide members in groups of three or four. Walk into a forested area. Give the group ten minutes to complete the task card below.

TASK: Work in small groups.

1. Predict what you will find in the top four inches of the area to be studied. List your predictions.
2. Select an area about 2 or 3 feet square on the ground and sift through the top 3 inches, recording the evidence of plants and animals you observe. Replace the ground in as near original condition as possible.

Name or Description of Item in the Soil	Quantity	Possible Effect on Soil

3. The terms: litter, duff, humus, are used to describe organic matter at the top of the soil. From your study above, complete the following chart:

Term and definition	Describe the feeling	List the identifiable parts of plants and animals you found
Litter (identifiable dead things on surface)		
Duff (partially decomposed organic matter - compacted)		
Humus (almost completely decomposed non-identifiable organic matter)		

OUTDOOR INVESTIGATION SKILLS

QUESTIONS AND DISCUSSIONS:

1. What are some of the things you found?
2. Did you find more or less animals than you thought you might?
3. Under what conditions would you expect to find a different amount or types of animals?
4. What are some ways in which these things affect soil?
5. Make sure each member understands what litter, duff, and humus is.

OUTDOOR INVESTIGATION SKILLS

DEVELOPING THE SKILLS TO COLLECT SOIL DATA

* Note to Leader: You will need to have a soil pit or bank *
* already exposed to show at least 3 major layers (if possible) *
* or horizons. You should have pH kits, shovels, measuring tapes, *
* thermometer, micromonolith cards, jelly cups, lids, stapler, *
* extra staples, can of water, and towel on hand. (Some of *
* these materials could be borrowed from your local Soil Conser- *
* vation Service office.) *

QUESTIONS AND DISCUSSION:

1. "Now that we've looked at the top of the soil, let's look at a cross-section or profile of what's underneath."
2. "What things do you notice as you look at this profile?"
3. "What are some things that might be important to find out about soil in order to determine its use?"
4. "The various characteristics of soil that you have mentioned such as color, texture, structure, temperature, and the acidity and alkalinity (pH) affect the way land can be used. Knowledge of these conditions is essential to land use planning whether in a forest or in your backyard. We are going to collect, record, and analyze some information about those soil characteristics."
5. Pass out TASK Card: Constructing a Soil Micromonolith. "This task is designed to record your observations for the 7 items listed under the words topsoil. You will need to collect the same information for each of the major layers your group identifies in the profile. What are the 7 items we will be collecting information about?"

OUTDOOR INVESTIGATION SKILLS

IDEA 2: Constructing A Soil Micromonolith

Refer to TASK Card. (45 - 60 Minutes).

"Now work in groups of 3-4, collect and record the information on the TASK Card. Use the equipment in the box. Your first job is to determine how many layers there are."

Here are some ways to collect information about different soil characteristics.

1. soil layers (horizons)
Mark where the soil changes and general appearance. Many soils have 3 major layers of horizons; i.e., top soil, subsoil, and parent material. Because soil formation has many variables, you may find more or fewer layers.
2. color
Describe the color of each major layer, using your own descriptive terms. Moisten soil to get a more accurate color description.
3. texture (how the soil feels)
Determine the texture of each major layer. Texture is determined by feel. Rub a moistened sample of soil between thumb and forefinger. Spit on sample to moisten, if water is not available.
If it feels very gritty and not plastic-----sandy
If it feels smooth and slick, or somewhat gritty and sticky----loamy
(Loamy is a combination of sand, silt, and clay particles.)
If it feels smooth, plastic, very sticky-----clayey
4. structure (how the soil is put together in geometric shapes)
Determine the structure of each major layer.
Carefully break apart a shovelful of soil from each layer and match its characteristics with one of these structure words: blocky, platy, columnar, granular.
5. temperature
Determine the temperature of each layer. Use the soil thermometer.
6. pH (acidity or alkalinity)
Determine the pH of each major layer. Soil pH is an indication of how well certain plants can grow in the soil.

Put a small sample of the soil to be tested in a porcelain dish. Do not touch the sample. Use just enough pH reagent to saturate the soil sample. Match the color of the pH reagent at the edge of the soil sample with the pH color chart.

Each person should construct a soil micromonolith. (TASK Card.) A micromonolith is a small model of a soil profile in which samples of each soil layer are attached to a card or sheet of paper.

OUTDOOR INVESTIGATION SKILLS

TASK CARD - CONSTRUCTING A SOIL MICROMONOLITH

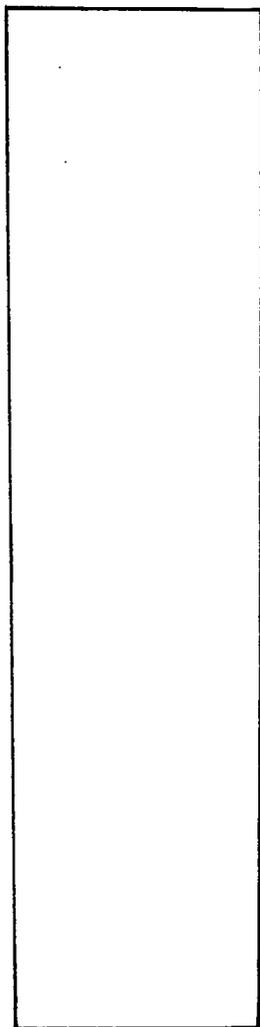
Work in small groups or by yourself.

Using the information presented and the available equipment, record your observations below. Make a micromonolith using the materials provided.

Sketch your soil profile, label the layers or horizons, and record the data.

DATA

PROFILE SKETCH



Air temperatures
3' above surface _____ Just along surface _____
Contents of layers above topsoil (if existing):
Litter - _____
Duff - _____
Humus - _____
Total depth of layer above topsoil _____

Topsoil (A Horizon)
Depth _____ " to _____ ", Color _____
Texture: Sandy _____, Loamy _____, Clayey _____
Structure: Columns _____, Blocky _____,
Platy _____, Granules _____.
pH _____, Temperature _____
Plant Roots Visible _____

Subsoil (B Horizon)
Depth _____ " to _____ ", Color _____
Texture: Sandy _____, Loamy _____, Clayey _____
Structure: Columns _____, Blocky _____,
Platy _____, Granules _____.
pH _____, Temperature _____
Plant Roots Visible _____

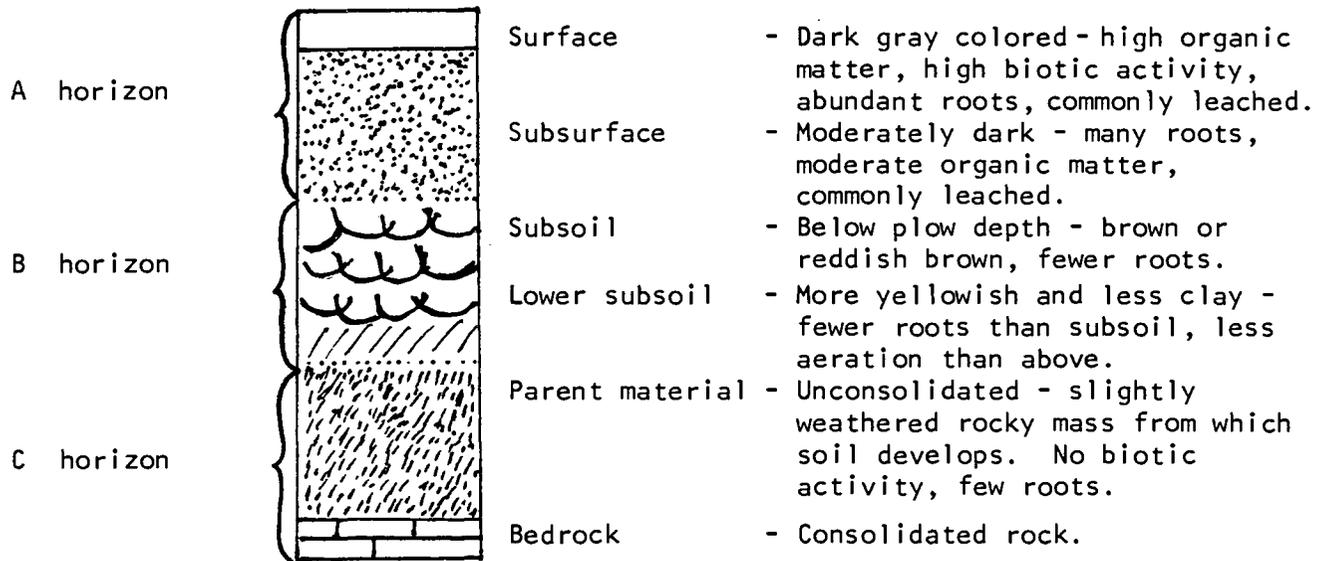
Bedrock (C Horizon)
Depth _____ " to _____ ", Color _____
Texture: Sandy _____, Loamy _____, Clayey _____
Structure: Columns _____, Blocky _____,
Platy _____, Granules _____.
pH _____, Temperature _____
Plant Roots Visible _____
Describe type of rock in the bedrock (if present).

OUTDOOR INVESTIGATION SKILLS

Things to look for in soil:

1. Color - tells about organic matter, drainage, biotic activity, fertility.
2. Texture - the feel--sandy, silt, clay--tells water holding capacity; looseness, workability of the soil.
3. Structure - the shape--blocky, platy, granular--tells of drainage, aeration, water intake.
4. Depth - the size of the storage bin -- moisture: availability of minerals for plants.
5. Reaction pH - the suitability of plant growth, the amount of acid or alkalinity in the soil.

The general soil profile below is how you might find some of the different layers:



OUTDOOR INVESTIGATION SKILLS

IDEA 3: Analyzing Soil Data

```
*****
* Note: It may be important to have local plant identification *
* books - picture keys, etc. to use by participants in inter- *
* preting the soil pH - plant species tables in this task - *
* Analyzing Soil Data. *
*****
```

QUESTIONS AND DISCUSSION:

1. "What are the 7 soil characteristics that you just collected information about?"
2. Pass out TASK Card - Analyzing Soil Data.

"Now that you have constructed a soil micromonolith, the next task in determining the possible uses of this land is to analyze each of the soil characteristics on the micromonolith. There are seven sentences or questions to finish. Use the data you recorded and the tables on the back of the TASK Card. Remember to analyze each item independent of other items. For example, what was the total depth of the soil you measured? Now look at table #1 that deals with soil depth. Based on the soil depth that you measured, and the table, how would you complete the first sentence of the TASK?"

OUTDOOR INVESTIGATION SKILLS

SOIL DATA TABLES

1. RELATIONSHIPS OF SOIL DEPTH TO PLANT GROWTH AND WATER STORAGE

Soil Depth	Water Storage
Deep Soil (over 42")	Excellent water storage and plant growth
Med. Deep Soil (20"-42")	Good water storage and plant growth
Shallow Soil (20" & under)	Poor water storage and plant growth

2. SOME RELATIONSHIPS OF COLOR TO SOIL CONDITIONS

A. Top Soil (A Horizon)

CONDITION	Color		
	dark (dark grey brown to black)	moderately dark (brown to yellow-brown)	light (pale brown to yellow)
Amount of organic material	High	Medium	Low
Erosion factor	High	Medium	Low
Aeration	High	Medium	Low
Available Nitrogen	High	Medium	Low
Fertility	High	Medium	Low

B. Subsurface Soil (B Horizon)

Subsurface soil color	Condition
Dull Grey (if in low rainfall soils 0-20")	Water logged soils, poor condition
Yellow, med-brown, black (if in forest soils)	Well drained soils
Mottled gray (if in humid soils)	Somewhat poorly to poorly drained soils

3. SOME EFFECTS OF TEXTURE ON SOIL CONDITIONS

texture	Water building capacity	looseness of soil
Sandy	Poor	Good
Loamy	Good to Excellent	Good
Clayey	High (Water held too tightly for plant use)	Poor

OUTDOOR INVESTIGATION SKILLS

4. SOME EFFECTS OF STRUCTURE ON SOIL CONDITIONS

Type	Penetration of Water	Drainage	Aeration
Columnar 	Good	Good	Good
Blocky 	Good	Moderate	Moderate
Granular 	Good	Best	Best
Platey 	Moderate	Moderate	Moderate

5. RELATIONSHIP OF SOIL pH TO PLANT SPECIES

3.5	6.5	7	8.5	14
(3.5 to 4.5 is too acid for many plants)		(Most plants do best here)		(8.5 to 14 is too alkaline for most plants)
Some examples of soil pH plant indicators:				
pH 4.0-5.0: rhododendrons, camellias, azaleas, blueberries, some hemlocks, some pines and spruces, western red cedar				
pH 5.0-6.0: some pine, firs, holly, daphne, some spruce, oaks, birch, willow, rhododendron				
pH 6.0-7.0: maple, mountain ash, pansy, asters, peaches, carrots, lettuce, pines, firs, ash, basswood elm, yellow poplar, alder, western red cedar				
pH 7.0-8.0: mock orange, asparagus, sagebrush, red cedar				
Note: These relationships may vary slightly in different environments.				

OUTDOOR INVESTIGATION SKILLS

6. SOME RELATIONSHIPS OF SOIL TEMPERATURE TO PLANT GROWTH

Soil temperature	Conditions during growing season
Less than 40°F	No growth, soil bacteria and fungi not very active
40°F to 65°F	Some growth
65°F to 70°F	Fastest growth
70°F to 85°F	Some growth
Above 85°F	No growth

OUTDOOR INVESTIGATION SKILLS

TASK CARD - ANALYZING SOIL DATA

Work in small groups or by yourself.

Using the soil data you collected and the information provided in the soil data tables included in this Task, complete the following:

1. Based on soil depth, complete the following (Refer to Table 1):
The potential of my soil for water storage is _____
Why? _____
2. Based on color, complete the following (Refer to Table 2):
 - a. The topsoil, or A horizon:
amount of organic material _____
erosion factor _____
fertility _____
 - b. The drainage in the subsurface soil or B horizon is: _____

3. Based on the texture, complete the following (Refer to Table 3):

Layer or horizon	Water Holding Capacity	Looseness of soil
Topsoil A		
Topsoil B		

4. Based on the structure, complete the following (Refer to Table 4):

Layer of horizon	Penetration of Water	Drainage	Aeration
Topsoil A			
Topsoil B			

5. Based on the pH ranges, complete the following (Refer to Table 5):

Some plants that could grow here based on the soil pH plant chart	Some plants actually observed growing here

How well did the plants in the study area check out with the pH you measured?

OUTDOOR INVESTIGATION SKILLS

Describe in a short paragraph how you would set up an experiment to collect data and construct your own soil-pH plant chart.

6. Based on the soil temperature complete the statement below (Refer to Table 6) The plants on my soil have _____ growth taking place now. In 3 months I predict that the growth conditions of the soil based on soil temperature will be _____.

The growing season (frost free days) in this area is about _____ days.

7. Write a soil description about this soil using the *words* from the data you collected and recorded on the soil micromonolith card. Compare this description with the one you wrote at the beginning of the session.

OUTDOOR INVESTIGATION SKILLS

IDEA 4: Measuring The Slope Of The Land

```
*****
*   If there is a Soil Conservation Service soil survey   *
*   report describing local soils available, read its     *
*   description of the soil just studied. These reports   *
*   are prepared from the same information we used. The  *
*   soil scientists approach soil descriptions using the  *
*   same observable characteristics that we used.         *
*****
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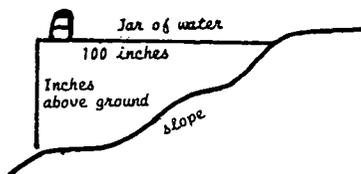
QUESTIONS AND DISCUSSION:

1. "Using the observed color of the top layer and Tables 2A and 2B, what did you say about the erosion factor of your soil?"
2. "Using the structure of your soil and Table 4, what did you say about the drainage of water?"
3. "How well did the plants in the study area conform to the soil pH - plant chart?"
4. Have groups read how they would set up their own soil pH - plant chart. Point out that soil scientists determine soil pH and record the plants growing in the area to construct a table or chart for use in interpreting soil pH - plant relationships elsewhere.
5. Ask for people to read their soil descriptions (part 7, of Analyzing Soil Data).

OUTDOOR INVESTIGATION SKILLS

TASK Card - DETERMINING THE SLOPE OF THE LAND

1. Select a place that represents the average slope of the land being studied or take several measurements and average them.
2. Place one end of a 100" stick on the slope you want to measure. Hold stick so it is about level.
3. Place a level or jar with some liquid in it on the out-right stick. Raise or lower the stick until level.
4. Measure the number of inches the free end of the stick is off the ground.
5. The number of inches is the slope of the land in percent.
6. Repeat the above steps in several different areas to get an average slope of the land being investigated.



Note: If you use a different length stick, then correct by using the conversion table below.

CONVERSION TABLE

Stick Length	Distance the end of the stick is above the ground.	Multiply by conversion factor	Percent of Slope
100"	_____ X	1	=
50"	_____ X	2	=
25"	_____ X	4	=

The average percent of the land measured is _____

OUTDOOR INVESTIGATION SKILLS

DISCUSSION:

1. "In addition to the other data we have collected, measurements of the slope of the land are needed in order to discuss possible uses of the study area. If the slope is varied, measurements from several locations may be needed to obtain a more accurate average."

Using TASK Card - Determining the Slope of the Land and a 50" stick, tape measure, and level, determine the slope of the land." (10 minutes.)

2. "What was the average slope measurement that the group collected?"
3. "Let's review for a minute. We've identified some of the observable characteristics of the soil layers and determined the average slope of this land. Now we are ready to determine some appropriate uses of this land."

OUTDOOR INVESTIGATION SKILLS

IDEA 5: Determining Possible Land Uses

QUESTIONS AND DISCUSSION:

1. Pass out TASK Card - DETERMINING POSSIBLE LAND USES (20 - 30 minutes).

"There are different sets of criteria used to evaluate the land for different uses. We are going to evaluate this for 2 main types of use - agriculture and occupancy. Look at the agricultural use tables. Read the directions above the agricultural use chart and determine the best agricultural use by using the soil data, the erosion hazard, soil depth, drainage, texture, and the slope measurement you just gathered. Work in groups of 3 or 4."

2. "When you finish that, then evaluate the land for the 4 occupancy uses."

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TASK Card - DETERMINING POSSIBLE LAND USES

Man's great diversity of land uses requires different sets of criteria that analyze a variety of soil and land factors in different ways. These factors must be considered in determining the most appropriate land use for a given area. The most limiting soil factor will be the major influences in determining the best use of the land. See Land Use Data Table for definition of limiting soil factor.

Using the data from the Analyzing Soil Data task, Determining the Slope of the Land, and the Land Use Data Table, answer the following questions:

According to the Land Use Data Tables, this land could be used for:

Agriculture use:
(list and explain why)

Occupancy: Land Uses

Roads and streets

Building sites

Septic tank filter fields

Picnic and camp areas

I feel the best uses of this land would be:

because -

OUTDOOR INVESTIGATION SKILLS

LAND USE DATA TABLES

Agricultural uses

Directions: Circle the item in each of the 5 columns below that best describes each of the 5 soil factors in the soil you studied. The most limiting soil factor will determine the best agricultural use of the land. A limiting soil factor can be defined as something that will restrict the use of land for desired activities. The most limiting factor indicates the most appropriate agricultural use.

SOIL FACTORS					Agricultural Uses
Slope	Erosion hazard of topsoil	Total Soil depth	Drainage	Texture of Topsoil	
0-3	None	Deep	Well drained	*Loam or silt loam	Farm crops--cultivation good soil mngmt. practices
3-20	Slight to moderate	Mod. deep	Somewhat poorly	Sandy loam or silty clay	Farm crops--few to several special cultivation practices
20-30	Severe	Shallow	Poor	Sandy or clay	Occasional cultivation, many special practices
0-2	None to slight	Deep	Well to poor	Stony (large stones that prevent cultivation)	Pasture-woodland cultivation no machinery can be used
30-90	Very severe	Deep to shallow	Well to poor	Sandy, Loamy, Clayey or Rocky	Pasture, timber growing, woodland, wildlife, no cultivation machinery
all	None to extreme	Deep to shallow	Excessive to poor	Rockland, river wash, sand dunes	Wildlife, recreation

* loam is a combination of sand, silt and clay particles.

Occupancy land uses

Select the most limiting factor for each land use and record the overall limitation (slight, moderate or severe).

* Watertable is the place where the soil is saturated and the water can be free standing.

Land uses & factors affecting that use	Slight Limitation	Moderate Limitation	Severe Limitation
Roads and Streets Slopes Depth * Watertable	0-12% Over 40" Over 20"	12-30% 20-40" 10-20"	Over 30% Less than 20" Less than 10"
Building Sites Slopes Depth * Watertable	0-12% Over 40" Over 30"	12-20% 20-40" 20-30"	Over 20% Less than 20" Less than 20"
Septic Tank Filter Fields Slope Depth * Watertable depth below trench	0-7% Over 6' Over 4'	7-12% 4-6' 2-4'	Over 12% Less than 4' Less than 2'
Picnic and Camp Areas Slope Stones * Watertable during season of use	0-7% 0-20% Over 30"	7-15% 20-50% 20-30"	Over 15% Over 50% Less than 20"

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IDEA 6: Soil Management In Your Own Community.

TASK Card - SOIL MANAGEMENT IN YOUR OWN COMMUNITY

Describe how you feel about the management of the soil environment in your community (good and poor practices).

Describe some practices to improve the management of soil in your community.

Describe one or two things that you can do to improve the management of soil where you live.

List two examples of how you will use the things learned today as a citizen.

List two examples of how you will use the things learned today as an educator.

OUTDOOR INVESTIGATION SKILLS

SOME OBJECTIVES:

As a result of this session, members should be able to:

- ▣ Describe three ways in which living organisms contribute to the formation of soil.
- ▣ Identify seven physical characteristics of soil, based on skills gained in construction of a micromonolith.
- ▣ Analyze the physical characteristics recorded on the micromonolith using the tables on Analyzing Soil Data Task.
- ▣ Measure the slope of the land in percent.
- ▣ Describe in writing the most appropriate land use for a given area using all the data collected during the session.
- ▣ Identify at least two examples of how members can use the things learned in this session as a community service project.

Whenever the member observes land being developed for human occupancy or use, he/she will tend to react by asking questions about the ability and limitation of the soil to be used for that purpose.

OUTDOOR INVESTIGATION SKILLS

INVESTIGATING GEOLOGY

Concept: Oregon is abundant with signs of geological activity. An understanding of the different rock formations and how they developed is an important and exciting aspect of outdoor investigation.

CONTENT

GOALS

IDEA 1 - Meeting a Rock	Remembering characteristics of a rock.
IDEA 2 - Mapping a Rock	Helps member gain a greater awareness of rock size, shape, texture and relationship to things around it.
IDEA 3 - River Rocks	To enable 4-H'ers to discover probable reasons why river rocks are rounded.
IDEA 4 - What Causes Land Forms? Where Do Rocks Come From?	Activities to gain an understanding of rock characteristics and how land forms develop.
IDEA 5 - Major Types of Volcanos	Comparing three major volcano types.
IDEA 6 - Friction Causes Heat	Understand how the shifting of earth to crust causes rock to melt and leads to volcano activity.
IDEA 7 - Pressure Needs Relief	To better understand how volcanic vents form.
IDEA 8 - Simulated Volcanic Eruption	To understand how a volcano erupts.
IDEA 9 - Spell or Tell	Understanding geological terms
IDEA 10 - Ideas on Field Trips	

OUTDOOR INVESTIGATION SKILLS

IDEA 1: Meeting a Rock

DIRECTIONS:

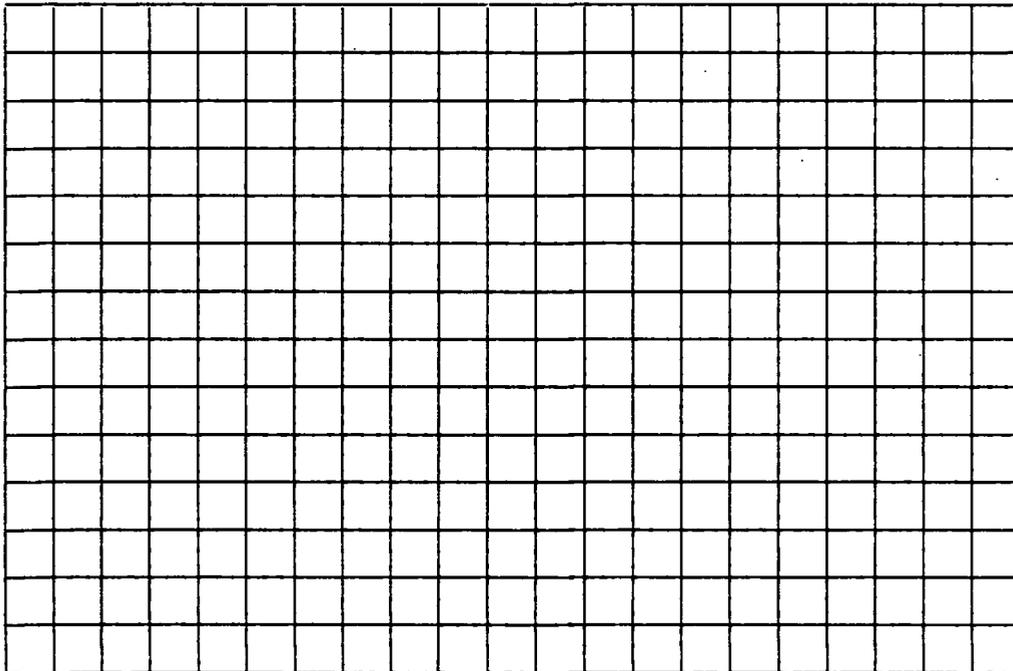
1. Have 4-H'ers sit in a circle.
2. Make sure that you are a part of the circle.
3. Explain that you are going to try to pick one particular stone out of a group of stones.
4. Pass out one stone to each 4-H'er.
5. Have 4-H'ers look at their stones, noticing any peculiarities which would help them identify stones out of a group.
6. Place all of the stones in the center of the circle when they think they can identify their stones.
7. Have members shut their eyes.
8. You mix the stones in the pile.
9. Have members open their eyes and choose their own stone.

Source: Lane County E.S.D. Environmental Education, Eugene, OR

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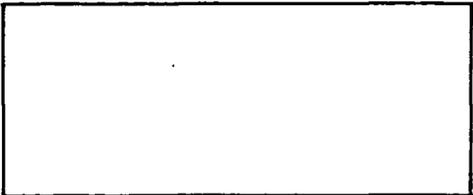
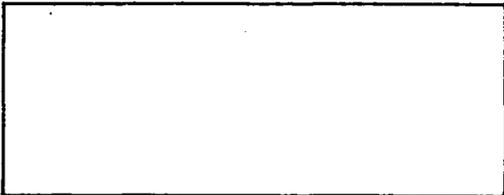
IDEA 2: Mapping a Rock

1. Choose a large rock and use the grid page below to draw a sketch of your rock. Don't forget to make a scale. Color in your sketch with colored pencils.



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2. Sketch in these boxes, if possible, the different plant life on your rock.

a	b
	
c	d
	

3. Gather this data:

a. Soil pH _____ on rock _____ around rock

b. Is there a side of the rock with more plant growth? _____
If so, which side? _____

c. Which side of the rock has the most moisture? _____

d. If possible lift the rock and look under it. Describe what you observe: _____

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-
4. Check with others as to the side of the rock with the most plant growth. What conclusions can you draw?

5. Check with others about the side of the rock with the most moisture. What conclusions can you draw?

6. Check with others about the type of plant life they found on their rock. What conclusions can you draw?

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-
7. Was there anything you found on or near your rock that you did not like there?

Explain what it was and why you did not like it.

8. Take another person's sketch from your group and see if you can find their rock:

_____ I could

_____ I could not

9. Why did you pick this rock?

OUTDOOR INVESTIGATION SKILLS

IDEA 3: River Rocks

Purpose: To enable youngsters to discover probable reasons why river rocks are rounded.

Number of Members: Unlimited

Location: Any river

Directions:

- As part of a field trip to a river, discuss rocks found in the river or along its edges.
- Why are these rocks rounded, while rocks found elsewhere may be sharp?
- Why does this site have smooth rocks?
- How does rushing water help?
- How does sandy bottom help?
- How do other rocks help?

Source: Louella Small, 4-H Leader, Portland, OR

OUTDOOR INVESTIGATION SKILLS

IDEA 4: What Causes Land Forms? Where Do Rocks Come From?

Purpose: To gain an understanding of rock characteristics and how land forms develop.

Suggested Activities:

1. Climb to a point where your club can see surrounding hills and valley. Have group describe what they see -- flat, sloping, etc. Categorize hills, valleys, delta, creek, etc. Develop questions which might lead to a hypothesis on how these were formed.
2. Visit a quarry, gravel company, creek bed or gravel parking lot. Have group find rocks of different colors, textures, rocks that sparkle, etc. Sort into groups as they seem to you to belong. Look for fossils. Are there rocks that can be used to write with? Scratch glass? Can they be scratched with a knife? Do they feel sandy, smooth, or have sharp edges? Find out if all rocks of the same size weigh the same. How do members think the rocks got where they found them? Have they always been the same size? Find a rock that is changing into clay or sand. What else will mix with it to become soil?
3. Ask a geologist where to find a fault line. Look for evidence of movement of the earth. Is the rock the same on both sides of the fault?
4. Locate a fresh road cut (where a hill has been cut away). Have the group look for the different kinds of rock visible. Look at the cut from a distance. Are the lines (strata) level with the surface of the area around you? Explain.

Equipment Needed:

Knife
Hammer or chisel
Pencil and paper
Geological survey map

What You Will Be Teaching Here:

Land forms, rocks and other earth phenomenon can be grouped according to similarities and differences. Different kinds of rocks have different properties and can be grouped accordingly. The land is shaped in various forms, hills valleys, plains, mountains, canyons, bluffs, buttes, etc. The forms are the result of forces acting on and within the earth.

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IDEA 5: Major Types of Volcanoes

Purpose: To compare the three main volcano types.

Directions:

In preparation, leader should have collected pictures of various volcanic mountains and have done some research into the differences of the three main types.

- Lava domes or shield volcanoes form quietly as magma oozes its way to the surface through a crack in the earth, then hardens.
Example: Hawaiian Islands.
- Composite or strato volcanoes are most common. They build up with alternate layers of lava, cinders and ash, and are explosive. Cinders, ash, lava flows are usual with composite volcanoes, such as Mt. St. Helens. Composites may have been lava domes or shield volcanoes in the past.
- Cinder cones, an explosive volcano formed when a vent erupts gas in molten rock violently, are the smallest type. The cone is made up mostly of ejected material, and since it is a vent it might be on the side of a larger volcano.

Members could compare the pictures and try to categorize them.

Three groups could be formed to do their own research; in this case, the leader would have to select books or other publications that would help in their search.

Members could compile a group (or individual) scrapbook of volcanic information.

Source: Louella Small, 4-H Leader, Portland, OR

OUTDOOR INVESTIGATION SKILLS

IDEA 6: Friction Causes Heat

Purpose: To more easily understand how the shifting of the earth's crust causes rock to melt and lead to volcanic activity.

Directions:

- Explain that as things rub against each other, friction is caused and how this relates to underground movement of tight-fitting, large slabs of rock.
- Instruct members to rub the palms of their hands together, tightly, and feel the results.

Source: Louella Small, 4-H Leader, Portland, OR.

OUTDOOR INVESTIGATION SKILLS

IDEA 7: Pressure Needs Relief

Purpose: To better understand how volcanic vents form.

Directions:

- Leader preparation may be difficult, but search out any small container, which when pressed sufficiently will spurt out its contents. (The old metal toothpaste tubes were ideal!)
- Explain what vents are and how they form underneath the volcano or underground when something has enough pressure on it that it finds the weakest spot and spurts through.
- Lay the (toothpaste tube) on a table and press on it from two points until the (toothpaste) oozes or spurts out.

Equipment:

Some product that will spurt out of its container if pressure is exerted on it (as the old metal toothpaste tubes). You'll want to choose something that won't cause problems to the table when it breaks through.

Source: Louella Small, 4-H Leader, Portland, OR

OUTDOOR INVESTIGATION SKILLS

IDEA 3: Simulated Volcanic Eruption

Purpose: To gain the "feel" of a volcanic eruption visually, or to communicate how a volcano erupts.

Number of Members: 2 (plus an unlimited audience)

Location: Preferably indoors, where the audience can be at least a meter's distance from the presenters, who need a table and control of the room's lighting.

Directions:

1. Build the volcano of papier mache* around a small metal juice can which has been half-filled with plaster of Paris. (Leave about a 2" opening.)
2. Paint the cinder cone with tempera.
3. Place 1-2 T. ammonium dichromate chemical into can.
4. Place a lighted match into the chemical. For maximum effect, have one person turn out lights while another carefully does the lighting.
5. Listen to the eruption.
Smell it's gases.
See the "lava" spit and flow.
6. Turn on the lights and examine the flow results.
Discuss and compare the demonstration to "the real thing."



Rewards and Recognition:

There is a great enthusiasm (and therefore, learning) experienced with this project. Once seen, "everyone" wants to make one or to try the simulation. If accompanied by a poster by which the presenter can indicate on a cut-away view what is inside a volcano, understanding is improved and it is not just a showy activity. This is a very effective, attention-keeping presentation for Parents' Night, County Fair, etc.

Equipment:

Newspaper, wheat paste (for papier mache*), board (to build volcano on), tempera paint--brown and orange seem desirable, but brown alone is OK, ammonium dichromate (available from OMSI and other chemical suppliers at a cost of about \$5 a cup), metal juice can, match.

Source: Louella Small, 4-H Leader, Portland, OR.

OUTDOOR INVESTIGATION SKILLS

IDEA 9: Spell Or Tell

Purpose: To have fun while building vocabulary of geological terms.

Directions:

- In preparation, be familiar through discussion of meanings of the vocabulary term to use (i.e.; canyon, valley, rock, mineral, clay, soil, sand, lava, element, compound, igneous, sedimentary, metamorphic rock). These terms should be familiar in writing, too. Write several of these words on small slips of paper and put them into a container.
- Form two teams, each with a captain whose job it is to give the team answer in a challenge situation.
- Player 1 selects any term and has his/her choice of either spelling or defining it. If done correctly, Team 1 gets a point. Team 2 may challenge the answer for the point, if the answer is incorrect.
- Team 2 now does the unchosen task (i.e., if Team 1 spelled, Team 2 defines the term). If done correctly, score a point. Team 1 may challenge for the point if the answer is incorrect.
- Play continues with Team 2 getting the choice (spell or tell) and Team 1 doing the unchosen (tell or spell).
- Repeat until all terms are used. Winning team has the most points.

Rewards and Recognition:

It may become quickly obvious which members have learned their terms and which members are the better natural spellers. The leader may have to exercise some controls after the group becomes very familiar with the game and/or the terms.

Equipment: None is needed.

Variations:

1. Use names of specific rocks or minerals to spell; tell identifying characteristics.
2. Have samples of easily identified rocks/minerals. Instead of selecting a term, the player selects a sample and names it. The other team gives an identifying characteristic.

Source: Louella Small, 4-H Leader, Portland, OR

OUTDOOR INVESTIGATION SKILLS

IDEA 10: Ideas On Field Trips

1. A rock show or lapidary shop
(make preparations with lapidarist for tour)
2. Bagby Hot Springs on the Clackamas River
(hike to former bath house with log "tubs")
3. Austin Hot Springs on the Clackamas River
(get your water hot from the pipe, naturally. Bathe in the river water with bubbling hot springs in the river)
4. Arnold Ice Cave and South Ice Cave
(southeast of Bend just off Highway 97)
5. Surveyors Ice Cave
(south of Newberry Crater, in same vicinity)
6. Newberry Crater
(a mountain of obsidian)
7. Lava Lands Visitor Center, just south of Bend
(fascinating action dioramas of how Oregon was formed by volcanic action. An excellent resource)
8. Lava Butte at Lava Lands Visitor Center
(drive up and examine a crater, along with all its volcanic attributes. Self-guided walking tour)
9. McKenzie Pass, east of Eugene
(miles and miles of lava, with the Dee Wright Observatroy pinpointing former volcanic activity; beautiful for photography)
10. Crater Lake
(with its visitor center)
11. Sea Lion Caves
(limestone worked by the sea in southern Oregon)
12. Highway cuts
(see the underground geology, especially layers of sedimentation)
13. John Day Fossil Beds

Source: Louella Small, 4-H Leader, Portland, OR

OUTDOOR INVESTIGATION SKILLS

INVESTIGATING WATER

Concept: Issues concerning water are in the news every day. It may be droughts, floods, or diverting water into another state. It's important, then, to find out about some of the characteristics and properties of water and its management.

<u>CONTENT</u>	<u>GOALS</u>
IDEA 1 - Identify a Watershed	Identify the boundaries of a watershed.
IDEA 2 - Observe, Collect and Identify Aquatic Life	Observe, collect and identify some of the aquatic life in a stream or pond.
IDEA 3 - Predict Water Characteristics	Using tables and charts, predict the area's O ₂ , temperature, and pH, based on the animal life found.
IDEA 4 - Measuring & Recording Water Characteristics to Test Out Predictions	Test out your predictions using testing equipment.
IDEA 5 - Measure Water Volumes	Determine the amount of water in a stream and in a pond.
IDEA 6 - Human Dependence on Water	Understanding the great dependence we have on the existence of water.
IDEA 7 - Drinking Water	Understanding the role of drinking water in our lives.

Source: Investigating Your Environment Series, U.S. Forest Service, Portland, Oregon.

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Equipment Needs - Ideas I through V
(for a group of 30 4-H'ers)

- 4 water testing kits (Hatch Co. or equivalent)
- 4 thermometers
- 4 white dishpans
- 30 sets of lab sheets
- 1 Secchi disk
- 30 jelly cups/baby food jars, etc.
- 30 hand lenses
- 15 Pond Life books (Golden Nature Guides)
- 6-7 aerial photos of area
- 30 watershed maps of the area
- 1 50-foot or 100-foot tape
- 4 screens (optional)
- magic markers
- chart paper

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IDEA 1: IDENTIFY A WATERSHED

* Note to Leader: You should have topographic maps, *
* aerial photos or good planimetric maps of the water- *
* shed in which you will be collecting the water data. *

Questions and Discussion:

1. Pass out TASK A (10 minutes) "Working in groups of 3-4 write a description of a watershed. Use the information below for background if needed.
2. Pass out the maps, aerial photos, etc. "Find the location where we will be collecting water information and finish TASK A." Have the participants draw a line around the watershed boundaries. You may need to help them draw the watershed boundaries.
3. "What activities could change the characteristics of the water?"
4. "What would be some reasons for having people look at watershed boundaries on a map before investigating a stream in that watershed?"
5. "We will be spending the rest of the session finding out more about the water here."

What is a Watershed?

"Watershed" is a new term to many people. The increasing use of soil and water conservation measures for watershed protection and flood prevention is bringing the term into more common use. Its definition is almost as simple as the well-known phrase "water runs downhill."

The drainboard that carries rinse water into your kitchen sink can be compared to a watershed.

On the land, water that does not evaporate or soak into the soil usually drains into ditches, streams, marshes, or lakes. The land area from which the water drains to a given point is a watershed.

When you were a small child you probably had a favorite mud puddle in which you liked to play. The part of the yard from which the water drained into the puddle was its watershed.

OUTDOOR INVESTIGATION SKILLS

Possibly a small stream ran by your house. It may have been dry most of the year or it may have flowed continuously. Water from a few acres drained into that little stream. Those few acres were its watershed. This small stream and others like it ran into a larger one. The land areas drained by the small streams made up the watershed of the larger stream into which they flowed.

Small watersheds make up the larger ones. The Mississippi River, for example, drains a watershed of about 1,243,000 square miles.

<p>TASK A. Work in small groups.</p> <p>Describe what you think a watershed is. _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Find your location on this creek (pond, lake) on the map.</p> <p>Where does the water come from? _____</p> <p>Where does it go? _____</p> <p>Draw lines around the boundaries of our watershed. We're in the _____ watershed.</p>	
<p>What activities in this watershed might change the characteristics of this water?</p>	
Activity	Ways the activity might change the characteristics of the water

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IDEA 2: Observe, Collect, Identify Aquatic Life

Distribute TASK B

As you approach the water, record your observations on TASK B. (10 minutes)

Questions and Discussion:

1. "What are some things you listed?"
2. "In what ways would these things affect the environment?"

TASK B: Work by yourself or in small groups.

As you approach the water, observe and record your observations.

plants _____

animals _____

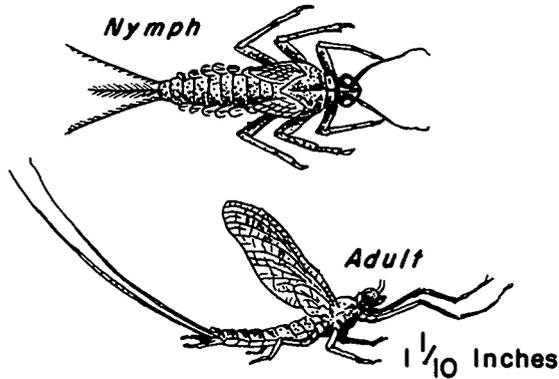
air _____

rocks _____

water _____

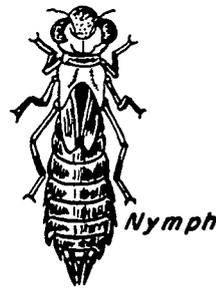
other _____

AQUATIC INSECTS

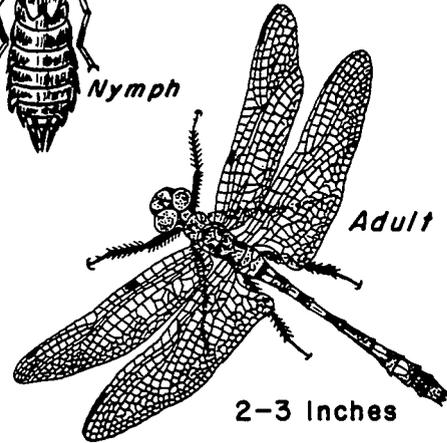


1. MAYFLY

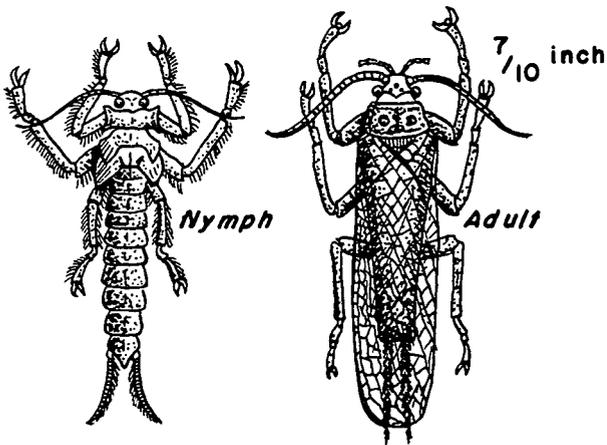
$1 \frac{1}{10}$ Inches



2. DRAGONFLY

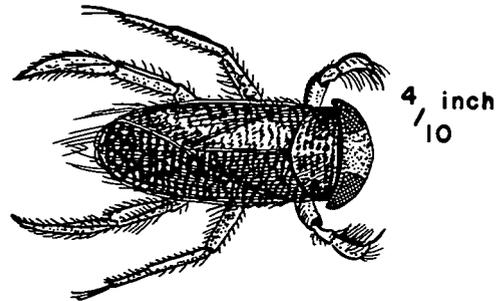


2-3 Inches



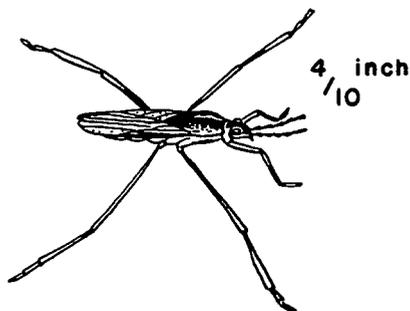
3. STONEFLY

$\frac{7}{10}$ inch



4. WATER BOATMAN

$\frac{4}{10}$ inch

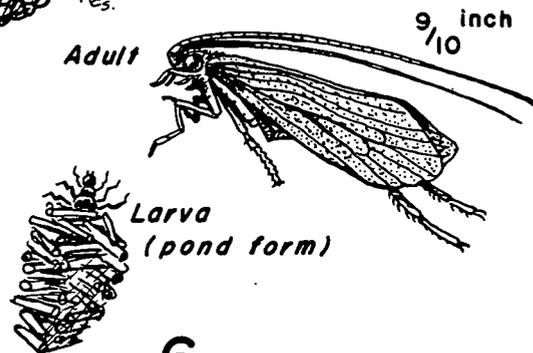


5. WATER STRIDER

$\frac{4}{10}$ inch



Larva
(stream form)



Larva
(pond form)

6. CADDISFLY

$\frac{9}{10}$ inch

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AQUATIC INSECTS

1. May Flies (Ephemeroptera)

May flies are abundant in streams and lakes and can be found in practically all fresh water throughout the state. The nymphs are found on the undersides of rocks or other underwater objects. They have two or three tails. The wings of the adult are held in an upright position while resting.

2. Dragonfly (Odonata)

They are found in all types of fresh-water areas; ponds, lakes, streams, and swampy areas. The nymphs can be found crawling about on the bottom, on aquatic plants, or other underwater objects. They are one of the largest aquatic insects; most of them are dark brown to greenish as juveniles, change to brighter colors as adults. When resting, their four wings are held outstretched.

3. Stone Fly (Plecoptera)

Stone flies seem to require running water in which to live. They are never found in lakes except in the inlets and outlets. When the adult is resting its wings lie lengthwise upon the back. Nymphs are found in abundance only among the rocks in streams. Stone fly nymphs have two long and stiff tails.

4. Water Boatman (Hemiptera)

Boatmen are found in nearly all waters. They swim in an erratic pattern underwater, and usually found in slow moving waters. Boatmen are normally brownish in color and equipped with leathery wings.

5. Water Strider (Hemiptera)

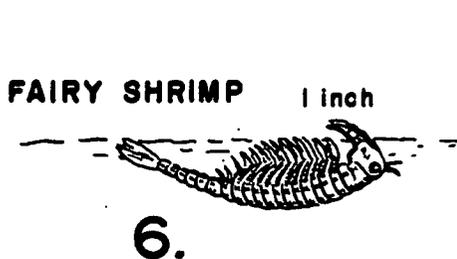
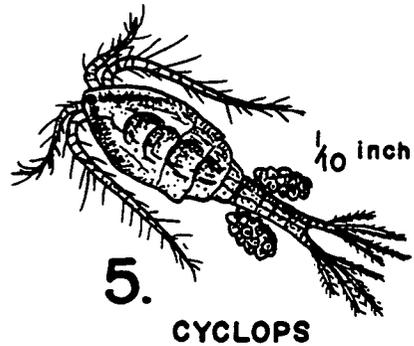
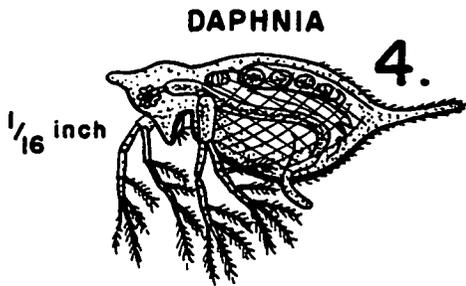
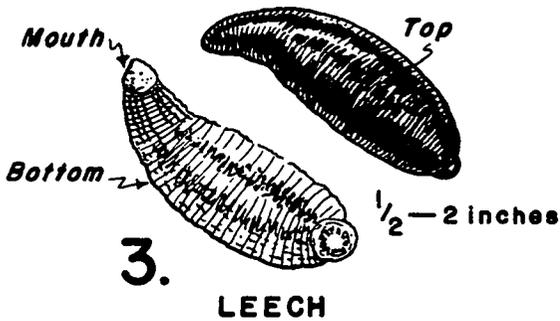
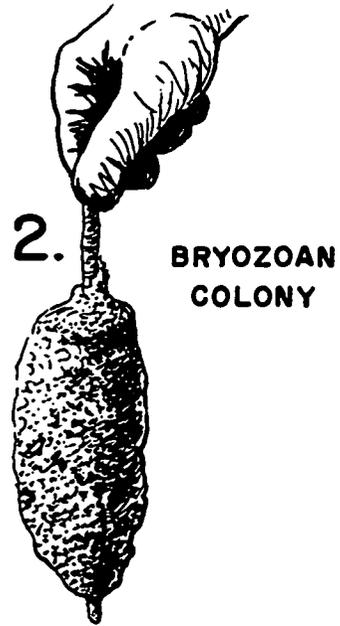
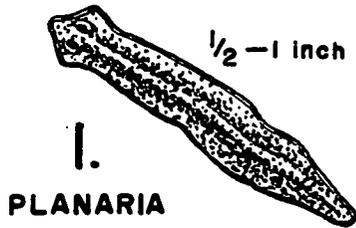
Water striders are a familiar sight on the surface of slow moving waters, ponds, and lakes. They resemble long legged spiders. Although equipped with wings, they are rarely observed in flight. Their color is usually brown to gray. Many persons call them "water skippers".

6. Caddis Fly (Trichoptera)

Caddis flies are found in nearly all lakes, streams, and ponds. During their underwater life, they live in cases made from sticks and small particles of rock. These can usually be seen moving about on the bottom. When the adults are at rest the wings are held roof-like over the body and sloping down at the sides. The adults are generally dull brown or black in color. Sometimes the larvae are called "penny winkles" by fishermen. "Periwinkle" is another common name.



SUB-SURFACE FRESH WATER ORGANISMS



OUTDOOR INVESTIGATION SKILLS

1. Planaria (Turbellaria)

Planarians are fairly common in ponds, lakes, springs, and other fresh waters among vegetation, beneath stones, or crawling over the bottom. These free-living flatworms are usually arrow-shaped and vary in color from white to black depending on species and environment. Small planaria look much the same as the adult differing only in size.

2. Bryozoan Colony (Bryozoa)

Fresh-water Bryozoa are very common in lakes, ponds, and rivers. They are community dwellers, living in jelly type substance which is formed on sticks as a gelatinous ball or a mossy mat over the surface of underwater objects. There is a wide range in color, some colonies are brownish and still others have a greenish tinge. Colonies are made up of thousands of these tiny animals.

3. Leech (Hirudinea)

Leeches make homes in lakes, ponds, or other fresh-water areas. They can be seen moving about underwater by their well-known "Measuring Worm" type of travel, or swimming freely. Leaches are predatory or parasite segmented worms with sucking discs which are used in attachment, movement, and feeding. They are usually dark brown to black in coloration.

4. Daphnia (Cladocera)

Daphnia are found in all sorts of fresh waters. The shallow, weedy backwaters of a lake whose water level is fairly permanent harbors greater numbers than any other kind of locality. These little crustaceans are virtually transparent, and are best recognized by their two-branched antennae, robust bodies, and sharp-tailed spine.

5. Cyclops (Copepoda)

These little fresh-water crustaceans are very familiar in all slow moving waters, especially shallow ponds. Their bodies, like the Daphnia, are very transparent and are characterized by the forked antenna and the branched tail. The female usually has two groups of eggs attached to her body just ahead of the tail.

6. Fairy Shrimps (Anostraca)

For the most part, fairy shrimps live in temporary pools and ponds of fresh water. They are frequently seen underwater, rowing themselves about on their backs, by means of numerous, similar, flattened appendages. These appendages are always faced toward the source of light.

7. Fresh-Water Shrimp (Malacostraca)

These are found in lakes, streams, and ponds in eastern and western Oregon. Shrimp are usually found among the aquatic plants, rocks, and algae. Usually they are nearly transparent and look something like a "sow bug".

OUTDOOR INVESTIGATION SKILLS

Questions and Discussion:

1. "What animals did you find?" You might compile a group list, (preferably on a chart). Each person records their own list.
2. "Where did you find most of the specimens?"
3. "What other life would you expect to find in this stream?"

OUTDOOR INVESTIGATION SKILLS

IDEA 3: Predict Water Characteristics

"Based on aquatic animals you found, and the tables in TASK D, predict the temperature, pH, and O₂ count. Record your predictions on TASK D.

Distribute TASK D. (10 minutes)

TASK D: Work by yourself.

Based on the aquatic animals you found, and the tables below in the Aquatic Data section, and your observations, predict the following characteristics of this stream:

I predict:

the water temperature will be _____ because _____

the air temperature will be _____ because _____

the pH will be _____ because _____

the dissolved O₂ count will be _____ because _____

I can see about _____ ft. down into the water.

The color of the water is _____.

Keep these predictions for future use.

AQUATIC DATA

Table A: pH RANGES THAT SUPPORT AQUATIC LIFE

	MOST ACID			NEUTRAL						MOST ALKALINE				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Bacteria	1.0												13.0	
Plants (algae, rooted, etc.)						6.5							12.0	
Carp, suckers, catfish some insects						6.0			9.0					
Bass, crappie						6.5		8.5						
Snails, clams, mussels							7.0		9.0					
Largest variety of animals (trout, mayfly, stonefly, caddisfly)						6.5		7.5						

OUTDOOR INVESTIGATION SKILLS

Table B: DISSOLVED OXYGEN REQUIREMENTS FOR NATIVE FISH AND OTHER AQUATIC LIFE

Examples of Life	D.O. in parts per million or/milligrams per liter
Cold-Water Organisms including (salmon and trout) (below 68 degrees F.) Spawning, Growth and well-being (caddisfly, stonefly, mayfly.	6 ppm and above
Warm-Water Organisms (including game fish such as bass, crappie, cat fish and carp) (above 68 degrees F.) Growth and well-being (some caddis fly)	5 ppm and above

Table C: TEMPERATURE RANGES (APPROXIMATE) REQUIRED FOR CERTAIN ORGANISMS

Temperature (Fahrenheit)	Examples of Life
Greater than 68°. (warm water)	Much plant life, many fish diseases. Most bass, crappie, bluegill, carp, catfish, caddisfly.
Middle range (55 - 58°)	Some plant life, some fish diseases. Salmon, trout, stonefly, mayfly, caddisfly, water beetles.
Low range (cold) (Less than 55°)	Trout, caddisfly, stonefly, mayfly

Questions and Discussion:

1. "Now let's check out our predictions using some easy-to-use testing kits."

OUTDOOR INVESTIGATION SKILLS

IDEA 4: Measuring And Recording Water Characteristics To Test Out Predictions

Questions and Discussion:

1. "One way to test out the predictions is to use this (Hatch Water O₂pH) Testing Kit or equivalent. Open kit. The instructions are inside lid. There are lots of jobs to be done in testing (Clipping, squirting, dipping, counting, reading, etc.)"
2. Pass out TASK E - "Transfer your predictions from TASK D to TASK F and then record the test measurements beside the prediction for comparison. Work in groups of 4-5 people each. Each group take a kit. Spread out along the edge of the water."

```
*****  
* Note: Do not demonstrate the use of the kit. *  
* Let the participants read the instructions and *  
* learn to use the kit as they collect the data. *  
* You should check among the groups as they work *  
* and make sure they use the right bottles, *  
* chemicals, etc. *  
*****
```

Questions and Discussion:

1. "How did the test results compare with your predictions?"
2. "Under what conditions might we expect to get different results than we did today?"
3. "What can we say about the quality of the water in this stream so far?"
4. "What would we need to know to decide whether or not to drink this water and to determine what kind of community it can serve?" (Coloform bacteria count, turbidity, minerals)

OUTDOOR INVESTIGATION SKILLS

TASK E: Work in groups of 4-6 people.

MAKE SURE EVERYONE IN YOUR GROUP GETS INVOLVED IN THE TESTING.

- Using the water test kit, determine the water and air temperature, dissolved oxygen count, and pH of the stream or pond. Record predictions from TASK C.

Record the data below:

Name of stream, pond or lake:

Location of water sample (edge or middle of stream bank or pond, etc.)	Time Taken	Temperature				pH		Useable Oxygen (ppm) (mg/liter)	
		Water		Air		My Pred.	Act. Test	My Pred.	Actual Test
		My Pred.	Act. Test	My Pred.	Act. Test				

- Water productivity and color.

Based on the color you recorded in TASK C and the table a, what can you say about this water?

- Light penetration

My estimate of how far I could see into water from TASK C, is _____ ft. Transparency of lake and pond waters can be roughly determined by the use of a white and black plate (called a secchi disk) which is lowered on a line until it can no longer be seen. It is approximately 8 inches in diameter, painted white and black in alternate quadrants. Very little sunlight penetrates below the point at which the disk disappears.

Lower the Secchi disk into the water until it can no longer be seen. Measure depth from surface of the water to the disk and record _____ ft.

Based on the depth of the Secchi disk and table b, which can you say about the water?

- Temperature layering (pond or lake)

Based on the temperatures you recorded for your pond, the season of year and the information in table c, describe what you think is happening in the water now.

OUTDOOR INVESTIGATION SKILLS

Table a: Relationships of water color to productivity.

The quantity of life that may be present in any given body of water at any given time is often referred to as the "productivity." A water of low productivity is a poor water, biologically speaking, but is a clean water and desirable as a water supply or for recreational use. A productive water may be either a nuisance to man or it may be highly desirable. Foul odors and weed-choked waterways are usually branded a nuisance; however, bumper crops of bass, catfish or sunfish may be the result and are highly desirable.

Color of Water	Probable Cause	Fish Food Productivity
Clear	Absence of algae and microorganisms	Low
Greenish Hue	Blue-green algae	Moderate
Yellow to Yellow-Brown	Diatoms (microscopic, one-celled algae)	Moderately High
Red	Micro-crustaceans	High
Dark Brown	Peat, Humus	Low
GEOLOGICAL FACTORS HAVING BEARING ON COLOR		
In limestone geology- Green	Abundant Calcium	Moderate
In volcanic geology- Yellow-Green Red	Abundant Sulfur Abundant Iron	Low Moderate

Table b: Relationship of Water Clarity to Fish Food Production and Watershed Condition

Depth you can see into water (secchi disk reading)	Interpretations of Depth Reading		
	Fish Food Production (If reasons for degree of clarity are biological (algae, etc.)	Condition of Watershed above Water Readings (If reasons for degree of clarity are physical--soil siltation, etc.)	Possibility of Dissolved Minerals
0'' - 6''  + 24''	Most productive water for fish food Maximum oxygen from photosynthesis (greatest diurnal variation) Maximum algae growth  Least productive for fish food Minimum oxygen from photosynthesis (least diurnal variation) Minimum algae growth	Poor condition due to soil runoff, slides, etc.  May indicate better condition because of vegetation cover - more stable soil, etc.	Most Least

OUTDOOR INVESTIGATION SKILLS

Table c: Temperature Layering in Ponds - Lakes

In summer, the surface water absorbs the sun's heat and warms faster than the water below. The warmed water is lighter than the cold water, so it floats on the cool layers. By midsummer there are three distinct layers.

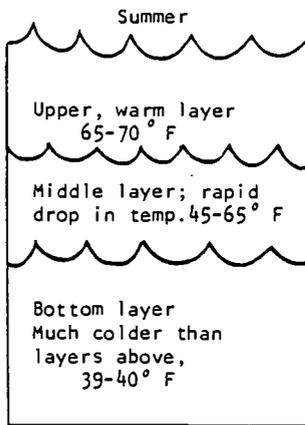
During the summer, mixing or circulation is prevented by these stratified layers of water which act as a barrier.

The upper layer of water cools in autumn until it approaches the temperature of the water in the middle and lower layers. Aided by winds, the surface water sinks causing circulation from top to bottom.

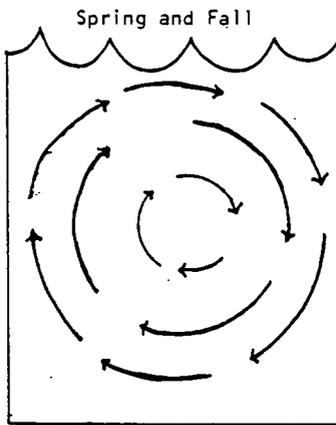
In winter, the cold surface water continues to sink and the water becomes stagnated, photosynthesis slows, and oxygen levels drop.

In the spring, aided by winds, another circulation and mixing occurs, called the "Spring Overturn."

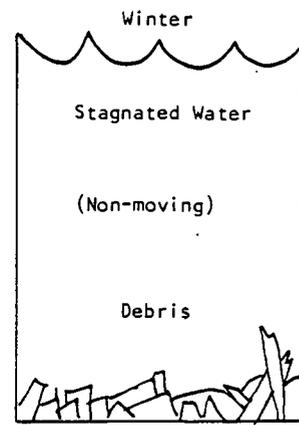
1. Seasonal Change Diagram



During the summer, fish and aquatic life are most active.



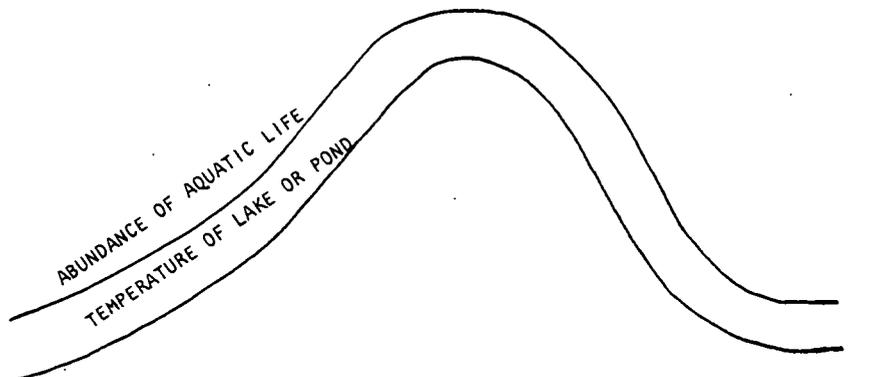
During spring and fall overturns, the temperature of the water is equalized throughout the lake. Fishes and other animals are more active than in summer.



Activity is greatly reduced during the winter. Many animals hibernate in the mud or debris at the bottom.

2. Seasonal Change Chart

MAXIMUM



MINIMUM

JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC

OUTDOOR INVESTIGATION SKILLS

IDEA 5: Measuring Water Volumes For Stream or Pond

Questions and Discussion:

1. "How many people do you think could live off the water in this stream (pond)?" (domestic water use only)
2. "What measurements do we need to know in order to determine the amount of water in this stream (pond)?" Discuss how to make different measurements.
3. Pass out TASK Card F, for stream - TASK Card G for pond.
4. Have group collect the measurement parts together. (15 minutes)
5. Work in groups of 3-4 and calculate how many people could live off the water here.

Questions and Discussion:

1. "How many people could live off the water in this stream for one day?"
2. "How did your prediction compare with your calculations?"
3. "What would happen to this environment if we piped all the water at this point to a community?"
4. "If we were going to use some of this water, how would we determine the amount to be left to maintain the environment?"
5. "What might affect the amount of water?"

TASK F: For Streams

Work in groups.

Instructions for collecting and recording streamflow measurements.

- a. Measure and mark a 100-foot distance along a straight section of your stream. If you can't find a 100' section, use 25' or 50'. Throw a stick (5 or 6 inches long) in the water above the upstream marker. Record the number of seconds it takes to float downstream between the markers. Record below. Now divide the 100-foot distance by the total seconds it took the stick to float between the stakes. Do this three times and use the average time.

1st measurement $100 \text{ ft} \div \frac{\text{total seconds to float 100 ft}}{\text{number of feet stick floated each second}} = \text{ft. per second.}$

2nd measurement $100 \text{ ft} \div \text{ft. per second.}$

3rd measurement $100 \text{ ft} \div \text{ft. per second.}$

TOTAL $\frac{\text{ft. per second}}{\text{ft. per second average}} \div 3 = \text{ft. per second average}$

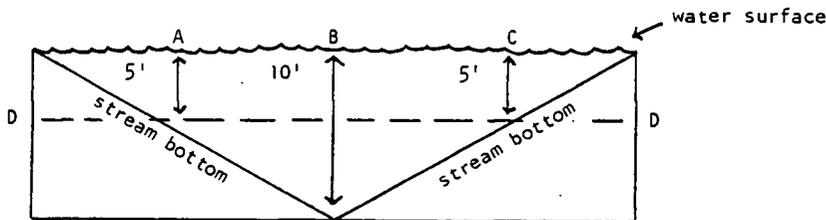
- b. Find the average width of your section of the stream. Measure the width of the stream at 3 places within the 100-foot area. Divide the total by 3 to get the average width of the stream.

First measurement _____ feet
 Second measurement _____ feet
 Third measurement _____ feet
 TOTAL _____ feet $\div 3 =$ _____ ft. (average width)

- c. Find the average depth of your section of the stream. Measure the depth of the stream in 3 places across the stream in the straight line. Divide the total by 4 to get the average depth of this stream.

First measurement _____ feet
 Second measurement _____ feet
 Third measurement _____ feet
 TOTAL _____ feet $\div 4 =$ _____ ft. (average depth)

NOTE: The reason you take 3 depth measurements then divide by 4 is to take into account the shallow areas of the stream. It can be explained by the following example of a drawing of a stream cross-section. If depth in 3 places is A(5'), B(10') and C(5'), (total 20') find an average by dividing by 3 then $20' \div 3 = 6 \frac{2}{3}'$. Now look at the mean or average depth (D) which is 5'. Take total of depths and divide by 4. $20' \div 4 = 5'$, the correct average depth.



- d. Find the cubic feet of water per second. Multiply the average width, average depth, and the number of feet the stick floats each second.

$\frac{\text{Average width}}{\text{ft.}} \times \frac{\text{Average depth}}{\text{ft.}} \times \frac{\text{Number of feet per second}}{\text{second}} = \frac{\text{Cubic feet of water flowing per second}}{\text{second}}$

NOTE: A cubic foot of water is the water in a container 1 foot wide, 1 foot high and 1 foot long, and contains 7.48 gallons.

In order to find out how many people could live from the water in this stream, complete the following calculations.

$\frac{\text{Stream flow in Cu. Ft. per sec.}}{\text{Cu. Ft. per sec.}} \times \frac{\text{Gallons in 1 Cu. ft. of water}}{\text{ft. of water}} = \frac{\text{Gallons of water per second}}{\text{per second}}$

$\frac{\text{Gallons per second}}{\text{second}} \times \frac{\text{Seconds in minute}}{\text{seconds}} = \frac{\text{Gallons of water per minute}}{\text{per second}}$

$\frac{\text{Gallons of water per min.}}{\text{water per min.}} \times \frac{\text{No. minutes in a day}}{\text{in a day}} = \frac{\text{Total gallons water per day}}{\text{water per day}} \div \frac{\text{*200 Gals. Amount of water one person uses per day}}{\text{Amount of water one person uses per day}} = \frac{\text{Total No. people who could live from water in this stream}}{\text{Total No. people who could live from water in this stream}}$

*The average person uses about 200 gallons of water a day for home use. This does not reflect each persons share of water used for industrial, public services, and commercial. U.S. Office of Education figures.

OUTDOOR INVESTIGATION SKILLS

TASK G: For Ponds & Lakes

Work in Groups

Instructions for collecting and recording volumes of water in ponds or lakes.

- a. Find the average diameter (distance across) of the pond. Measure the length and width of the pond. You may have to take several length and width measurements and get the average of them.

Pond width _____ ft.
 Pond length _____ ft.
 Total _____ ft. $\div 2 =$ _____ ft. (average diameter)
 Average diameter _____ ft. $\times 3.14(\pi) \div 4 =$ _____ sq. ft. surface
 (area of pond)

- b. Find the average depth of the pond or lake. Measure the depth in 3 places along a line (transect) across the pond, as near the middle as possible. Add these depths and divide by 4 (see explanation below) to get the average depth. (If additional accuracy is desired, repeat this process along additional transects and average results.)

First measurement _____ feet
 Second measurement _____ feet
 Third measurement _____ feet
 Total _____ feet $\div 4 =$ _____ feet (average depth)

 NOTE: The reason you take 3 depth measurements then divide by 4 is to take into account the shallow areas of the pond. It can be explained by the following drawing of a pond cross-section. If depth in 3 places is A(5'), B(10') and C(5'), (total 20') and you find an average by dividing by 3 then $20' \div 3 = 6 \frac{2}{3}'$. Note that the actual mean or average depth (D) is 5'. Take total of depths and divide by 4. $20' \div 4 = 5'$, the correct average depth.

- c. Formula for computing number of gallons of water in pond.

1. $\frac{\text{Area of pond}}{\text{Cu. Ft.}} \times \frac{\text{Average depth}}{\text{No. Gals. water in pond}} = \frac{\text{Cubic feet}}{\text{Volume in Cubic feet}}$
 2. $\frac{\text{Volume in Cu. Ft.}}{\text{No. Gals. water in pond}} \times 7.48 =$

NOTE: A cubic foot of water is the water in a container 1-foot wide, 1-foot high, and 1-foot long and contains 7.48 gallons.

- d. Formula for computing the volume using acre feet of water.

1. $\frac{\text{(Surface) Area of pond in feet}}{\text{Volume Cu. Ft.}} \times \frac{\text{Average depth in feet}}{\text{(sq. ft. in an acres)}} = \frac{\text{Volume Cu. Ft.}}{\text{acre feet of water.}}$
 2. $\frac{\text{Volume Cu. Ft.}}{\text{(sq. ft. in an acres)}} \div 43560 =$ acre feet of water.
 3. $\frac{\text{Acre Feet}}{\text{Gal./Acre Foot}} \times \frac{395,900}{\text{No. Gallons in pond}} =$

- e. In order to find out how many people could get their domestic needs for one day from the water in the pond, complete the following calculations.

$\frac{\text{Gallons of water in the pond}}{\text{Amount of water one person uses per day}} \div \frac{200 \text{ Gals.}}{\text{Total No. people who could live one day from this water}} =$

*The average person uses about 200 gallons of water a day for home use. This does not reflect each person's share of water used for industrial, public services, and commercial. U.S. Office of Education figures.

OUTDOOR INVESTIGATION SKILLS

IDEA 6: Human Dependence on Water

Activities:

Questions to ask:

- Did anybody do without water for a day?
- Can you tell us what you ate for breakfast?
- Do these foods contain water?
- How much? (Research needed by 4-H'ers to find out.)
- How much water do you drink?
- Did each drink the same amount? (The amount of water needed by individuals varies.)
- Why? (Weight, heat, activity, age, heredity and health varies the amount needed, but basic needs must be met if life is to be sustained.)

Take a field trip to the town water treatment plant. Find out whether the water supply comes from underground or surface reservoirs.

Questions to ask:

- What is done to make the water pure?
- Is the degree of impurity in the water the same at all times?

Visit a watershed. 4-H'ers can be taken outside to observe the tiny watershed in the yard. A tiny hill with water running down to a more level place will develop the idea of a watershed. Before the visit, learn what a watershed is.

Questions to ask:

- Does a watershed consume water?
- On a watershed basis, does one natural resource affect another?
- How do people work together to maintain a watershed?

NOTE: The group could discuss together what each can do to conserve water and try to decide whether they want to be a part of the problem or part of the answer. The following questions could be asked and 4-H'ers could be encouraged to discuss answers at home, thereby making the community more water conservation conscious. What conservation practices must people follow to:

- prevent water pollution?
- leave natural gathering places for water?
- build reservoirs?

Feed three plants with three different types of water--tap water, salt water, polluted water.

Observe plant growth over a period of time. Which grows best? Why?

Construct graphs to show the increase in use of water in your city over the past 50 years.

Source: Environmental Education Curriculum Guide--Danbury, Connecticut

OUTDOOR INVESTIGATION SKILLS

IDEA 7: Drinking Water

Goals and Objectives:

The goals of this investigation are to help 4-H'ers better understand the roles of drinking water in their lives, the means by which it is made safe for consumption, and how the purification and distribution of drinking water influences, and is influenced by, other aspects of the environment. During this investigation members will:

- Determine the means by which drinking water is distributed in their homes.
- Identify a variety of uses for drinking water in their homes.
- Determine the nature and extent of the community drinking water distribution system.
- Trace the origins of drinking water prior to processing in a purification plant.
- Determine uses of drinking water which do not require that it be purified.
- Determine the standards employed in describing water which is safe to drink.
- Determine the methods employed in water purification plants.
- Determine the factors which influence demand on the purification capacity of a water purification plant.
- Determine the cost of water purification to the community.
- Identify human activities which affect water in such a way that it must be purified for drinking purposes.
- Relate purification plant capacity to demand patterns in the community over a period of years.
- Determine the various individuals and agencies in the community which draw upon the drinking water supply and the relative amounts required by each.
- Make judgements as to the "necessity" of a variety of uses for purified water in their homes and in the community.
- Consider the choices available to them in making wiser use of drinking water.

NOTE: The procedures suggested in the following might be easily adapted to a study of food in the environment (e.g., food-use practices, procedures for diminishing food wastage, community agencies responsible for regulating food processing, distribution and storage).

Questions:

- What is the origin of the drinking water which comes from a tap?
- What steps are taken to insure that water is safe to drink?
- Are there limits to the supply of drinking water?

Source: Environmental Education Curriculum Guide--Danbury, Connecticut

OUTDOOR INVESTIGATION SKILLS

Activities:

Have the 4-H'ers investigate the network of pipes which makes up the water distribution system in their homes to determine what uses, other than for drinking, water has in their homes. For example:

- in toilets
- in showers
- in washing machines
- in refrigerators with automatic ice-makers
- in heating systems with humidifiers
- in automatic dishwashers
- for disposal units in sinks
- for lawn sprinkling and other outdoor uses.

Compose a letter to an official of the community water department inviting him/her to visit the group and/or to answer questions concerning the origins of water entering their homes from the community water distribution system. Among the questions which might be raised are the following:

- What is the nature and extent of the community water distribution system? (A map of the community showing the water distribution system is probably available for this purpose.)
- What is the origin of water entering the community distribution system?
- What is the origin of water entering the community's purification plant(s)?
- Where does water which falls in the form of rain or snow originate?

What tentative conclusions may be drawn from the information gathered in the previous investigations concerning:

- The need for purified water for various household uses.
- The relationship among various bodies of water and the water we drink.

Contact the community health department to determine the standards employed in describing water that is safe to drink. Determine:

- Acceptable levels of suspended particles.
- Acceptable levels and kinds of microorganisms.
- What toxic substances must be removed?
- Requirements related to unpleasant odors.

Arrange a visit to the local water purification plant to determine:

- The various methods used to purify water (e.g., filtration, aeration, chemical treatment).
- The rate at which purified water can be produced for community consumption.
- Seasonal variation in water treatment practices.
- Daily and seasonal variation in water demand by the community.
- Human activities which affect water in such a way that it requires purification.
- The cost to the community of maintaining the water purification plant and the way in which these costs are met.

OUTDOOR INVESTIGATION SKILLS

What tentative conclusions may be drawn from the information gathered in the previous investigations concerning:

- The role of community agencies in safeguarding the health of the resident?
- The factors which affect water in such a way that it must be purified before being consumed by humans.
- The cost to the community for supplying water which is safe to drink?
- The factors which tend to increase the costs of water purification over the years.

From officials at the local water purification plant, solicit information to help determine:

- The relationship between the purification plant and community demand over the past ten years.
- The percentage of purified water in the community used by:
 - various industries
 - various commercial establishments (e.g., car washes, laundries)
 - institutions (e.g., schools, hospitals)
 - private homes
 - hotels and motels
- The relationship between water purification costs and the quality of water entering the purification plant during a ten year period.
- The cost of labor and maintenance for operating the purification plant during the same ten year period.
- The relationship between the intake volume for the water purification plant and the volume in the community water supply during the same ten year period.

Have the 4-H'ers survey their homes and the community to determine:

- If water-use practices they observe are "necessary".
- If the volume of water used exceeds the minimum requirements for that function--for example:
 - too-frequent use of automatic dishwashers
 - excessive volumes of water for flushing toilets
 - leaking water fixtures
 - lawn-watering during the hottest hours of the day when evaporation rates are highest

Compare the findings in the above question. Are there any relationships between water-use practices and the long-term changes in demand on water purification capability in the community?

OUTDOOR INVESTIGATION SKILLS

If taking a bath uses less water than taking a shower, yet you prefer showers, are you willing to change your bathing habits to reduce the demand on purified water?

If the supply of drinking water in your community should become limited, which of the following groups should get preference in the use of available water:

- private homes
- institution or
- industries

OUTDOOR INVESTIGATION SKILLS

INVESTIGATING WEATHER

IDEA 1 - Building and Maintaining a Weather Station

How are Weather Predictions Made?

OBJECTIVES:

After this activity, the member should be able to:

- Keep careful, cumulative records of observations.
- Research for information not available by observation.
- Analyze data and researched information.
- Predict weather, basing the prediction on analysis of recorded data.

SUGGESTED ACTIVITIES:

Keep daily records on a weather chart showing time, temperature, air pressure, humidity, direction and speed of wind and condition of the sky. A committee might do this for weekly periods. After a few weeks of records have been kept and studied, predict the weather. Help decide which day would be good (or bad) for a field trip. Compare with news forecasts and weather proverbs.

1. Temperature. Install an outside thermometer away from direct sunlight. Read, record, and compare indoor and outdoor temperatures. Use maximum-minimum thermometers if available. Take temperatures at different places of your land. Average readings. Compare readings taken at different places at the same time of the day. Continue through the season.
2. Air Pressure: Make a tin can barometer and measure changes in pressure.
3. Humidity. Discuss the experience of feeling fog on damp days or play with static electricity on dry days.

To estimate fire hazard, place ground cover typical of the area on the ground in the sun. If you live in grassland, cut up and place a square foot of turf where you can visit it readily. Include all dry material lying on the ground.

In a forest, gather a typical sample of all the duff and bits of wood lying under the trees. Place a hygrometer about two feet over your sample. Read it to find out whether the air is relatively dry or humid. What does this tell you about fire hazard?

Learn to read a chart based on wet and dry bulb readings.

OUTDOOR INVESTIGATION SKILLS

Compare day and night temperatures (from the newspaper or television reports) when dew or frost is heavy.

4. Rainfall. Observe the tracks that raindrops make in fine dust during a light rainfall. How high does dust splash against a building? Is there the same splash where the ground is covered with grass? (Test with a splash board).

Catch rain in a straight-sided pan. Measure with a ruler. How many inches fell during a shower? Measure snow depth in the same way. Melt it indoors to see how much rainfall would be equivalent.

Catch a hailstone and cut it with a sharp knife. Are there layers in it? (They show how many times the droplet was wafted up into freezing temperatures before it fell.)

If you take a field trip or attend an outdoor school in the mountains, catch snowflakes on dark wool and look at them through a magnifying glass.

5. Wind. Make a weather vane. Be sure the arrow pivots easily and has a wide vane to catch the light breezes. Use it to determine wind direction. From what direction does the wind blow just before a storm? See if you can predict the next storm.

Make an anemometer by fastening four paper cups to the end of crossed sticks. Color one a bright hue. Place on a pivot. Calibrate by counting the number of times per minute it goes around on a bicycle with a speedometer, ridden at five, ten, and fifteen miles per hour.

6. Clouds. Watch the sky each day and decide what kinds of clouds are observed. Which kinds indicate a storm is coming? Correlate wind direction and cloud formation.

7. Read about rotation of the earth and correlated movements of air masses.

EQUIPMENT:

Tin can	Pencils, paper	Pan or wide can, with
Straw	Thermometer	straight sides
Paper	Wet and dry bulb thermometer	Ruler
Plastic wrap	Hygrometer	Four paper cups
Paper clip	Sling psychrometer	Two strips of wood
Scotch tape	Knife	Nail
		Wind-speed indicator

Source: Gross and Railton, Teaching Science in an Outdoor Environment.

OUTDOOR INVESTIGATION SKILLS

IDEA 2 - Effects of Wind

How Does Wind Affect Living Things?

SUGGESTED ACTIVITIES:

1. On a windy day, the group walks around the area.
2. The group scatters to find the spot where the wind blows strongest and where the wind is felt least. The findings are shared. The group decides why this is so.
3. They hypothesize about whether the same would be true if the wind were blowing from another direction.

Leader questions:

Are you sure?
How do you know?
How can you find out? (Testing the hypothesis.)

4. The group observes how the wind affects plants, and infers the prevailing direction of the wind by observation of the way the trees lean.
5. The group describes the movement of birds on a still day and contrasts it with their activities on a windy day. They notice whether many birds and animals are in windy places. They may formulate hypotheses to explain the difference in behavior.
6. Look for evidence of wind erosion.

RELATED LEARNING ACTIVITIES:

Build simple weather instruments.
Keep charts of weather changes.
Keep census of birds; compare to wind velocity.
Study wind erosion.

OUTDOOR INVESTIGATION SKILLS

INVESTIGATING MATH AND MEASURING IN THE OUT-OF-DOORS

Concept: Many investigations you can do in the out-of-doors incorporate the use of math and measurements. This is an important skill in gathering pertinent data about the area your group is exploring. Math and measurement can be incorporated into your investigations or it can be treated separately.

Source: Fernbank Science Center, Atlanta, GA.

OUTDOOR INVESTIGATION SKILLS

ACTIVITIES:

PART I. Basic activities which need to be learned before mathematics activities are conducted outdoors.

Pacing: Measure a distance of 100 feet. Have members pace normally all the way down and back. Divide the number of paces into 100 feet. This gives you the amount of feet which are included in one normal pacing step. To find out any distance, pace it off, and multiply the number of paces by the number which you obtained on the 100-foot walk.

Surveying the area: To mark off an area, use a compass to determine directions. Then determine the number of paces you need to mark off your chosen distance. Use the compass to locate north. Pace in that direction until distance is reached. Use compass to determine 90° angle if area desired is a rectangle (or square). Pace again the desired distance. Continue until area is marked off. Use twine and posts to mark boundaries.

Acreage: To mark off an acre, pace a distance of 66 feet x 660 feet. If you multiply these two numbers, the product is 43,560 square feet, which is the area of one acre. (A new measurement can be introduced here: 1 chain = 66 feet. 10 chains = 660 feet. This measurement is used in forestry and surveying.)

Part II: Activities using numeration and graphing.

Know Count: Go outside and count something so you know more about it after you have counted it than you did before you counted it.

- | | |
|---|---|
| <input type="checkbox"/> bricks | <input type="checkbox"/> how much garbage is produced by the school |
| <input type="checkbox"/> broken windows | <input type="checkbox"/> how much gasoline is sold at a service station |
| <input type="checkbox"/> sand grains | <input type="checkbox"/> cars in traffic periods |
| <input type="checkbox"/> insects | |
| <input type="checkbox"/> leaves | |

How can the various things that were counted be related? Should any of the things counted increase or decrease? How could they be made to increase or decrease?

Ups and Downs: Find something in the environment that is increasing in number and something that is decreasing in number--and prove it.

- number of kids in school
- number of leaves during certain seasons
- number of flies in the fall

OUTDOOR INVESTIGATION SKILLS

Classify the increases and decreases you found as good, bad and neutral.

- find some things that increase and decrease but not in numbers
- find some things that always increase
- find some things that always decrease

Taking a Tree Census: Count all the trees of each variety that can be seen in a walk around the block or along a woodland trail. A simple method of tallying can be taught in connection with this activity.

Counting and Averaging: Find the average number of miles per hour traveled by a bus on a trip. Calculate the average temperature for a week or a month. Count the number of cars passing your location in a certain 15-minute period of the day. Count and tally the number of birds or animals of each kind encountered on a hike.

Making Graphs: Have the members make tables, charts, or graphs of the data collected in projects such as those described in the preceding activity.

Toothpick Birds:

Materials needed: ball of cord, 4 stakes, graph paper, crayons, colored toothpicks (50 each of red, blue, yellow, green, and pink).

Use stakes as corner pegs to form a rectangular garden plot.

Push 250 toothpicks of five different colors into the garden plot. Make certain that the colors are well distributed over the area. To avoid breakage, shove each toothpick into the ground at a slight angle. About half an inch of the toothpick should be left showing.

Imagine that the club are "toothpick birds". Toothpick birds eat toothpick worms, which are the colored toothpicks. Gather round the garden's perimeter. When the starting signal is given, each 4-H'er, or "toothpick bird", pulls out as many toothpick worms as he can see. Stay behind the cord and avoid feeling for toothpicks, as they have sharp points. In two or three minutes the group will receive a signal to stop.

All toothpicks collected are sorted into five colored piles. The number of each color is recorded.

Put the results into a bar graph, and decide how the results will show protective coloration. Which toothpicks were easiest to find? Which ones were the hardest? If you were a toothpick worm which color would you rather be? How would the time of year affect your results? Name some birds which match their surroundings. How does this pattern help to protect the species?

OUTDOOR INVESTIGATION SKILLS

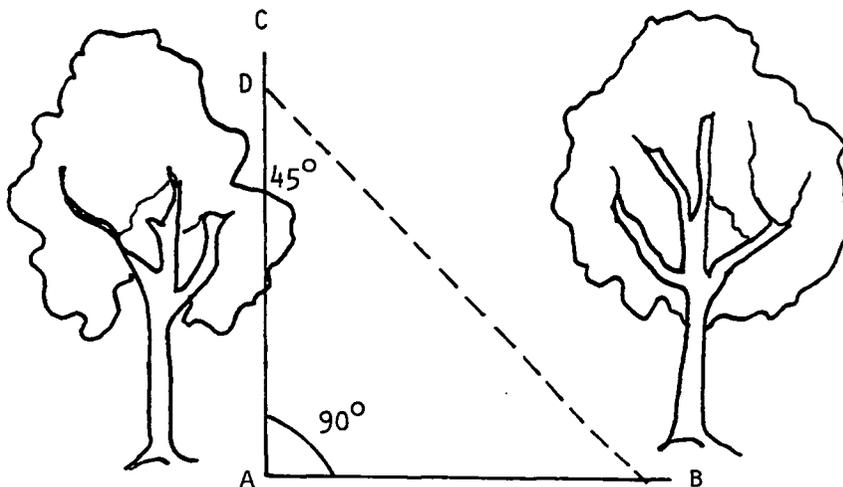
PART III. Activities using operations (add, subtract, multiply, divide).

Measuring how far away lightning is: During an electrical storm, the time interval between seeing lightning and hearing its thunder indicates how far the lightning is from the observer. Sound travels at approximately 1,100 feet per second. The lightning is seen immediately, but the sound of the thunder is heard only after covering the distance at a speed of 1,100 feet per second. If there is an interval of five seconds between the flash of the lightning and the sound of the thunder, then the lightning is 5,500 feet ($5 \times 1,100$ feet) away. What is the smallest number of seconds that could be counted between seeing the lightning and hearing the thunder in order to call a storm a distant one? (Ten, because 10 times 1,100 feet is 11,000 feet, just over two miles.) How far has a storm moved toward you if the time interval between the lightning and the thunder changes from 11 seconds to 4 seconds? (7,700 feet)

Devising tree ring problems: Count the rings of a tree stump to find out how many years the tree lived. If it is true that it was cut in 1964, then when did it begin to grow?

Estimating Inaccessible Distances: A distance that cannot be estimated by pacing—for example, the width of a stream—can be estimated with the aid of a protractor.

Drive a stake or place a stone at a selected point A. Sight from point A to point B (the location of a rock, shrub, tree, or other object easily sighted on the opposite side). Use a straight stick or a string (or vine pulled taut to mark this line of sight, AB.)



OUTDOOR INVESTIGATION SKILLS

By crossing sticks or strings at a right angle (using the protractor for determining the angle), set up a line (AC) perpendicular to AB.

Walk along this perpendicular line (AC) until you come to a point, D, where the line of sight from D to B will make an angle of 45° with the line DA. Use a stick or a string to mark this line of sight, and check the 45° angle with the protractor.

Pace or measure the distance DA. This distance will be the same as AB, because the triangle ABD is a right isosceles triangle.

Making Calculations Related to Conservation: After a hard rain, have the members collect the soil that has washed into the street or along a section of the curb. Place this soil in a box, and have the members determine its volume to find out how much soil was washed away at the place where they collected it.

Older members could calculate to what depth that amount of topsoil could cover a square foot of land, or how many square feet it could cover to a depth of one-eighth of an inch. They might also be able to find the number of cubic feet (1 cubic foot equals 1,728 cubic inches), of topsoil that would be lost from a whole acre (43,560 square feet).

Determining the Speed of Water Flow: Members are often curious about the speed at which water flows, regardless of whether the water is flowing in a river or in an irrigation ditch. The speed can easily be determined by floating an object in the moving water and measuring the distance it travels in one minute (or a certain number of seconds).

For example: Suppose a small piece of paper or a part of a leaf is carried 176 feet in 1 minute. Then, because there are 60 minutes in one hour, it would travel 60 times 176 feet, or 10,560 feet in 1 hour. By dividing 10,560 by 5,280 (the number of feet in a mile), the members would find that the speed of the object and the water carrying it is 2 miles per hour.

Find the number of seconds a floating object takes to travel 100 feet.

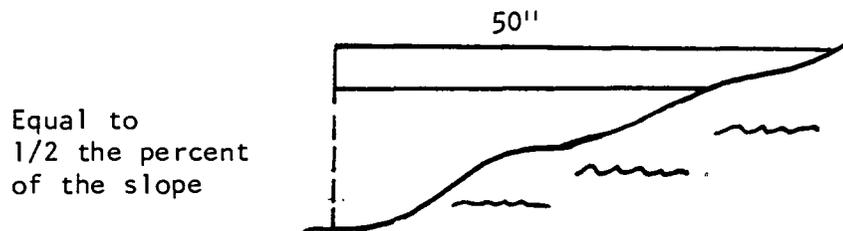
From the results of the preceding step, determine the number of feet the object travels in one second. (If the object travels the 100 feet in 20 seconds- then dividing 100 by 20 gives 5, the number of feet traveled per second.)

Determine the number of seconds in one hour. (3,600) then multiply this number by the number of feet per second that the object is traveling (refer to preceding step) to find the number of feet it travels in 1 hour. (If the object is traveling 5 feet per second, 3,600 times 5 gives 18,000, the number of feet it travels in 1 hour.)

OUTDOOR INVESTIGATION SKILLS

Divide the number of feet the object travels in 1 hour (as found in preceding step) by the number of feet in a mile (5,280) to find the number of miles per hour that is the speed of the object--and the water. (If the object travels 18,000 feet in 1 hour, then 18,000 divided by 5,280 gives 3.4 miles per hour, approximately, as the speed.)

Finding the Per Cent of Slope of a Hill: The slope of a hill or a grade may be expressed as a percent. A 1 percent slope has a 1-unit rise vertically for each 100 units of horizontal distance.



Using a straight board 50 inches long, rest one end of the board on the side of the hill whose slope is to be found. Raise or lower the other end until the board is level. You may use a carpenter's level if available. Measure the vertical distance from the bottom edge of the board to a point on the ground directly below the end of the board. The number of inches measured is equal to half the percent of the slope, so you must multiply the number obtained by 2.

Studying the Strength of Insects: The members have probably watched ants or other insects moving objects many times their size. The members should note that if a person had comparable strength he could move a boulder weighing several tons.

If a man weighing 200 pounds could move 20 times his own weight, how many tons could he move? (4,000 pounds, or 2 tons)

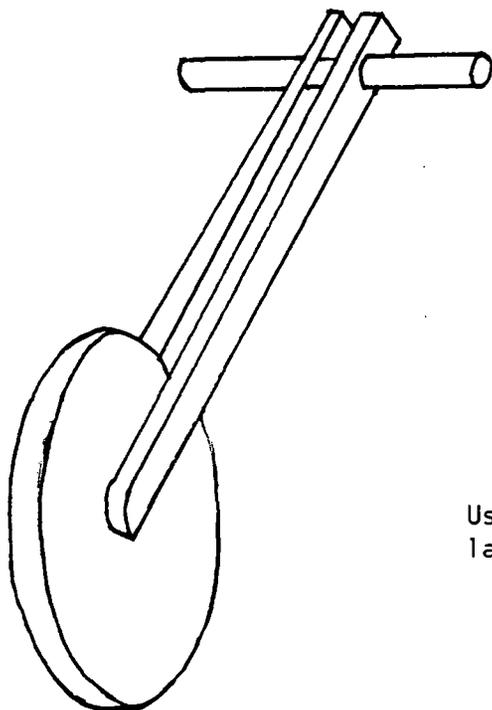
A stag beetle can lift 120 times its weight. At the same weight ratio, how much could each person lift? (For a 100 pound person, 12,000 pounds or 6 tons.)

If a bee flies eight miles per hour, how long would it take to make six round trips to flowers half a mile from the beehive, not counting time at the beehive or at the flowers? (22-1/2 minutes)

Measuring Horizontal Distances: To make a circular yardstick, measure and drill a 1/32" hole, 1" from the end of each of two 40" pieces of board. Glue the spacer in the other end of the 40" pieces. Insert the dowel handle and nail it in place. Cut out a wheel with an

OUTDOOR INVESTIGATION SKILLS

approximate 11.45" diameter. Have members measure and draw the wheel as close to 36" circumference as possible. (An 11.45" diameter equals 35.97 circumference.) Be certain to find the center of the wheel and drill a 9/32" hole before cutting out the circle. Position two washers on the outside of the 40" handle pieces and fasten the carriage bolt. Make a line on the periphery of the wheel. This line will serve as an indicator mark for measurements.



Supplies needed:

- 1 - space block, 3/4" X 1-1/2" X 6"
- 1 - 1" diameter X 15" dowel
- 2 - 3/4" X 1-1/2" X 40" board
- 1 - 3/4" X 11.45" circle
- 1 - 1/4" X 2-1/2" carriage bolt
- 4 - 1/4" washers

Use exterior plywood or several layers of heavy cardboard.

Using Crickets as "Thermometers": If the day's temperature is between 55° and 100°, a cricket can help the members to estimate the temperature with reasonable accuracy. To determine the number of degrees of temperature, count the number of times the cricket chirps in 15 seconds and then add 40. Write the formula for finding the number of degrees in the temperature, T, when the number of cricket chirps is represented by C. ($T = C + 40$)

Studying the Travel Rate of Ants: Have the members find a large ant running along the ground and measure the distance it travels for a short period of time, perhaps a minute. Then measure the ant and find how many of its body lengths were represented by the distance it traveled in the period of time that was observed.

Have the members determine how far they would go if they traveled the same number of their own body lengths in the same period of time. Then have them find the rate of speed (in miles per hour) that this would represent.

OUTDOOR INVESTIGATION SKILLS

Measuring Vertical Distances: The Merritt Hypsometer is used for estimating heights of trees. It works on a rotation of 1 inch to 1 foot. To set up the ratio, two similar triangles must be formed. One triangle is with the eye and yardstick, and the other is with the eye and the object to be measured.

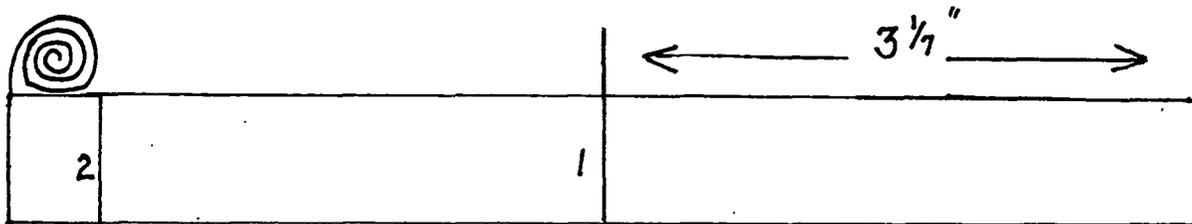
Hold the stick at arm's length and measure the distance from the eye to the stick in inches. For every inch pace off one foot from the object. For example, if the stick is held 25" from the eye, pace off 25 feet from the tree.

Holding your head steady, sight the bottom of the tree along the bottom of the yardstick. Without moving your head, move your eyes to the top of the tree and read the height. The number of inches corresponds to the number of feet.

Another method of measuring vertical distances is the Pencil method. Have a person of known height stand beside the tree. Stand at a distance from him and hold a pencil or short stick at arm's length and sight across the top of it to the top of his head, and slide your thumb up or down on the stick until you are able to sight across the top of the thumb to his feet. Move the length of the pencil which you have measured up the height of the tree. Keep track of the number of pencil lengths which you count. The height of the tree is this number times the height of the person.

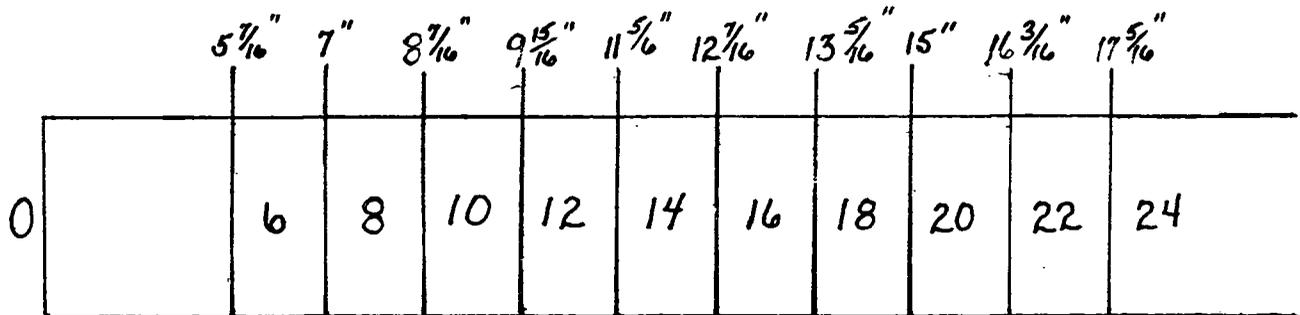
Measuring the Diameter of Trees: The Diameter Tape determines the diameter of trees. Materials needed are a tapelike material, or two pieces of masking tape back to back. Mark the tape off in $3\frac{1}{7}$ inch sections, as many as you wish. Why $3\frac{1}{7}$ inch sections? It is found if you wind paper around a stick 1 inch in diameter, this paper is $3\frac{1}{7}$ inches circumference. This $3\frac{1}{7}$ inch is a constant. It never changes, and it is usually written with the Greek letter pi (π) in the formula $C = \pi D$.

Wrap the tape around the tree trunk $4\frac{1}{2}$ feet above the ground. Where the tape meets, read the diameter in inches.



OUTDOOR INVESTIGATION SKILLS

The Biltmore Stick is also used to estimate the diameter of trees. Materials needed are a yardstick or similar piece of thin wood, and masking tape. Place the tape over the back of the yardstick or piece of wood. Mark off spaces from 6 to 24 using the measurements as seen in the diagram below.



Hold the stick horizontally, about four and a half feet from the ground.

Hold the stick against the tree, about 25 inches from your eye. Hold your head steady, and line the "0" up on the outside of the tree on the left side.

Glance at the other side of the stick without turning your head. The line that lines up with the outside of the tree on the right side indicates the diameter.

OUTDOOR INVESTIGATION SKILLS

Estimating Board Feet of Lumber: After determining the diameter of a tree, the following chart can be used to estimate the number of board feet of lumber in the tree. Determine the height of the tree by using the Merritt Hypsometer, divide the height by 16. This gives you the number of sawlogs. Locate the number of 16-foot sawlogs in the left column, and then find the diameter in inches along the top column. The number at the point where the columns intersect indicates the number of board feet of lumber in the tree.

CHART OF ESTIMATING BOARD FEET OF LUMBER

Diameter	10	11	12	13	14	16	18	20	22	24	26	28	30	32	34	
Number of Sawlogs	1	39	49	59	71	83	110	140	180	220	270	320	370	420	480	550
	1-1/2	51	64	78	96	112	150	200	250	300	370	440	510	590	680	770
	2	63	80	98	120	141	190	250	310	390	470	560	650	760	870	990
	2-1/2	72	92	112	138	164	220	290	370	460	560	660	780	900	1040	1190
	3	--	--	127	156	186	260	340	430	530	640	770	900	1050	1210	1380
	3-1/2	--	--	--	--	201	280	370	470	580	710	850	1000	1160	1350	1540
	4	--	--	--	--	--	300	400	510	640	770	930	1100	1270	1480	1690

PART IV: Other Activities.

Mark off quadrants of one square meter in different plant communities to compare: the types of plants, amount of bare ground to compare to that covered with vegetation, amount of basal area of each plant compared to the area covered by the foliage, light intensity, temperature of the air and soil, moisture present, soil compactness, water absorption rate, and air movement.

From a sample, estimate the number of leaves on a tree.

Compare the relationship between tree circumference and its diameter.
Compare the different kinds of trees.

Compare the amount of area covered by the tree and shrub canopies of different forest species.

OUTDOOR INVESTIGATION SKILLS

Estimate how many seeds that have fallen from a plant have begun to grow. Estimate the total number of seeds that were formed by the plant.

Make a population census of small animals in an area.

Estimate the number of birds in a flock.

Make a survey of insects and the plants on which their evidences are found. Estimate the total number of certain kinds of insects in an area.

Compare temperature of the water to the temperature of the soil around it and to the temperature of the air above it.

Determine if the temperature of the air varies in different places (next to a building, under a tree, in shade, in direct sunlight). What factors may cause these differences?

ARTISTIC EXPRESSION THROUGH NATURE

PROJECT UNIT V: ARTISTIC EXPRESSION THROUGH NATURE

OBJECTIVES: Oregon has many natural wonders which can be captured through the eye, camera, poetry or creative arrangement of natural objects. 4-H members can become more visually aware by creating and expressing their artistic interests through use of their natural surroundings.

The following are a few of many activity ideas you can incorporate into your club.

SKETCHING:

Materials: charcoal, black crayon, brush, India ink, and newsprint

Methods: observing

- record impressions on a sketch pad. Examples might be action of wind on trees, water, grass, designs found on wings of butterflies, seeds, petals of flowers, snowflakes
- look for designs and patterns in small objects
- sketch shapes you find in a bird's nest, honeycomb, trees

COLLECTING SPIDER WEBS:

Materials: dark colored construction paper for backing, turpentine, white spray enamel, scissors, piece of old cloth, newspaper to protect shrub

- Methods:
- locate spider web, chase spider off web
 - spread newspaper to protect shrub and surrounding plants
 - spray web from angle with white paint, coating both sides
 - touch the colored construction paper to the entire web at once
 - clip the supporting guy positions of the web with the scissors to free the web from the edges of the paper
 - collect up newspaper
 - after the painted web dries you can frame it or put it in a nature notebook

ARTISTIC EXPRESSION THROUGH NATURE

NATURE PRINTS:

Prints of native plants (leaves, flowers, grasses) are easy to do, inexpensive and rewarding. The choice of the type of print to be made will depend upon:

- the natural material and supplies available
- the age, interest and ability of the group
- the time available for the activity
- the purpose for the activity (use of finished print)

The prints outlined on the list below range from the simplest to the more difficult.

Fixative may be used on most prints for preserving.

ACTIVITY	MATERIALS	METHOD
crayon prints	natural material (leaves with strong veining) paper, crayons scissors, paste	place leaf veined side up on a rubbing surface cover leaf with paper and rub over in one direction OR place leaf on paper and rub from leaf to paper
spatter prints	natural material, (leaves flowers, etc., press before using) poster paints fabric paint paper, fabric newspaper toothbrushes window screen over a small box	place leaf on paper or fabric place under screen dip toothbrush in paint and rub over screen
spray prints	spray paints leaves, flowers, etc. paper, fabric newspaper	place leaf on paper or fabric spray and allow to dry

Source: Environmental Education Manual, Georgia

ARTISTIC EXPRESSION THROUGH NATURE

NATURE PRINTS (continued):

ACTIVITY	MATERIALS	METHOD
rub prints	cotton colored chalk rubber roller newspapers leaves, flowers	place paper on newspapers coat leaf on vein side with chalk using cotton place leaf on paper, cover and roll firmly
leaf prints	ink pad paper leaves flowers, etc.	place leaf, etc., veined side down on pad--press firmly--remove and place on paper cover with a second sheet of paper--press and rub firmly
block prints	leaves, grass flowers (press before using) printing ink, oil, etc. paper, fabric one piece linoleum tweezers newspapers rubber roller	arrange material as desired put a small amount of paint on the linoleum and roll with roller lift leaf and place on paper or fabric ink side down--cover and roll
dye printing	leaves, flowers water colors dye brushes paper, cloth, etc. rubber roller scissors, paste	cover leaf with paint or dye brush well into leaf and shake off excess place leaf on newspaper pad moisten paper towel and place over leaf--cover with another piece of towel and a magazine and roll cut out when dried and paste to backing

ARTISTIC EXPRESSION THROUGH NATURE

SAND CASTING IN NATURE:

Materials: plaster of Paris and water

Activities:

Go to a park, sand bar or other natural area near the meeting place.

Find a sandy site.

Students form free-form shapes in the sand.

Mix plaster of Paris to a creamy consistency.

Pour into form.

Let dry and then remove.

Note: Sand casting, of course, can be done in the meeting place, but it is most fun in an isolated spot in nature.

In addition to free-form casting you might have 4-H'ers find and cast animal tracks. Best results are obtained by putting a round object, such as a tin can open at both ends, around the track. Pour until the can fills up to one inch. When dry, gently remove the cast from the track and then from the can.

ARTISTIC EXPRESSION THROUGH NATURE

HAIKU POETRY:

Haiku is a three-line verse form which originated in thirteenth century Japan.

Characteristics of authentic Haiku:

Three lines: Line one contains five syllables;
Line two contains seven syllables;
Line three contains five syllables 17 syllables in all

English translations do not always follow this pattern.

Each poem includes the season, location, reference to nature.

The subject matter deals with simple things.

There is no rhyme (Japanese words end in vowels or "n" sounds.)

Haiku has few articles or pronouns - syllables can be used for better purpose.

Thought comes first; then the syllables are adjusted to fit the form.

Here are examples of Haiku for inspiration and demonstration by the Japanese masters:

Departing Spring
Hesitates
In the late cherry-blossoms
--Buson

Simply trust:
Do not the petals flutter down
Just like that?
--Issa

The old pond;
A frog jumps in--
The sound of the water
--Basho

Some student expressions:

Earthquake

A monster trying
To escape from his dungeon
Beneath the earth's crust
--Bob Thompson

Mother Tree

Stretching out her arms
To protect the world from the
Fury of the skies
--Judy Harrison

ARTISTIC EXPRESSION THROUGH NATURE

HAIKU POETRY (continued):

The Sea

The sea is like life--
Mighty, big and beautiful
At dawn and at dusk
--Jimmy Farnsworth

Sadness

The dying of the
Flowers, the turning of the
Grass, the autumn breeze
--Jean Gregory

TRACK SILHOUETTES:

Sketch a track of some animal on black paper. Cut it out and paste it on white paper. The class might make a whole collection of these.

TRACK CERAMIC DECORATIONS:

Impressions of small tracks may be made in the wet clay of various ceramic objects which will become permanent when the object is fired. Track pendants, pins, and other clay objects may be made.

TRACKING BLOCKS:

Tracking blocks can be made and then used for trailing and tracking games. Get some blocks of soft wood two to four inches thick and in proportion to the size of the track desired. Trace the outline of the track of the animal upon the wood and then with a pocket knife or gouge, cut around the track so that it will leave a lifelike impression of the animal's foot when pressed into soft earth. Two holes should be bored into the block and cord threaded through the holes. This is used to bind the blocks to the soles of the feet. When the wearer walks across soft earth, he will leave tracks. Games such as "Hare and Hounds" can be played using the tracking blocks.

WIRE TREE:

You may use No. 18 copper wire for this project. Fold wire back and forth in 18 inch folds. When you have sufficient wire (at least 10 folds and maybe more), fold the wires in half again. Then begin twisting the wire. Twist it tightly. Cut the ends of the wires. Begin pulling wires apart and twisting two or three together to form "branches" for the tree. Continue dividing and shaping until the desired "tree" is formed. Using bond glue, glue the "tree" to a rock or piece of driftwood.

ARTISTIC EXPRESSION THROUGH NATURE

NATURE COLLAGE:

On a piece of cardboard, glue rocks, sand, small pieces of wood or bark, pinecones, etc. Arrange in an interesting design.

NATURE PHOTOGRAPHS:

In a darkroom, arrange leaves, twigs, seeds, or any other natural object on photographic or blueprint paper. Expose to high intensity light. Dip into developer, stop bath, fixer, and washbath. Frame picture with cardboard frame.

MINI-NATURE:

Have children draw in detail a very small thing such as a knot hole, small area of bark, one leaf, one blossom, one wing of a butterfly. Teach them to really look at details. See all the lines, color changes, textures, etc.

VIEW-FINDER PICTURE:

Sometimes children have difficulty drawing landscapes or outdoor pictures because of the immensity of their surroundings. In order to focus in on just a part of it, have them cut a 10-inch square hole in the center of a 12-inch piece of cardboard. They use this as a camera by looking through the hole and drawing just what they see through it.

NATURE MOBILE:

Make mobile from a wire hanger and thread. Tie things from nature on it, such as pinecones, seeds, twigs, rocks, leaves, etc.

SLICES OF WOOD:

(Maybe from the stump of a Christmas tree). Slice the trunk at a slight angle so that the slices are about 1/4 to 1/2 inch. Carve designs, paint pictures, etch or glue things onto the slice. These can also be used as I.D. tags for camp by painting the child's name on it. Drill holes in it and put a strap of leather or yarn through it to use it as a pendant.

WEAVING-WITH-NATURE:

Make a simple loom from sticks and tie on yarn. Weave in leaves, grasses, seed pods, and other objects from nature.

ARTISTIC EXPRESSION THROUGH NATURE

PINE CONE DECOR:

By twisting pipe stem cleaners into various shapes around the cone, all kinds of animals can be made. Also, large pinecones make excellent bird feeding stations by turning them upside down and pouring in melted suet in which seeds and grain have been stirred. When it hardens, hang it on a tree or shrub.

DRIED SEED PODS:

Dried seed pods can be used in various ways. Such plants as the poppy, milkweed, honey locust, or other pods may be painted in bright colors and strung in a large cluster to hang as ones you see in florists or Mexican shops.

CHARCOAL ETCHING:

Have the students blacken sticks in the campfire. After they are burned black at the end, dip them in water which acts as a fixative for the burned end. Drawing should be realistic, stressing light and dark, bold and subtle actions in composition.

COLOR HIKE:

Materials: Collecting bag

Activities:

Take a nature walk around the neighborhood or to a nearby park.

Look for things in nature that are different colors.

Have 4-H'ers identify the colors.

Have 4-H'ers compare and discuss various shades of each color, (i.e., lightest, darker, darkest).

Have each 4-H'er collect four to five different green leaves.

Upon return to the group, have them arrange leaves in order from lightest to darkest. Discuss this arrangement.

Note: The most variety of colors perhaps could be seen in the spring, but a fall hike would be a good introduction to nature and to color perception.

ARTISTIC EXPRESSION THROUGH NATURE

CINQUAIN POETRY:

Materials: paper, pencil

Activities:

Take a nature walk.

Return to the starting point or find a quiet spot in nature.

Each 4-H'er independently thinks of a subject related to the nature walk.

Copy the following form:

1. _____
2. _____
3. _____
4. _____
5. _____

Follow these directions for each line:

Use one two-syllable word to name the subject you are thinking about.

Use two two-syllable words to describe #1.

Use three two-syllable words to tell about what #1 is doing

Use four two-syllable words to tell how you feel about #1

Use one two-syllable word that means the same as #1.

The students each read their poem and lead a discussion on their subject.

Note: Cinquain (pronounced sin-kān) is defined as a five-line stanza. In the strict poetic sense, cinquain poetry has five lines with a certain number of syllables per line (i.e., 2, 4, 6, 8, 2). Therefore, the number of syllables per word can be left to the teacher's discretion.

Environmental cinquain poetry can follow other activities also, (i.e., pollution discussion, film on the environment, etc.)

ARTISTIC EXPRESSION THROUGH NATURE

HAIKU AND CINQUAIN POETRY:

Poetry forms or other self-expression activities can be used most effectively in the middle or near the end of a hike. Ask the participants to write about something they have experienced in the hike up to that point (a sound, a smell, an object, a thought, a feeling, etc.). Let those who wish to do so share their poetry with the others. (See the formats for Haiku and Cinquain.)

GROUP STORY:

At a spot that particularly sparks the imagination, let the group make up a story. You could start it off, then let each person add something to the story.

GROUP POETRY:

Group poetry can be done by letting each person write a line or two as part of one whole poem.

OUTDOOR CRAFTS:

Objectives:

1. Teach youth to identify by repetition in handling materials.
2. Teach youth to appreciate natural surroundings.
3. Teach youth to display specimens in a pleasing manner.
4. Let youth teach others through questions asked about different materials used.
5. Teach youth to share specimens through finished craft gifts.

Locating Suitable Materials:

Nature has provided materials almost any place one cares to look. The forest yields many varieties of cones and mosses. Open fields and meadows provide seeds and seed pods from the many weeds and flowers. Walks through parks, along roadsides, and around your own yard can often yield a surprising variety of materials. Some trees provide colorful berries suitable for craft projects. (Leaders should encourage children to use good conservation habits when gathering specimens for any purpose.) Do not climb trees to gather cones, use only those that have dropped. When gathering pods and seeds, always leave a few.

ARTISTIC EXPRESSION THROUGH NATURE

Treatment of Materials:

To rid pods and cones of insects, place on a foil-lined cookie sheet and place in a 200° oven for just a few minutes.

Waterless hand cleaner is handy for removing pitch and floor tile glue from hands.

Texture, Size and Color:

Children should be encouraged to blend different textures, sizes, and colors together for more pleasing eye appeal. By adding yellow, orange, red, and green materials to the many shades of brown, a bright cherry effect is obtained. The two best sources for yellow color are yellow yarrow and Tansy blossoms. (This Tansy is the button type flower, not the ragwort variety.)

A few suggested materials:

<u>Cones</u>	<u>Pods</u>	<u>Seeds & Nuts</u>
Pine	Oak acorns & caps	Wheat
Spruce	Beachnut	Pine
Redwood	Rose Hips	Hazelnut
Hemlock	Teasel	Pecan
Cedar	Poppy	Black Walnut

Moss, Mountain Ash Berries (must be pre-dipped in shellac), eating chestnuts (use the green, immature husks), horse chestnuts (use the brown nut).

Source: Jeanette Benson, 4-H Leader, Washington County, Oregon

ARTISTIC EXPRESSION THROUGH NATURE

Activity #1 - WALL PLAQUE:

Materials Needed:

Extra tacky white craft glue (this glue dries clear)
3-1/4 inch heavy cardboard circle
3-1/4 inch green felt circle
18 inches of 5/8 inch velour ribbon (green)
1 pine cone (White Pine)
Assorted pods and cones (smaller varieties)
Moss
1 can of clear plastic spray

1. Glue and staple velour ribbon to back of cardboard circle with a 1-1/2 inch loop at the top. Glue felt circle to back of cardboard and ribbon. Cut petals from middle area of White Pine cone (save tip and bottom ends for other projects.)
2. Petals should be approximately 1 inch long.
3. Glue cone petals onto right side of cardboard. (Glue must be used generously.)
4. Let dry for at least one day.
5. Glue largest cone or pod (use medium-sized Lodgepole Pine or medium pod) in center of plaque.
6. Add smaller pods and cones around the center cone and work to outside to within 1/2 inch of edge.
7. Fill in moss between cones and pods whenever needed for color. (Moss may be added without glue by pushing it between the cones and pods with a toothpick.)
8. Let dry. When thoroughly dry, spray with a clear plastic.



Note: If members have trouble getting pods and cones to stay with the white glue, they may use the adhesive used in activity #3, if they are supervised by one or more adults. THE ADHESIVE IS TOXIC IF INGESTED.

ARTISTIC EXPRESSION THROUGH NATURE

ACTIVITY #2 - ECOLOGY BOX

Materials Needed:

Cigar box or other strong, firm box of appropriate size
Heavy duty cardboard for shelves and dividers (shelves and dividers
are to be same depth as box)
Extra tacky craft glue that dries clear
Assorted seeds, pods, cones and rocks
Paint

1. Cut lid off of cigar box.
2. Glue shelves and dividers into box and let dry.
3. Paint or cover outside of box.
4. Add seeds, pods, etc., to each cubicle.
5. Apply glue to outer surfaces of dividers, shelves and box edges.
6. Apply heavy-duty clear plastic to front of box, thereby sealing in all materials.

ARTISTIC EXPRESSION THROUGH NATURE

ACTIVITY #3 - VOTIVE CANDLE HOLDER:

Note: Caution must prevail when using the adhesive glue used in this project. IT IS TOXIC IF INGESTED.

Materials Needed:

popsicle sticks
small containers to hold individual amounts of adhesive
green colored floor tile glue (other glues not tacky enough or
thick enough to sufficiently hold cones and pods in place)
glass votive candle holder
1/4" x 4" plywood or chipboard circle
1 Sugar Pine cone
Douglas Fir cones
moss
assorted pods and cones
1 can of clear plastic spray

1. Cut 10-11 Sugar Pine petals from center of cone (save the tip ends for other projects)
2. Petals should be approximately 1-3/4" to 2" long
3. USE GENEROUS AMOUNTS OF GLUE ON PODS AND CONES
4. Glue candle holder onto center of circle. Let dry.
5. Apply tile glue to bottom end (seed end) of petals with a popsicle stick and glue to outer edge of circle with petals extended from circle approximately 3/4" - 1". Let dry.
6. Cut Douglas Fir cones (cones should not be large ones) lengthwise into quarters.
7. Glue the quartered fir cones to circle around the glass candle holder (The fir cones are to add depth and will be covered by the more attractive materials.)
8. Apply three largest cones or pods equally spaced around the glass on top of fir cones (slant these cones and pods slightly away from glass).
9. Fill in with other pods and cones until full.
10. Fill in slight gaps here and there with moss and yellow flowers (moss needs no glue if pushed into gaps with a toothpick).
11. When dry spray with clear plastic.

WHERE TO FIND ADDITIONAL INFORMATION

Your library contains a wealth of reference materials you can use to plan outdoor activities. Look in the subject index guides under Camping, Birds, Trees, Wildflowers, Geology, Water, Weather, or whatever topic you are interested in. Also check the periodical section for relevant magazine articles.

For background information for planning field trips, localized publications are frequently more helpful than nationally distributed books in giving the specifics you need about routes and weather conditions. Outdoor stores usually have a good supply of regional publications on hand if you can't find the information you need at your library.

Also, the Oregon State University Cooperative Extension Service has many pamphlets and brochures which pertain directly to Oregon and the outdoors.

Other agencies which will provide films and/or additional support materials are:

U.S. Department of the Interior - Bureau of Land Management
Oregon State Office
825 N.E. Multnomah Street, P.O. Box 2965
Portland, Oregon 97208

Oregon State Department of Forestry
2600 State Street
Salem, OR 97310

U.S. Fish and Wildlife Service
Lloyd 500 Bldg., Suite 1692
500 NE Multnomah Street
Portland, Oregon 97232

U.S. Geological Survey - Water Resources Division
847 NE 19th Avenue, Suite 300
Portland, Oregon 97232

U.S. Department of the Interior - National Park Service
Pacific NW Region
2001 Sixth Avenue
Seattle, Washington 98121

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Extension's 4-H and Youth Development program assists young people, their families, and adult volunteers to become productive and self-directing by developing their practical skills and knowledge. Professionals and volunteers together provide educational projects and activities in animal science, home economics, engineering, natural resources, and expressive arts.

This publication was coordinated by John R. Abell, former Extension specialist, 4-H and youth development, Oregon State University. The material was developed through the major contributions of Oregon 4-H Natural Science leaders, the U.S. Forest Service, and the Oregon 4-H Natural Sciences Development Committee.

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