GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism  

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

DAY/TIME: Thursday (R)  
7:20 pm – 10:00pm  

LOCATION: Thompson Hall, Rm 2022  
Fairfax Campus

FACULTY: Nancy Chamberlain, M.S.  

EMAIL ADDRESS: nchambe2@gmu.edu

OFFICE LOCATION: Thompson Hall, Rm 1407  

PHONE NUMBER: 571-259-4379

OFFICE HOURS: R 5:00 – 6:00 pm  
(Immediately before class or after class) or by appointment  

FAX NUMBER: 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:

| 7.01 | 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.


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

**Epply Institute Online Certification Courses**

Epply Institute online courses may be found at [http://provalenslearning.com/courses](http://provalenslearning.com/courses). There is 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](http://provalenslearning.com/courses/deciding-to-keep-wilderness-wild-four-cornerstones-for-wilderness-managers)

Wilderness Act

**GRADING**

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>98 – 100</td>
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<tr>
<td>A</td>
<td>94 – 97</td>
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<td>A-</td>
<td>90 – 93</td>
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<td>B+</td>
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<td>B</td>
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<td>B-</td>
<td>80 – 83</td>
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<td>C+</td>
<td>78 – 79</td>
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<td>C</td>
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<td>D</td>
<td>60 – 69</td>
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<td>F</td>
<td>0 – 59</td>
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</tbody>
</table>

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 or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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
### COURSE SCHEDULE

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

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>CHAPTER/ASSIGNMENT</th>
<th>DUE*</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>January 24, 2019</td>
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<td></td>
<td>Introductions &amp; Foundations</td>
<td>Course Overview</td>
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<td>Assign Exercise – What is your environmental position – Conservation/Preservation</td>
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<td>State of the Global Environment - Conservation vs. Preservation</td>
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<td>Assign Exercise #1 – Outdoor Resume</td>
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<td>READ: Chapter 1 Introducing the Field of Conservation Psychology</td>
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<td>READ: Chapter 5 Attitudes, values, and perceptions</td>
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<tr>
<td>Week 2</td>
<td>January 31, 2019</td>
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<td></td>
<td>Introduction to the field of conservation psychology</td>
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<td>Assignment #1 Due: Review Assignment: Outdoor Resume</td>
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<td>Attitudes, values, and perceptions of the Outdoors</td>
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<td>Assign Exercise: Super Bowl Assignment</td>
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<td></td>
<td>Assign Exercise: Environmental Education Presentation (Due 3/7/2019)</td>
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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.

*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: Eppeley 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

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.

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
## PRLS 402 SPRING 2019

### COURSE SCHEDULE

#### DATE TOPIC CHAPTER/ASSIGNMENT DUE*

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter/Assignment</th>
<th>Due*</th>
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<tbody>
<tr>
<td><em>After Spring Break</em></td>
<td><strong>Week 8 March 21, 2019</strong></td>
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<td>March 2, 2019</td>
<td>Collect Midterms</td>
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<td></td>
<td>Vandalism Presentations – presentation rubric</td>
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<td>Environmental Identity – Review – Personal and Professional Implications</td>
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<td>Overview of No Child Left Inside Legislation</td>
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<td>Homework - First Along the River - Read Chapters. 1 - 5</td>
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<td>Assign Final Research Paper: Topic of Choice – Due on the last day of class May 9, 2019</td>
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<td>NPS Civic Engagement Review – Stronger Together</td>
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<td>Emotional Intelligence</td>
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<td>An agency – Who’s Who – USDA/DOI</td>
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<td>The Geography of it All – Map Exercise</td>
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<td>History of the Environmental Movement – Review Kline Chapter 1 – 5</td>
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<td>Homework - First Along the River - Read Chapters 6 – 7 &amp; Chapter 9 Promoting Sustainable Behavior</td>
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<td>Additional Reading</td>
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<td><a href="http://www.indiana.edu/~nca/monographs/8accessible-trails.shtml">http://www.indiana.edu/~nca/monographs/8accessible-trails.shtml</a></td>
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<td>Tools for Sustainable Management – GIS Community Participation to reduce conflict</td>
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<td>Additional Reading</td>
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<td><a href="http://www.gisdevelopment.net/application/urban/fringe/prapf.htm">http://www.gisdevelopment.net/application/urban/fringe/prapf.htm</a></td>
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</tbody>
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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 111, 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/ro fieldguide/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

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/ro fieldguide/ros_primer_and_field_guide.htm

How Much is Too Much? Carrying Capacity of National Parks
(Do not hit print…document is 70+ pages!)

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

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

Additional Reading:  Ecotourism text (to be distributed in class)
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
Epplley #2 Certificate Due
Final Exam Due at beginning of class
Leave No Trace – www.lnt.org

Project Underground –
Project Underground Inc. - National Speleological Society
caves.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.

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/

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 ...
- **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 ...

More results from projectarchaeology.org »

Project Archaeology - Home | Facebook
https://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 ...

- **Who We Are**
  There are no open positions at the Project WET Foundation at this ...

- **Teach and Learn**
  Water Cycle Game: Play The Blue Traveler and learn how water ...

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

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

- **Project WET Store**
  Project Wet - Educator’s Guides Project WET Curriculum Water ...

Project Wild –
ProjectWILD
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 ...

- **About Us**
  For more information about NCLI's Get 'Em Outside campaign see ...

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

- **Get WILD**
  Project WILD's core curricular materials, the Project WILD K ...

- **Educator Workshops**
  Project WILD’s state coordinators and their facilitators (who are ...

- **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 - ...

Green Building - Certificate | Harvard extension school
[Add] extension.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

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
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**  
[Ad]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](https://www.nwf.org/Garden-for-Wildlife/Create/Schoolyards/Resource); 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/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
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 ...
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 ...