

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**School of Sport, Recreation and Tourism Management**

PRLS 402 Human Behavior in Natural Environments  
3 credits, Spring 2022  
Thompson L019, 4:30 pm – 7:10pm

**Faculty:**

**Name:** Nancy Chamberlain, M.S., CPRP, CIG  
**Location:** Thompson L019, 4:30 pm – 7:10pm  
**Office Hours:** Immediately before/after class or by teleconference  
**Phone:** 571-259-4379 (Ok to send text message)  
**Email Address:** nchambe2@gmu.edu

**COVID INFORMATION:** <https://www2.gmu.edu/mason-covid-health-checkfile:///C:/Users/thech/Downloads/Covid%20Syllabus%20Addendum%20Updated.pdf> <https://www.gmu.edu/safe-return-campus/spring-2022-plans>

**Prerequisites:**

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

**University Catalog 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.

**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 use and management of 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:

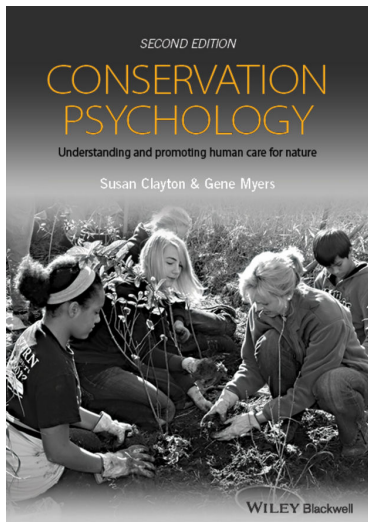
7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries;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

### **Texts:**

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

Additional readings will be assigned throughout the course and will be placed on Blackboard.

### **Text Information: PRLS 402**



ISBN: 9781118874608

Student Companion Text Website:

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

Text Chapter Links:

Chapter 1: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116630>

Chapter 2: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116631>

Chapter 3: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116632>

Chapter 4: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116633>

Chapter 5: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116634>

Chapter 6: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116635>

Chapter 7: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116636>

Chapter 8: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116637>

Chapter 9: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116638>

Chapter 10: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116639>

Chapter 11: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116640>

Chapter 12: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116641>

**Course Performance Evaluation:**

Students are expected to submit all assignments on Blackboard.

Students are expected to always exhibit professional behaviors and dispositions at all times.

**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 on Wednesday before 11:59 p.m. EDT. No late assignments will be accepted. (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).

### **Course Performance Evaluation:**

#### **Assignments:**

Assignments will be due at the beginning of class on the specific due date. All written papers are to be submitted via email to [nchambe2@gmu.edu](mailto:nchambe2@gmu.edu). Peer presentations will be shared with classmates and posted to the Bb page. Papers received after the beginning of class will be considered late and receive a 20% deduction in points per 24-hour period. If you encounter extreme emergencies or are participating in a pre-approved university-sponsored function, exceptions may be made; however, these must be discussed with me to determine if they fall in this category. 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. All research, photographs and videos must be properly cited using APA style (See <https://www.citationmachine.net/apa> for assistance).

#### **Assignment Summaries**

All assignments should be printed and turned in for in person classes and emailed to the instructor for online classes before the start of class each day to be given full credit.

### **Eppley Institute Online Certification Course: Due 3/24/2022**

You will be responsible for one (1) Eppley Institute Certificate courses during this semester. Eppley Institute online courses may be found at <http://provalenslearning.com/courses>. There is a long list of courses available on this site. The courses listed below are required for this course. However, if you find another course that is more meaningful to you professionally, just let me know and may choose the two courses. The due dates remain the same. You must register as a participant to place a course into the shopping cart even though you are taking a course for free.

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>

### **Leave No Trace Awareness Certificate Course: Due 3/10/2022**

You will be completing the Leave No Trace (LNT) course online at: <https://lnt.org/get-involved/training-courses/online-awareness-course/>. If you have already completed this course on your own or in a previous course, you will be required to take a third Eppley course or another certification that may be of interest to you and equally as valuable to

your career. If you can think of another online certification, please let me know soonest and we will work this into your course plan. Review the Authority of the Resource (LNT) technique to persuade and inform people:

<https://www.interpnet.com/docs/CIT/Authority-of-the-Resource.pdf>

**Balloon Celebrations Case Study – Research Paper 4 – 6 pages**

Balloons are used in celebrations from wedding celebrations to memorials to gender reveals. What is your position on the use of balloons in these public celebrations? What is the environmental impact of releasing balloons? What goes up must go down...how far can balloons travel? Are there any laws limiting the use of balloons? What are the alternatives to large impact celebratory materials? Be sure to properly document your sources. Pictures, while they should be included, they may not be included as your page count.

**Vandalism – Research Paper 4 – 6 pages**

What is vandalism? There are three types of vandalism be sure to note these types of vandalism. Is carving on trees, dropping fire on rocks, knocking over rock formations, or carving on rocks in the national park vandalism? Are there any instances where folks have been prosecuted for these types of behaviors? Do you agree that these folks should be prosecuted? Be sure to properly cite your sources. Pictures, while they should be included, they may not be included in your page count.

**Climate Change – Fact or fiction? Position/Research Paper 4 – 6 pages**

What is climate change? Is it fact or fiction? Are humans responsible for the change or are we accelerating the situation? Take a position. Identify three aspects of climate change that would best persuade in your opinion someone to take your position. Be sure to properly cite your sources. Pictures, while they should be included, they may not be included in your page count.

**Water, Water Everywhere...Really? Current Affairs - Article Review 4 – 6 pages**

Look in the newspaper, social media, or elsewhere for 1 current event related to water. How is water described in the article – what is the issue? Has this issue created conflict? Is the resolution obvious or does it require complex coordination and cooperation? What are the barriers to resolution? Be sure to cite your resources. Be sure to include a copy of the article and the citation or the URL where the article may be found.

**Worksheet Energy – Coal County Movie Review**

Answer the questions on the Coal Country movie. Turn in and be ready to discuss.

**Movie Review – Purple Mountains Review 4 - 6 pages**

Answer the questions on the Coal Country movie. Turn in and be ready to discuss.

<b>Requirement (Assignment #)</b>	<b>PTS</b>
1. Eppley Institute Online Certification	100 PTS
2. LNT Awareness Certification	100 PTS

3. Balloon Case Study Paper	100 PTS
4. Vandalism Research Paper	100 PTS
5. Environmental Education Presentation	100 PTS
6. Climate Change Position/Research Paper	100 PTS
7. Water Current Affairs Paper	100 PTS
8. Movie Review Worksheet – Coal Country	25PTS
9. Movie Review – Purple Mountains	25 PTS
10. Attendance	50 PTS
11. General Assignments (10 pts each)	100 PTS
a. Professional & Course Goals Statement	
b. Outdoor Resume	
c. Conservation vs. Preservation – Where do I stand?	
d. Super Bowl Commercial and Nature Assignment	
e. NEP Scale & EID Scale	
f. What is your “Centrism”	
g. My Favorite Park Power Point	
h. No Child Left Inside Legislation – Do we need it?	
i. Conflict Resolution Assignment	
j. Employment Assignment – My Ideal Job	
12. Final Examination	100 PTS/Due:
	<b>1,000 PTS TOTAL</b>

**Professional Dispositions:**

See <https://cehd.gmu.edu/students/polices-procedures/>

**Course Calendar:**

**Week 1 January 27, 2022 IN PERSON CLASS**

Introductions & Foundations- Course Overview  
Introduction to the field of conservation psychology

Assignments:

- 1) Outdoor Resume Due 2/3
- 2) READ: Chapter 1 Introducing the Field of Conservation Psychology
- 3) READ: Chapter 5 Attitudes, values, and perceptions
- 4) What is your environmental position – Conservation/Preservation Due 2/3
- 5) Professional and course goal statement Due 2/3 (Send via email)
- 6) Take NEP Exam on Black Board

**Week 2 February 3, 2022 IN PERSON CLASS**

Review Outdoor Resume  
Discuss Attitudes, values, and perceptions of the Outdoors – What impacts your values?  
How do I know – sorting out science from fiction – reliable sources  
Review positions – Conservation vs Preservation

Review results of New Ecological Paradigm – NEP Scale

Assignments:

1)Read:

<https://umaine.edu/soe/wp-content/uploads/sites/199/2013/01/NewEcologicalParadigmNEPScale1.pdf>

2)Read: [http://ces.ruc.edu.cn/upfile/image/1376370303\\_103.pdf](http://ces.ruc.edu.cn/upfile/image/1376370303_103.pdf)

3)Environmental Education Presentation Topic Selection Assignment – Email to [nchambe2@gmu.edu](mailto:nchambe2@gmu.edu) Due 2/10

4) Read: Chapter 6 Perceptions of Environmental Problems

5) Take EID Instrument Due 2/17

[https://cdn.naaee.org/system/files/harmony/files/environmental\\_identity\\_scale\\_short.pdf](https://cdn.naaee.org/system/files/harmony/files/environmental_identity_scale_short.pdf)

Complete EID self-assessment and be prepared to discuss next week.

### **Week 3 February 10, 2022 ONLINE SYNCHRONOUS MEETING**

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

Discuss Chapter 6 Perceptions of Environmental Problems

Discuss EID Scale Results

Assignment

1)Read Chapter 8 Environment and identity

2)Assign the Super Bowl – The environment in advertising – What is the message?

Super Bowl will be hosted by NBC on Sunday, 2/13/22 6:30 EST. If you do not want to watch the game, you may catch all of the commercials the following day on social media and can be found on <https://www.youtube.com/watch?v=CejA7pzx6CI>

3) My favorite Park – 1 -2 slide Power Point – Why is it your favorite?

### **Week 4 February 17, 2022 ONLINE SYNCHRONOUS MEETING**

Discuss Super Bowl Assignment

Outdoor Recreation Ethics – Vandalism Motives and Consequences

Discuss Management Challenges, Environment and Identity

Value of Outdoor Recreation – Intrinsic and Extrinsic Value - Warm & Fuzzy or Just Money

Assignment

1)Read Value of Recreation (Bb post in course content)

2)Read USDA research article on value of creation (Bb post in course content or may be found at [https://www.fs.fed.us/pnw/pubs/pnw\\_gtr957.pdf](https://www.fs.fed.us/pnw/pubs/pnw_gtr957.pdf))

### **Week 5 February 24, 2022 ONLINE SYNCHRONOUS MEETING**

Estimating the economic value of outdoor recreation

Willingness to Pay, Carrying Capacity and Acceptable Limits of Change

What are you Willing to Pay?

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>

Assignment

Read: Chapter 2 Domestic Nature

Read: Chapter 3 Managed Nature: Zoos, Aquariums, & Public Areas

Read: Chapter 4 Wild Nature: Encounters with Wilderness

### **Week 6 March 3, 2022 ONLINE SYNCHRONOUS MEETING**

Discuss Chapters 2, 3 and 4 as they related to LNT

Historical perspective – The Land Ethic –

LNT Power Point Review: <https://lnt.org/research-resources/leave-no-trace-powerpoint-deck/>

Additional Reading: Visit <http://lnt.org/learn/7-principles>

Watch National Park Service LNT video at:

<https://www.youtube.com/watch?v=jXO1uY0MvmQ>

Assignments:

- 1) Read “Authority of the Resource” <https://lnt.org/research-resources/authority-of-the-resource/>
- 2) Read: <https://lnt.org/research-resources/state-park-visitor-behavior-study/>
- 3) Complete LNT Certification -Due 3/10/22
- 4) Balloon Case Study Assignment
- 5) Read: Chapter 7 Moral psychology and the environment

### **Week 7 March 10, 2022 IN PERSON CLASS**

LNT Certification Due – Email certification to instructor



Discussion what influences willingness to follow LNT principles  
Discuss Willingness to comply with LNT principles  
Discuss Balloon Case Study in class (turn in paper in person in class)

Assignments:

- 1) Eppley Institute Online Certification Course: Due 3/24/2022
- 2) Read: Chapter 9 Promoting Sustainable Behavior

**SPRING BREAK 3/13/2022 – 3/18/2022 NO CLASS**

**Week 8 March 24, 2022 ONLINE SYNCHRONOUS MEETING**

**Eppley Institute Online Certification Course: Due 3/24/2022**

Climate Change

Is the concern for Climate Change/Global Warming real? Are humans responsible? Are you responsible? What can you do to make a difference? What is your prediction? How can you carry your message forward? Remember the definition of “Conservation Psychology” (page 2), “the goal is not only to understand the interdependence between humans and nature but also to promote a healthy and sustainable relationship”.

Discuss carbon footprint  
Discuss Conflict Resolution  
Guided discussion – The how to talk about tough topics

Information and Disinformation

States Rights/Wise Use Movement

Assignment: Watch Purple Mountains video & write a review of the movie Due 3/31

<https://geni.us/PurpleMountains>

Read: [Climate\\_anxiety\\_in\\_children\\_and\\_young\\_people\\_and\\_t.pdf](#)

**Week 9 March 31, 2022 ONLINE SYNCHRONOUS MEETING**

Energy

Value of the natural environment vs economic production – Energy  
Water, Coal, Wind, Natural Resources & Consumption – Where do I fit in?

Assignment:

- 1) Calculate your carbon footprint  
@ <https://www.carbonfootprint.com/calculator.aspx> Due 3/23
- 2) Answer the following questions?

What can you do to reduce your footprint? Do you want to reduce your footprint? What are you willing to give up reducing your carbon footprint? Look at Flight Shaming issue. Is driving a car with only 1 or 2 people in the vehicle better than flying or will

flight shaming work only if there is another mass transit option? Would you rather have 120 – 150 people on an airplane for 2 hours to cover 1200 miles or 150 cars on the road for 18 hours to cover the same distance?

#### Assignment

- 1) Watch Coal Country – Movie
- 2) Complete Coal Country Worksheet
- 3) Conflict Resolution Due 3/23
- 4) Chapter 10 Community psychology and international biodiversity conservation

### **Week 10 April 7, 2022 ONLINE SYNCHRONOUS MEETING**

#### **Water, Water Everywhere...Really?**

Water – Perceptions vs Reality Water - What are its uses?

Water – Kinds of water? Water – How much is there?

Water – The history of water usage? Water – Who owns water?

#### Politics of Water

Quantum of Solace – Watch the movie if you can!

Article: <https://www.inverse.com/science/james-bond-water-war> This movie is available on Netflix at <https://www.netflix.com/title/70099117>

Aswan Dam – Northern/East Africa Quest for control of the Nile and headwaters of the White Nile and the Blue Nile

#### Environmental Challenges of Water

Global Water Crisis - <https://www.youtube.com/watch?v=RjsThobgg7Q> USA Today

California Water <https://www.c-win.org/a-history-of-california-water>

Until the last drop – CA documentary:

<https://www.youtube.com/watch?v=vMZiEsRuQlw>

Water Apocolypse - <https://www.youtube.com/watch?v=m-aqWZFCOiY>

Hetch Hetchy Project – San Francisco’s thirst for water

<https://bawsca.org/water/supply/hetchhetchy> (has map)

<https://www.watereducation.org/aquapedia/hetch-hetchy-reservoir-and-water-system>

<https://www.archives.gov/legislative/features/hetch-hetchy>

Owens Valley Project – Los Angeles thirst for water

<https://www.youtube.com/watch?v=XdhEZZKpQWw>

Would you drink recycled waste water?

<https://www.bloomberg.com/opinion/articles/2021-05-19/toilet-waste-to-tap-water-welcome-to-the-future-of-recycled-sewage>

### **Week 11 April 14, 2022 ONLINE SYNCHRONOUS MEETING**

Water Topic Continued

Nevada – Las Vegas thirst for water  
Hoover Dam - <https://www.usbr.gov/lc/hooverdam/>  
<https://www.lvvwd.com/conservation/measures/index.html>  
<https://www.lasvegasnevada.gov/News/Blog/Detail/lake-mead-water-shortage>  
<https://www.snwa.com/water-resources/current-water-supply/index.html>  
Colorado River – Dam system  
[https://en.wikipedia.org/wiki/List\\_of\\_dams\\_in\\_the\\_Colorado\\_River\\_system](https://en.wikipedia.org/wiki/List_of_dams_in_the_Colorado_River_system)

Australia Water – Murray-Darling Basin Crisis <https://www.mdba.gov.au/>  
International practice and enforcement  
Ecotourism & international land use ethics - Trends  
Read: 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)  
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*

Economics of Water – What does water cost?

Social Implications of Water  
<https://www.nrdc.org/stories/flint-water-crisis-everything-you-need-know>

Assignment: Water Current Event Article Review

### **Week 12 April 21, 2022 ONLINE SYNCHRONOUS MEETING**

Water Current Event Article Review Due  
Read Chap 11 Environmental Education  
Introduce No Child Left Inside Legislation

### **Week 13 April 28, 2022 IN PERSON CLASS**

Environmental Education Project: Student Presentations

Assignment:

- 1) Read Chapter 12 The Positive Psychology of Conservation
- 2) Employment Assignment – What is your ideal job?

### **Week 14 May 5, 2022 ONLINE SYNCHRONOUS MEETING**

Future of Conservation – Discuss Chapter 12 The Positive Psychology of Conservation

What did Jane Say?

Jane Goodall – “A Reason for Hope”

Distribute Final Exam

### **Week 15 May 12, 2021 Final Exam ONLINE SYNCHRONOUS MEETING**

Final Exam Due BY MIDNIGHT ON 5/12/2022

If you are graduating this semester, please let me know ASAP!

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

**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 and Resources for Students:**

*Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

*Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments> . Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to

Speak with someone confidentially, please contact one of Mason's confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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



## PRLS 402 Topic Options for Environmental Education Assignment

This are examples of environmental education programs that you may choose to report on. This list is not exhaustive. If you are interested in a program not listed here, please let me know soonest.

Project Underground –

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

[Project Underground  
www.dcr.virginia.gov](http://www.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/](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 ...

[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/](#)

Project Wet –

[Project WET Foundation | Water Education for Teachers](https://www.projectwet.org/)  
<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/)  
<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](#)

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 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](#)

[Ad](#)[extension.harvard.edu/Graduate/Certificate](http://extension.harvard.edu/Graduate/Certificate)

Rating for harvard.edu: 4.1 - 135 reviews

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

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## 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](#)



[Adwww.nwf.org/CertifyHabitat](https://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/)

<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)

<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/Resourc...)

<https://www.nwf.org/sitecore/content/Home/Garden...Wildlife/.../Schoolyards/Resourc...>

*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](https://www.nature.org/about-us/careers/leaf/partner-schools/index.htm)

[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](http://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_Calenda...)

[www.interpnet.com/.../Certification/Certification.../\\_certification/Certification\\_Calenda...](http://www.interpnet.com/.../Certification/Certification.../_certification/Certification_Calenda...)

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/)

<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...)

<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 ...

