

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health, and Tourism**

PRLS 402—Human Behavior in Natural Environments (3)  
Spring 2019

|                         |   |                       |  |
|-------------------------|---|-----------------------|--|
| <b>DAY/TIME:</b>        | Thursday (R)<br>7:20 pm – 10:00pm   | <b>LOCATION:</b>      | Thompson Hall, Rm 2022<br>Fairfax Campus |
| <b>FACULTY:</b>         | Nancy Chamberlain, M.S.   | <b>EMAIL ADDRESS:</b> | nchambe2@gmu.edu                         |
| <b>OFFICE LOCATION:</b> | Thompson Hall, Rm 1407  | <b>PHONE NUMBER:</b>  | 571-259-4379                             |
| <b>OFFICE HOURS:</b>    | R 5:00 – 6:00 pm<br>(Immediately before class or after class) or by appointment | <b>FAX NUMBER:</b>    | 703-993-2025                             |

**PREREQUISITES**

PRLS 210, 300, and 60 credits, or permission of instructor.

**COURSE DESCRIPTION**

Applies social and behavioral theories to management for recreational users of land and water resources. Examines deterioration and pollution of land and water, noise, crowding, and conflicts among users. Discusses strategies for mitigation of deleterious impacts and depreciative behaviors, and attitudes toward resource conservation, preservation, and use. Designated a Green Leaf Course.

**COURSE DELIVERY METHOD**

This course will be delivered using a lecture format. Our course will meet in person every Thursday unless otherwise noted on our Course Schedule. In rare cases, we may have to respond to inclement weather. If this is the case, any change in venue (i.e. from in-person to an online or virtual class meeting) will be determined by 3:00 pm on the day of class and I will e-mail everyone at that time. Please note – this is a rare exception – but I recognize everyone travels from various distances, so I want to respect each of your travel needs by making any inclement weather decision in as timely a manner as possible.

In the event we use a virtual class meeting, you will be required to phone into a Free Conference Call phone bank at 712-775-7031 to participate in class. Attendance will be taken during the call. Written assignments may be made in lieu of class as well.

## **COURSE OBJECTIVES**

At the completion of this course, students should be able to:

1. Discuss the state of the natural environment enjoyed by recreation users.
2. Discuss social and behavioral influences that affect the natural environment.
3. Discuss management theories and strategies for mitigating adverse effects on land and water resources used by recreationists.
4. Discuss strategies for facilitating development of constructive attitudes, uses and behaviors for resource protection and recreation use.
5. Articulate and apply impact management principles and knowledge of human behavior to the sustainable management of recreation-related natural resources.

## **PROFESSIONAL STANDARDS**

Upon completion of this course, students will meet the following professional accreditation standards as set forth by the Council on Accreditation of Parks, Recreation, and Tourism Related Professions:

|             |  |
|-------------|--|
| <b>7.01</b> | Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy. |
|-------------|--|

## **REQUIRED TEXT**

There are two required texts for this course. More information about the texts can be found at the end of the syllabus.

Clayton, S. & Myers, G. (2015). *Conservation Psychology: Understanding and promoting human care for nature (2<sup>nd</sup> Edition)*, John Wiley & Sons, Chichester: UK. ISBN: 9781118874608

Readings will be taken from *First Along the River: A Brief History of the U. S. Environmental Movement*, 4th Edition. ISBN: 9781442203990

Additional readings will be assigned throughout the course and may be distributed during class or may be placed on Blackboard.

## **COURSE PERFORMANCE EVALUATION**

Since your contributions are such an important part of this course, you will be expected to actively participate in class discussions, complete in-class exercises, and complete all assignments on time.

### **Requirement/Assignment Percentage of final course grade**

|   |             |
|---|-------------|
| Exam #1 Midterm   | 20%         |
| Exam #2 Final   | 20%         |
| Vandalism Project   | 20%         |
| Eppley Institute Online Certification #1  | 10%         |
| Eppley Institute Online Certification #2  | 10%         |
| Environmental Education Project   | 20%         |
| *Extra credit may be earned by participating in the Leave No Trace and Arbor Day programs |             |
| <b>TOTAL</b>  | <b>100%</b> |

**Epply Institute Online Certification Courses**

Epply Institute online courses may be found at <http://provalenslearning.com/courses>. There are a long list of courses available on this site. Please focus on the free courses. Do not choose “CEU’s” (unless you need them professionally). CEU’s cost money! The following courses are recommended to compliment PRLS 402. These courses are recommended but you may choose the two courses that are most interesting to you professionally.

Deciding to Keep Wilderness Wild

<http://provalenslearning.com/courses/deciding-to-keep-wilderness-wild-four-cornerstones-for-wilderness-managers>

Wilderness Act

<http://provalenslearning.com/courses/carhart-interagency-wilderness-training-the-wilderness-act-of-1964>

**GRADING**

**Grading Scale**

|             |            |            |             |
|-------------|------------|------------|-------------|
| A+ 98 – 100 | B+ 88 – 89 | C+ 78 – 79 | D = 60 – 69 |
| A 94 – 97   | B 84 – 87  | C 74 – 77  | F = 0 – 59  |
| A- 90 – 93  | B- 80 – 83 | C- 70 – 73 |             |

Assignments will be due the beginning of the class on the specified date due. Assignments received AFTER 5:00 p.m. will be considered late and receive a 20% deduction in points per 24-hour period. **Papers received AFTER 9:00 a.m. will be considered late and receive a 20% deduction in points per 24 hour period.** (If you have an extreme emergency there may be some exceptions; however, you’ll need to discuss these issues with me prior to the due date to be considered for exception. I also recommend you make back-up copies of your assignments since computers have been known to crash at the most inopportune moments).

**PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behavior and disposition at all times. This course can be particularly provocative in regard to socio-political position.

Effective communication is an important part of our lives and this course. Therefore, we will all be asked to treat our colleagues with respect in all types of communications (such as e-mail, class conversations, etc). Communication is an important facet of this course.

Please check your email daily for messages; especially before you leave for campus in the morning! Keep a special eye out for weather related announcements.

Unless otherwise noted, all written papers will be submitted electronically via email. Assignments will be due at the beginning of class on the specified date due. All written papers are to be submitted using WORD (with a .doc – do not use docx file extension) - pdf or other formats are not permitted in this course. Students must use APA as the citation format in this course.

Papers received AFTER 9:00 a.m. will be considered late and receive a 20% deduction in points per 24 hour period.

If you are confronted with extreme emergencies or are participating in a pre-approved university-sponsored function, exceptions may be made; however, this is only applicable if pre-approved with me (your instructor). In addition, I strongly encourage you to make a back-up copy of any work submitted since computers have been known to crash at the most inopportune times.

## **CLASS SCHEDULE**

Class meets on Thursday, 7:20 – 10:00 pm in Thompson Hall, 2202.

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

## **CORE VALUES COMMITMENT**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## **GMU POLICIES & RESOURCES FOR STUDENTS**

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

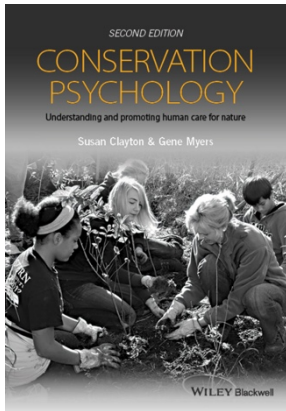
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

## Text Books Information: PRLS 402



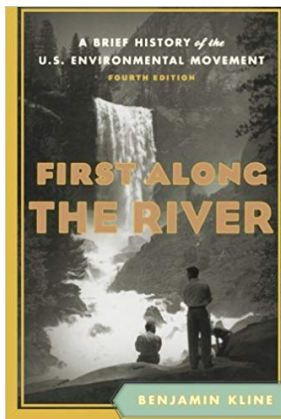
ISBN: 9781118874608

Student Companion Website:

<http://bcs.wiley.com/he-bcs/Books?action=index&itemId=1118874609&bcsId=10135>

Text Companion Power Points

<http://bcs.wiley.com/he-bcs/Books?action=resource&bcsId=10135&itemId=1118874609&resourceId=40432>



ISBN: 9781442203990

 **GEORGE MASON UNIVERSITY** | School of Recreation,  
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**PRLS 402 SPRING 2019**  
**COURSE SCHEDULE**

**DATE TOPIC CHAPTER/ASSIGNMENT DUE\***

*\*Note: Faculty reserves the right to alter the schedule as necessary.*

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**Week 1 January 24, 2019**

Introductions & Foundations- Course Overview

Assign Exercise – What is your environmental position – Conservation/Preservation

State of the Global Environment - Conservation vs. Preservation

Assign Exercise #1 – Outdoor Resume

READ: Chapter 1 Introducing the Field of Conservation Psychology

READ: Chapter 5 Attitudes, values, and perceptions

**Week 2 January 31, 2019**

Introduction to the field of conservation psychology

Assignment #1 Due: Review Assignment: Outdoor Resume

Attitudes, values, and perceptions of the Outdoors

Assign Exercise: Super Bowl Assignment

Assign Exercise: Environmental Education Presentation (Due 3/7/2019)



PRLS 402 SPRING 2019  
COURSE SCHEDULE

DATE TOPIC CHAPTER/ASSIGNMENT DUE\*

\*Note: Faculty reserves the right to alter the schedule as necessary.

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\*To date 2/15 you should have read Chapters 1 – 3 in the text

**Week 3 February 7, 2019**

Review Super Bowl Assignment  
Historical perspective – The Land Ethic – Green Fire (movie)  
Assign: Eppley Institute Self Study #1 (Due 2/22/18)

**Week 4 February 14, 2019**

READ: Chapter 7 Moral psychology and the environment  
  
OR Ethics – Vandalism Motives and Consequences  
<http://www.cleanfairfax.org/laws-and-ordinances/report-a-litterer/>  
  
Additional Reading: Visit <http://lnt.org/learn/7-principles>  
Watch National Park Service LNT video at <http://lnt.org/teach/teaching-resources>

**Week 5 February 21, 2019**

Environment and identity  
READ: Chapter 8 Environment and identity  
  
Read Spatial Cognition article: <http://www.earthgate.ucsb.edu/~montello/pubs/sbsod.pdf>  
Complete self-assessment at the end of the article. Print response to turn in.  
  
EID Instrument (Page 513): <http://www.oberlin.edu/psych/pdf/mayer-frantz.pdf>  
Complete self-assessment at the end of the article. Print response to turn in.

**Week 6 February 28, 2019**

READ: Chapter 4 Wild Nature: Encounters with Wilderness & Chapter 5 Attitudes, Values and Perceptions  
TOUCHING THE VOID (Dinner will be served)  
Midterm Exam will be distributed during class (Due at the beginning of the class on 3/21/2019)

**Week 7 March 7, 2019 Mid-term Exam** Environmental Education Project Due

**March 11, 2019 – March 15, 2019 SPRING BREAK** No class on 3/14/2019





School of Recreation,  
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PRLS 402 SPRING 2019

**COURSE SCHEDULE**  
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After Spring Break

**Week 8 March 21, 2019**

Collect Midterms

Vandalism Presentations – presentation rubric

Environmental Identity – Review – Personal and Professional Implications

Overview of No Child Left Inside Legislation

<https://www.congress.gov/bill/114th-congress/house-bill/882>

<https://www.acacamps.org/news-publications/hot-topic/no-child-left-inside-act-reintroduced>

Homework - First Along the River - Read Chapters. 1 - 5

Assign Final Research Paper: Topic of Choice – Due on the last day of class May 9, 2019

**Week 9 March 28, 2019**

Return Midterm – Quick Review

NPS Civic Engagement Review – Stronger Together

Emotional Intelligence

An agency – Who’s Who – USDA/DOI

The Geography of it All – Map Exercise

History of the Environmental Movement – Review Kline Chapter 1 – 5

Homework - First Along the River - Read Chapters 6 – 7 & Chapter 9 Promoting Sustainable Behavior

Additional Reading

<http://www.americantrails.org/resources/accessible/SustainPpasso.html>

<http://www.fs.fed.us/recreation/programs/accessibility/>

<http://www.indiana.edu/~nca/monographs/8accessible-trails.shtml>

<http://www.ecologyandsociety.org/vol12/iss2/art3/>

<http://www.wilderness.net/library/documents/320c.pdf>

Tools for Sustainable Management – GIS Community Participation to reduce conflict

Additional Reading:

[http://egsc.usgs.gov/isb/pubs/gis\\_poster/](http://egsc.usgs.gov/isb/pubs/gis_poster/)

[http://www.eurojournals.com/ejsr\\_25\\_1\\_12.pdf](http://www.eurojournals.com/ejsr_25_1_12.pdf)

<http://www.gisdevelopment.net/application/urban/fringe/prapf.htm>

<http://www.gao.gov/assets/280/272135.html>

## **Week 10 April 4, 2019**

Review: Chapter 9 Promoting Sustainable Behavior

Where are you coming from: Technocentrism, Ecocentrism, Anthropocentrism, Biocentrism

What is Deep Ecology

Identity & Place – Theories

Guided discussion – The how to talk about tough topics

Movie – Oil on Ice

Assign – Oil on Ice Reflection – Due 4/12/2019

Homework - First Along the River - Read Chapter 8 & Text Chapter 4 Wild Nature: Encounters with Wilderness and Chapter 8: Wild Nature: Encounters with wilderness & Chap 11

Environmental Education

## **Week 11 April 11, 2019**

History of the Environmental Movement – Review Kline Chapter 8

Review of Chapter 8 and 11 Text

What's Wild & What's Not Article

Recreation Opportunity Spectrum

READ:

[https://www.fs.fed.us/cdt/carrying\\_capacity/rosfieldguide/ros\\_primer\\_and\\_field\\_guide.htm](https://www.fs.fed.us/cdt/carrying_capacity/rosfieldguide/ros_primer_and_field_guide.htm)

EMOTIONAL COPING RESPONSE TO HASSLES AND STRESS EXPERIENCED IN WILDERNESS SETTINGS by Schuster & Hammitt

[http://nrs.fs.fed.us/pubs/gtr/gtr\\_ne302/gtr\\_ne302\\_119.pdf](http://nrs.fs.fed.us/pubs/gtr/gtr_ne302/gtr_ne302_119.pdf)

[http://www.usbr.gov/recreation/publications/WALROS%20PPT\\_4Training.pdf](http://www.usbr.gov/recreation/publications/WALROS%20PPT_4Training.pdf)

Homework - First Along the River - Read Chapter 9 -10

## **Week 12 April 18, 2019**

Review - First Along the River - Read Chapter 10 – 11 and Conclusion

New Ecological Paradigm – NEP Scale

Willingness to Pay, Carrying Capacity and Acceptable Limits of Change

Managing Natural Resources & OR Behavior - Willingness to Pay, Carrying Capacity

[http://www.fs.fed.us/cdt/carrying\\_capacity/rosfieldguide/ros\\_primer\\_and\\_field\\_guide.htm](http://www.fs.fed.us/cdt/carrying_capacity/rosfieldguide/ros_primer_and_field_guide.htm)

How Much is Too Much? *Carrying Capacity of National Parks*

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.196.5530&rep=rep1&type=pdf>

(Do not hit print...document is 70+ pages!)

<http://www.wilderness.net/library/documents/320c.pdf>

<http://www.nps.gov/boha/parkmgmt/capacity.htm>

[http://www.precaution.org/lib/06/econ\\_growth\\_and\\_carrying\\_capacity.pdf](http://www.precaution.org/lib/06/econ_growth_and_carrying_capacity.pdf)

<http://www.nps.gov/policy/dorders/dorder17.html>

<http://www.uvm.edu/parkstudieslaboratory/publications/Research%20to%20Estimate%20and%20Manage%20A%20Study%20of%20Alcatraz%20Island.PDF>

<http://www.onecaribbean.org/content/files/PaperonRecreationalCarryingCapacityGrahamBarrowSTC9.doc>

READ: Chapter 10 Community psychology and international biodiversity conservation

### **Week 13 April 25, 2019**

International practice and enforcement

Review: Chapter 10 Community psychology and international biodiversity conservation

Ecotourism & international land use ethics - Trends

The Green Tragedy – Ecotourism Article

[https://www.alternet.org/story/13371/green\\_tragedy%3A\\_the\\_blight\\_of\\_eco-tourism](https://www.alternet.org/story/13371/green_tragedy%3A_the_blight_of_eco-tourism)

Additional Reading: Ecotourism text (to be distributed in class)

Case Study – Australia UNESCO: World Heritage Sites <http://whc.unesco.org/en/list/447>

Great Barrier Reef Marine Park Authority & *Uluru-Kata Tjuta National Park*

Future of Conservation

Homework: Chapter 12 The Positive Psychology of Conservation

### **Week 14 May 2, 2019**

#### **Movie – Coal Country**

Conservation Employment Opportunities

Review: Chapter 12 The Positive Psychology of Conservation

Additional Reading - Jane Goodall – “A Reason for Hope”

Assign presentation order

Distribute Final Exam

### **Week 15 May 9, 2019 Final Exam & Presentations**

Final Research Paper- Semester Project Student Presentations

Eppley #2 Certificate Due

Final Exam Due at beginning of class

## PRLS 402 Topic Options for Environmental Education Assignment

Leave No Trace – [www.lnt.org](http://www.lnt.org)

Project Underground –

[Project Underground Inc. - National Speleological Society  
caves.org/committee/projectunderground/](http://ProjectUndergroundInc.-NationalSpeleologicalSocietycaves.org/committee/projectunderground/)

**Project Underground** is a source of interdisciplinary instructional activities, and its staff conducts workshops and in-service training programs. These materials and workshops are designed for classroom teachers, cavern, park, museum, and nature center staff, or any youth-oriented group leaders.

[Project Underground  
www.dcr.virginia.gov](http://ProjectUndergroundwww.dcr.virginia.gov) › Natural Heritage

May 15, 2017 - **Project Underground** is a source of interdisciplinary instructional activities, and its staff conducts workshops and in-service training programs. These materials and workshops are designed for classroom teachers and cavern, park, museum and nature center staff, and any youth-oriented group leaders.

Project Archaeology –

[Project Archaeology | Discover the past ~ Shape the future  
https://projectarchaeology.org/](http://ProjectArchaeology|Discoverthepast~Shapethefuturehttps://projectarchaeology.org/)

Discover the past ~ Shape the future. **Project Archaeology** uses archaeological inquiry to foster understanding of past and present cultures; improve social studies and science education; and enhance citizenship education to help preserve our archaeological legacy.

### [Teachers](#)

Project Archaeology: Investigating Shelter is a supplementary ...

### [State Programs](#)

Project Archaeology operates through a network of state ...

### [About Project Archaeology](#)

Project Archaeology is an educational organization ...

[More results from projectarchaeology.org »](#)

### [Professional Development](#)

Project Archaeology instructors are excited to provide you with the ...

### [Investigating Shelter](#)

Project Archaeology: Investigating Shelter is a supplementary ...

### [Students](#)

Take the quiz below to see how much you know about ...

[Project Archaeology - Home | Facebook  
https://www.facebook.com/projectarchaeology/](http://ProjectArchaeology-Home|Facebookhttps://www.facebook.com/projectarchaeology/)

## Project Wet –

[Project WET Foundation | Water Education for Teachers](#)

<https://www.projectwet.org/>

*Project WET* develops science education methods and water education curriculum for teachers to explain water resources to children and youth.

### [The Project WET Portal](#)

Water Education Portal. The mission of Project WET is to ...

### [Teach and Learn](#)

Water Cycle Game: Play The Blue Traveler and learn how water ...

### [What We Do](#)

What We Do. We envision a world in which action-oriented ...

### [Who We Are](#)

There are no open positions at the Project WET Foundation at this ...

### [Guides](#)

Educators Guides. Primary tabs. All · Guides(active tab) · Activity ...

### [Project WET Store](#)

Project Wet - Educator's Guides Project WET Curriculum Water ...

## Project Wild –

[ProjectWILD](#)

[www.projectwild.org/](http://www.projectwild.org/)

A national network of State Wildlife Agency Sponsors ensures that *Project WILD* is available nationwide and is training educators in the many facets of the program. Emphasizing wildlife because of its intrinsic value, *Project WILD* addresses the need for human beings to develop as responsible citizens of our planet.

### [Curriculum & Resources](#)

Project WILD's core curriculum resources include the Project ...

### [Project WILD K-12](#)

The Project WILD K-12 Curriculum and Activity Guide focuses on ...

### [Educator Workshops](#)

Project WILD's state coordinators and their facilitators (who are ...

### [About Us](#)

For more information about NCLI's Get 'Em Outside campaign see ...

### [Get WILD](#)

Project WILD's core curricular materials, the Project WILD K ...

### [Project WILD Coordinators](#)

Project WILD Coordinators can be found across the nation, the ...

United States Green Building Council LEED –

[USGBC homepage | USGBC](#)

<https://new.usgbc.org/>

The **U.S. Green Building Council** is committed to a sustainable, prosperous future through **LEED**, the leading program for green buildings and communities worldwide. Log into your USGBC ... **LEED certified** buildings are safer, greener and save owners on maintenance costs over a building's life cycle. **LEED** works for all ...

[LEED](#)

Credentials - LEED v4 - LEED credit library - Discover LEED

[About USGBC](#)

Learn more about green building-related and LEED-specific ...

[Guide to LEED Certification](#)

Commercial - LEED Certification Fees - Homes - ...

[Credentials](#)

Credentials account - Two week study plan - CMP Guide - ...

[USGBC Jobs](#)

All positions are with USGBC and based at our Washington, D.C ...

[Directory](#)

Projects - People - Articles - ...

[Green Building - Certificate | Harvard extension school](#)

[Admission.harvard.edu/Graduate/Certificate](https://admission.harvard.edu/graduate/certificate)

Rating for harvard.edu: 4.1 - 135 reviews

Earn a Graduate **Certificate** in **Green Building** and Community Sustainability.

Degree programs: Liberal Arts, History, English, Religion, Software Engineer

Courses: Urban Development Policy, Urban Economics, Energy & The Environment, Energy and Carbon

- [Green Building](#)
- [Sustainability Innovation](#)
- [Social Justice](#)
- [Sustainability Degree](#)

Children's Outdoor Bill of Rights

[CRRPT - California Children's Outdoor Bill of Rights](#)

[calroundtable.org/Copy\\_of\\_cobor.htm](http://calroundtable.org/Copy_of_cobor.htm)

With recent concerns about youth detachment from outdoor activities, lack of physical exercise and increased health risks, the California Roundtable on Recreation, Parks and Tourism adopted the California **Children's Outdoor Bill of Rights** for the purpose of recommending a fundamental list of experiences that every child ...

[\[PDF\]Children's Outdoor Bill of Rights - California Roundtable on ...](#)

[www.calroundtable.org/files/COBR\\_Edit.pdf](http://www.calroundtable.org/files/COBR_Edit.pdf)

of physical exercise and increased health risks, the California Roundtable on Recreation, Parks and Tourism has adopted The California ***Children's Outdoor Bill of Rights***. It is a fundamental list of experiences that every child in California would benefit from experiencing, before entering high school.

[Children's Outdoor Bill of Rights | Outdoors Alliance for Kids](#)

<https://outdoorsallianceforkids.org/childrens-outdoor-bill-of-rights/>

States with Passed ***Children's Outdoor Bill of Rights*** California Colorado Florida Georgia Illinois Indiana Kansas Kentucky Maryland Michigan New Jersey New Mexico Ohio Oregon Tennessee Does your city or state have a ***Children's Outdoor Bill of Rights*** that we missed?

National Wildlife Federation – Backyard/School Yard Habitat Program

[National Wildlife Federation | Certify your wildlife habitat | NWF.org](#)

[www.nwf.org/CertifyHabitat](http://www.nwf.org/CertifyHabitat)

Show Your Commitment To **Wildlife** & Join NWF Today!

Protect Wildlife · Fighting Global Warming · Leader in Conservation · Protect Natural Resources

Brands: Ranger Rick®, National Wildlife®, Ranger Rick Jr.™, Ranger Rick Cub™

[Schoolyard Habitats - National Wildlife Federation](#)

<https://www.nwf.org/schoolyard/>

Two Ways to Design, Build, Certify, and Use Wildlife Habitats at School. ***Schoolyard Habitats***. Free ***National Wildlife Federation program***; Small team, teacher driven; Results in ***Certified Wildlife*** Habitat; Can Purchase Signage; School can choose to become an Eco-School and reach higher recognition levels and awards.

[Schoolyard Habitat certification - National Wildlife Federation](#)

<https://www.nwf.org/Garden-for-Wildlife/Create/Schoolyards/Certify>

***Certification*** brings your school into a dynamic network of certified schools, and gives you access to special resources and information from the ***National Wildlife Federation***. When ***National Wildlife Federation*** recognizes your ***garden*** as a Certified ***Schoolyard Habitat***, it also gets counted towards the Million Pollinator ***Garden*** ...

[Resources - National Wildlife Federation](#)

[https://www.nwf.org/sitecore/content/Home/Garden...Wildlife/.../Schoolyards/Resour  
c...](https://www.nwf.org/sitecore/content/Home/Garden...Wildlife/.../Schoolyards/Resources)

***National Wildlife Federation's*** webinar covers the basics of how to plan, install and maintain a ***Schoolyard Habitat*** and how to use your habitat ***garden*** as a teaching ***tool*** for meeting standards of learning. Summer Maintenance Planning for Your ***Schoolyard Habitat*** - Tips for how to care for your habitat during the summer

Project Leaf –

[Resources for Teachers of the LEAF Program | The Nature Conservancy](https://www.nature.org/about-us/careers/leaf/resources-for-teachers/index.htm)

<https://www.nature.org/about-us/careers/leaf/resources-for-teachers/index.htm>

The Conservancy also developed the *LEAF* Anthology of Urban *Environmental Education*, a collection of interdisciplinary lessons, *projects* and activities for high school educators that explore environmental themes through the lens of cities.

The *LEAF* network is made up of over twenty environmental themed schools in ...

[LEAF Partner Schools | The Nature Conservancy](https://www.nature.org/about-us/careers/leaf/partner-schools/index.htm)

<https://www.nature.org/about-us/careers/leaf/partner-schools/index.htm>

*LEAF's environmental* high school partners work to ensure students are engaged in *environmental* lessons and activities throughout the school year. ... The school's *project*-based classes, uniquely designed *curriculum*, internship *program* and creative *schedule* give students many opportunities to excel, develop the skills ...

National Association of Interpretation – Certified Interpreter

[National Association for Interpretation](http://www.interpnet.com/)

[www.interpnet.com/](http://www.interpnet.com/)

Who Are *Interpreters*? *Interpreters* explain in their own words who they are and why *interpretation* is important. See the video. » NAI Webinars. Professional development from the comfort of your computer. Learn more.» NAI Awards  
NAI *Certification*. Earn credentials through NAI's respected *certification* program. Learn more.

[NAI Certification - National Association for Interpretation](https://www.interpnet.com/nai/Certification/.../_certification/NAI_Certification.aspx?...)

[https://www.interpnet.com/nai/Certification/.../\\_certification/NAI\\_Certification.aspx?...](https://www.interpnet.com/nai/Certification/.../_certification/NAI_Certification.aspx?...)

While it's true that some people are simply born *interpreters*, it's also true that almost anyone can learn enough about interpretive techniques to improve the way they communicate with others. To accommodate all of this, NAI offers professional development and training and professional level *certifications* for *interpreters* ...

[Certification Calendar - National Association for Interpretation](http://www.interpnet.com/.../Certification/Certification.../_certification/Certification_Calendar)

[www.interpnet.com/.../Certification/Certification.../\\_certification/Certification\\_Calendar](http://www.interpnet.com/.../Certification/Certification.../_certification/Certification_Calendar)

...

Workshops can be requested by contacting NAI at 888-900-8283. Professional categories of *Certified* Interpretive Trainer, *Certified* Interpretive Planner, *Certified* Interpretive Manager, and *Certified* Heritage *Interpreter* do not require attendance at a workshop to apply for or achieve *certification*. See *certification* handbook for ...



Jane Goodall Institute – Roots and Shoots

## Roots & Shoots

<https://www.rootsandshoots.org/>

Young People Making A Difference. Project of the Month Example service projects that will change the way you think! If you are looking for inspiration, read about these exemplary groups and the issues they are tackling through action. Compassionate Leaders You Should Know Meet youth activists who are changing the ...

### About Us

Today she travels the world, speaking about the threats ...

### Search Projects

Search Projects. United States. Flower Arranging Classes for ...

### Roots & Shoots Formula

ROOTS & SHOOTS 4-STEP FORMULA Roots & Shoots is ...

### Roots & Shoots FAQs

Many Roots & Shoots groups use service learning during their ...

## **International Bowhunters Education Program - [The International Bowhunter Education Program \(IBEP\)](#)**

<https://www.bowhunter-ed.com/...International-Bowhunter-Education-Program.../301...>

The *International Bowhunter Education Program* was first advocated by Bill Wadsworth, who utilized experience from his association with the Boy Scouts of America to obtain worldwide acceptance of the curriculum. It was through his dedication that the National Bowhunter Education Foundation (NBEF) was formed.

### [Virginia Bowhunter Education Course List and Registration - Register Ed](#)

<https://register-ed.com/programs/virginia/66...bowhunter-education-course.../agency:1...>

Overview. The Virginia Department of Game and Inland Fisheries supports the *International Bowhunter Education Program* (IBEP), a bowhunter education course developed by the National Bowhunter Education Foundation (NBEF). Show additional information ...