Leave No Family Inside

Family-Oriented, Outdoor Educational Programs

Guidebook Developed By:

Karen Dostal
Boston School Forest Director;
Stevens Point Area Schools Environmental Education Coordinator

Emily Hill
Leave No Family Inside Project Consultant

c/o Stevens Point Area Public School District
1900 Polk Street
Stevens Point, WI 54481

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# Table of Contents

Needs Statement & Justification ........................................ 5

Educational Philosophy & Sharing of LNFI Guidebook .............. 6

Overview of LNFI Programs:
- Description ......................................................... 7
- Press Release ...................................................... 8
- LNFI Program Presentations ...................................... 9

LNFI Program #1 Cover Sheet: Leave No Trace Family Camp ..... 10
Leave No Trace Family Camp: Preparation and Planning ......... 11
- Devising the Program: Leave No Trace Family Camp ....... 11
- Program Format... No Need To Reinvent the Wheel !!! ...... 11
  - Leave No Trace Family Camp: Advertising .............. 12
    - Program Poster ............................................. 12
    - Public Relations Media Release ......................... 13
    - Public Relations Program Letter to Families .......... 14
  - Leave No Trace Family Camp: Communication ......... 15
    - “To Bring” List ............................................. 15
    - Map & Written Directions to the Boston School Forest 16
Leave No Trace Family Camp: Program Orientation ............. 17
- Leave No Trace Family Camp Program Schedule ............. 18
- Leave No Trace Ethics Workshop Schedule ................ 19
Leave No Trace Family Camp: Additional Information ......... 20
- List of Informational Packets (provided for participant families) 20

LNFI Program #2 Cover Sheet: Questing and Geocaching for Families 21
Questing and Geocaching for Families: Preparation and Planning 22
- Devising the Program: Questing and Geocaching for Families 22
- Program Format... No Need To Reinvent the Wheel !!! .......... 22
Questing and Geocaching for Families: Advertising .......... 23
- Program Poster ................................................. 23
- Public Relations Media Release ................................... 24
- Public Relations Program Letter to Families .................. 25
Questing and Geocaching for Families: Communication ....... 26
- Map & Written Directions to the Boston School Forest .... 26
Questing and Geocaching for Families: Program Orientation ..... 27
- Program Description ............................................. 27
Table of Contents, continued

LNFI Program #3 Cover Sheet: Cross-Country Skiing for Families 28
Cross-Country Skiing for Families: Preparation and Planning
   Devising the Program: Cross-Country Skiing for Families 29
   Program Format... No Need to Reinvent the Wheel !!! 29
   Cross-Country Skiing for Families: Advertising
      Program Poster 30
      Public Relations Media Release 31
      Public Relations Program Letter to Families 32
   Cross-Country Skiing for Families: Communication
      Map & Written Directions to the Boston School Forest 33
Cross-Country Skiing for Families: Program Orientation
   Program Description 34
   Post-Program Review 35

LNFI Program #4 Cover Sheet: Family Snowshoe Adventure 36
Family Snowshoe Adventure: Preparation and Planning
   Devising the Program: Family Snowshoe Adventure 37
   Program Format... No Need to Reinvent the Wheel !!! 37
   Family Snowshoe Adventure: Advertising
      Program Poster 38
      Public Relations Media Release 39
      Public Relations Program Letter to Families 40
   Family Snowshoe Adventure: Communication
      Map & Written Directions to the Boston School Forest 41
Family Snowshoe Adventure: Program Orientation
   Program Description 42

LNFI Program #5 Cover Sheet: Earth Day Celebration 43
Earth Day Celebration: Preparation and Planning
   Devising the Program: Earth Day Celebration 44
   Program Format... No Need to Reinvent the Wheel !!! 44
   Earth Day Celebration: Advertising
      Program Poster 45
      Public Relations Media Release 46
      Public Relations Program Letter to Families 47
   Earth Day Celebration: Communication
      Map & Written Directions to the Boston School Forest 48
Earth Day Celebration: Program Orientation
   Program Description 49
   Earth Day Celebration 2008 Program Schedule 50
Earth Day Celebration: Additional Information
   List of Informational Packets (provided for participant families) 51
Table of Contents, continued

LNFI Program Evaluation Cover Sheet
   Includes "Use of LNFI (pilot) Evaluation Results" 52

LNFI Program Evaluation: Preparation and Planning
   Devising the Evaluations 53
   Method of Evaluations 53
   Permission to Evaluate:
      Consent Form, Pre-Assessment, Post-Assessments 53

LNFI Program Evaluation: Orientation
   Consent Form (side A, side B) 54-55
   Pre-Assessment (3 pages) 56-58
   First Post-Assessment (3 pages) 59-61
   Second Post-Assessment (4 pages) 62-65

LNFI Program Evaluation: Research Review and Initial Results Summary
   “Demystifying and Developing (For Teachers & Adults):
   Environment-Based Education, Environmental Sensitivity,
   and Naturalist Intelligence” by Emily Hill 66-83

LNFI Guidebook: References and Additional Sources 84-86

LNFI Guidebook: Appendices Cover Sheet 87

A. Midwest Environmental Education Conference 2007 Session Abstract 88
B. Graduate Seminar 2008 Abstract 89
C. “Treehaven Survival Quest” (Wisconsin Association for Environmental Education Winter Workshop 2008, led by BSF facilitators, written by workshop participants) 90
D. FAQ about Geocaching, from Geocaching.com (cited 4/07) 91-94
E. Cross-Country Skiing and Snowshoeing Handout (for LNFI program families) 95-96
F. Leave No Trace Family Camp: Portage County Gazette article 97-98
G. Leave No Trace Family Camp: WAOW News Line 9 coverage 99
H. Questing and Geocaching for Families: WAOW News Line 9 coverage 100
I. Cross-Country Skiing for Families: Portage County Gazette article 101
J. Spring 2007 Stevens Point Area Public School District Education Connection,
   “Happy Birthday Boston School Forest!” 102
K. LNFI 2007-2008 Grant Application Summaries 103-104

Photography by Emily Hill, Ethan Lewis, and Boston School Forest Staff
Within the field of Environmental Education (EE), the development of Environmental Sensitivity (ES) can be thought of as a developed empathy for the outdoor environment. Past research consistently suggests that the development of ES is vital to the development of environmental interest and action. Sivek (2002) indicates two key factors in the development of ES: time spent outdoors over an extended period of time, and role models. Caduto (1983) asserts that experiential learning is an effective approach in achieving environmental values, including ES. This effectiveness multiplies with greater time spent outdoors as a family, and over an extended period of time. Confidence in initiating outdoor activities - with parents as role models - comes with the knowledge and resources available through an initial source.

In April 2006, the Boston School Forest (BSF) in Plover, Wisconsin surveyed parents, teachers and principals from the Stevens Point Area Public Schools. Many parents expressed a desire to attend family-oriented programs similar to those their children routinely experience at the BSF. In order to counter effects of nature- deficit disorder, the Leave No Family Inside (LNFI) project hopes to promote a healthier community by guiding parents and children in outdoor activities.

Between July 2007-April 2008, the first series of LNFI programs were piloted at the Boston School Forest in Plover, WI.
As a facilitator, I strive to be questioned by my participants. My role is to help heighten their curiosity and ease in learning, and so I will ask myself the following questions prior to leading an activity:
What makes a meaningful life experience?
How can I best communicate this lesson to each participant’s whole person?

Social conditioning plays a strong role within anyone’s education. As an environmental educator, I have observed both “accord” (harmony and consensus building) and “discord” (disharmony and resolution) as leading influences of social change.

Establishing a respectful relationship with my participants - and in an experiential setting - is my ideal preference as a facilitator. In this setting, I find it most comfortable to work through accord and discord. This kind of process is important, as it provides the foundation for developing the important life-long skill of critical thinking.

As part of my differing roles (leader, naturalist, facilitator, presenter…), I enjoy welcoming my participants’ multiple intelligences and varied ways of learning. Similarly, as subjects are interrelated, I recognize that areas of study may be more easily understood and thoroughly appreciated when applied to one another and within the participants’ community. I find both excitement and peace when leading place-based activities. In combination with inquiry and hands-on learning, a sense of place and perhaps self confidence is strengthened.

In following the above questions and philosophy, I enthusiastically work through Leave No Family Inside to aid in providing families an enriching, shared tangible connection with the natural world.

Thank you for your interest in the LNFI programs. Please share this Guidebook with your local School District Coordinator(s), Community Foundation(s), and other community organizations and chapters in promoting the continued development, implementation and evaluation of educational outdoor family programming.

Emily A. Hill
July 2008

“Healing the broken bond between our young and nature is in everyone’s self-interest, not only because aesthetics or justice demand it, but also because our mental, physical and spiritual health depend upon it.”

-Richard Louv, Last Child In the Woods
The initial LNFI project included the piloting and evaluation of a series of new family-oriented, seasonal place-based educational programs throughout 2007-2008. These programs were free and open to the community. Grants awarded by the Wisconsin Environmental Education Board, Community Foundation of Portage County, and the University of Wisconsin-Stevens Point Student Research Fund provided family participants’ tuition, additional resources for the family participants, and the salary for the BSF staff who led the LNFI programs.

LNFI program themes include sustainability education and environmentally based low-impact activities. Individual LNFI programs include Leave No Trace Family Camp; Questing and Geocaching for Families; Cross-Country Skiing for Families; Family Snowshoe Adventure; and Earth Day Celebration. Following each of the LNFI programs, families take with them informational resources and additional equipment that will enable them to independently pursue time outdoors as a family.
Overview of LNFI Programs: Press Release

Student helps develop family-based programs

BY SHANANDOH NOWASHI JOURNAL STAFF

What would “family night” look like in the outdoors? Possibly something like Leave No Family Inside, a series of family-oriented outdoor programs developed by University of Wisconsin-Stevens Point College of Natural Resources graduate student Emily Hill.

The programs, which range from snowshoe outings to family camping experiences, are held at the Boston School Forest.

Drawing on her undergraduate work in psychology and environmental studies, Hill is interested in how people develop environmental sensitivity, a developed state of empathy for the natural world. Hill was inspired by the work of CNR professor Daniel Stekh, who found that two strong factors in one’s development of environmental sensitivity were time spent outdoors during an extended period of time and the presence of role models.

“I wanted to see if outdoor family-friendly programs would make parents feel more comfortable as role models for their children. I was asking, ‘Will these experiences further their interest and confidence? How does that extend to children’s experiences?’” Hill said.

In 2006, Karen Dostal, environmental education coordinator at the Boston School Forest, conducted surveys of parents, teachers and principals to assess the program and determine ways to improve it.

“One thing was apparent in the parent comments. They wanted to spend more time outdoors with their kids. Emily looked at the surveys, we talked and the whole thing really dove-tailed from there,” Dostal said.

With grants from the Community Foundation of Portage County and the Wisconsin Environmental Education Board, Hill and Dostal were able to fund their programs for the public.

Brenda Lackey, assistant professor in the College of Natural Resources and Hill’s graduate adviser for the project, cites fear as a contributing factor to the absence of time people spend outside.

“In the media, you hear about children getting kidnapped. Many parents don’t let kids go outside,” she said.

Lackey and Dostal see a nationwide increase in urbanization as a factor for environmental educators and scholars to contend with in their search to get people outdoors and caring about nature.

“We still have a strong tradition in our state of hunters and fishers ... as we become more urbanized, there are fewer people with a comfort level in being outdoors. We’re losing some of the skills it takes to be comfortable in an outdoor setting,” she said.

Overall, people are hesitant to try an outdoor experience if they have little knowledge of the outdoors in general, Dostal explained.

“Whether it’s hiking camping or even berry picking, if it isn’t in a person’s experience, they are reluctant to try it out,” Dostal said.

Environmentally minded professionals are taking notice of the program. Hill and Dostal will present their programs at the Midwest Conference on Oct. 19.

The benefits of a family-based outdoor program go beyond knowledge of the outdoors and into strengthening the family unit, Hill explained.

“There’s more and more research that being outdoors benefits everyone in the family,” Hill said.

Jim Jocque leads a Leave No Trace ethics workshop.

This article was published in the Stevens Point Journal, 10/1/07, 3A.
Overview of LNFI Programs: Introductory Presentations

1. University of Wisconsin-Stevens Point College of Natural Resources Graduate Seminar 4/12/07

2. Midwest Environmental Education Conference, Concurrent Session 10/19/07
   “Leave No Family Inside, Bringing Families Together in the Outdoors”
   (Appendix A)

3. University of Wisconsin-Stevens Point College of Natural Resources Graduate Seminar 4/29/08
   (Appendix B)

4. Wisconsin State Park System Interpretation Workshop, Presentation 6/10/08
   “No Family Left Inside: Family-based Activities at the Boston School Forest”

Overlooking our audience during the MEEC 2007 session.
Preparation and Planning

Devising the Program: Leave No Trace Family Camp

Program Format... No Need To Reinvent the Wheel !!!

Advertising
1. Program Poster
2. Public Relations Media Release
3. Public Relations Program Letter to Families

Communication
1. “To Bring” List
2. Map & Written Directions to the Boston School Forest

Program Orientation
1. Program Description
2. Leave No Trace Family Camp Program Schedule
3. Leave No Trace Ethics Workshop Schedule

Additional Information
1. List of Informational Packets (provided for participant families)
2. Method of Evaluation: Consent Form and Assessments (see LNFI Program Evaluation Section)
3. Media Coverage (Appendices F, G)
Devising the Program: Leave No Trace Family Camp

A general needs assessment was completed in April 2006 by Boston School Forest Director Karen Dostal, which led to the evidence of desire for family programs at the BSF. Further justification, nature-deficit disorder, and research involving the development of Environmental Sensitivity led the LNFI team to pursue a more specific array of family programs. LNFI program themes (sustainability education and environmentally based low-impact activities) align with the BSF’s mission.

Program Format... No Need To Reinvent the Wheel !!!

How did we decide upon what to do in this program?

In brainstorming what activities to facilitate during Leave No Trace Family Camp, available BSF staff pooled their camping expertise, which helped determine program activities. This led to contacting a local Leave No Trace Ethics certified instructor, who agreed to lead a workshop during the program, as well as provide additional information on Leave No Trace Ethics for the family participants. BSF staff contributed food driers and pudgie pie makers for use during Leave No Trace Family Camp.

BSF Property Used During the Program: Binoculars, Camp Stoves, Cooking Gear, Day Packs, Firewood, Nature Journals, Sleeping Bags, Sleeping Pads, Tents, Water Purification Pumps

Incentives: additional items used during Leave No Trace Family Camp, as well as items provided for participant families were ordered from outside sources including CampMor (funds provided by a Wisconsin Environmental Education Board grant). Free information was gathered for distribution during the program from the local library, a nature reserve, and area visitors center.

The BSF Project Coordinator helped in arranging the following advertising pieces, communication pieces, program orientation pieces, and additional information used throughout the planning and program pieces for Leave No Trace Family Camp. Both the LNFI Project Coordinator and all LNFI staff received a salary for their facilitation of this program (funds provided by a Wisconsin Environmental Education Board grant).
Leave No Trace Family Camp: Advertising

Advertising

The following is the first of three pages demonstrating what was used to advertise for LNFI’s first Leave No Trace Family Camp.

1. Program Poster:
Displayed in 20 locations in the Stevens Point and Plover, WI, area (local businesses, grocery stores and a co-op, downtown kiosks, libraries, children’s museum, and a local nature reserve). LNFI Program Posters are displayed at least 2 weeks prior to an event, and are uniform in their 8.5” x 11” layout and general information provided: when /where /RSVP /free incentive/ funding source(s).
Leave No Trace Family Camp: Advertising

Advertising

The following is the second of three pages demonstrating what was used to advertise for LNFI’s first Leave No Trace Family Camp.

2. Public Relations Media Release:
Distributed through email to area newspapers, and the Stevens Point Area Public Schools. LNFI Program Public Relations Media Releases are distributed at least 2 weeks prior to an event, and usually coincide with the display of the Program Poster.

The Boston School Forest will hold an overnight camp for families on July 27th and 28th. The camp will begin at 4:30 p.m. on Friday the 27th and end at 1:00 on the 28th. During the camp families will learn camping skills and the Leave No Trace ethics. All are welcome. No previous camping experience necessary. Food will be provided. Camping gear can be provided if needed. Space for this camp experience is limited to 30 participants. Please call Judie Schiferl (345-5445) at the Stevens Point Area Public School District to register for this event. This program is being funded through a grant from the Wisconsin Environmental Education Board and is free to the public. Participants will receive Leave No Trace camping information and a few camp supplies.
Leave No Trace Family Camp: Advertising

Advertising

The following is the third of three pages demonstrating what was used to advertise for LNFI's first Leave No Trace Family Camp.

3. Public Relations Program Letter to Families:
Distributed through email to Principals of the Stevens Point Area Public Schools, LNFI Program Public Relations Program Letters to Families are distributed at least 2 weeks prior to an event, and usually coincide with the display of the Program Poster and distribution of the Public Relations Media Release. Principals help coordinate the distribution of this letter to either the youngest, only, or oldest child in each K-6 family within the Stevens Point Area Public Schools. In July 2007, this letter was distributed to summer school students.

The Boston School Forest invites your family to...

*Leave No Trace Family Camp!!!*

Dear Families-

The staff of the Boston School Forest are excited to announce the kick-off to a new series of FREE, public outdoor family programs at the BSP!

The first program, Leave No Trace Family Camp, will provide your family with a variety of fun opportunities for everyone. No previous camping experience is necessary. Leave No Trace Family Camp will begin at 4:30pm Friday, July 27th and end at 1:00pm on Saturday, July 28th.

Activities throughout the camp include: a Leave No Trace Ethics workshop led by Jim Joagne, certified LNT instructor; bear bag hanging; food drying and sampling; camp site preparation; backpacking techniques; compass orientation and wildlife ID hunting; fire starting; and, camp cookery demonstration and practice. Everyone will have the chance to learn and use a variety of skills in an excellent outdoor, hands-on setting.

Food will be provided. Camping gear can be provided if needed; this is a tent camp. Space for the camp is limited to 30 participants. Please call Julie Schieltz (345-5443) at the Stevens Point Area Public School District to register for this event. This program is being funded through a grant from the Wisconsin Environmental Education Board.

Upon completion of the program, your family will receive free Leave No Trace Ethics camping information and a few camp supplies to take home and enjoy!

Thank you for your continued support. We look forward to meeting your family at the Leave No Trace Family Camp July 27th-28th, 2007! And, keep your eyes out for upcoming family events at the BSP Fall 2007.

Sincerely,

Kara DeSalle
Boston School Forest Director; Stevens Point Area Schools Environmental Education Coordinator

Emily Hild
Leave No Family Inside Project Consultant; UW-Stevens Point Graduate Teaching Assistant
Communication

The following is the first of two pages demonstrating what was used to communicate with the potential family participants of LNFI’s first Leave No Trace Family Camp.

1. “To Bring” List:
30 participants (8 families) had called the BSF to reserve their space for the Leave No Trace Family Camp within one week of our advertising for the event. In order to help the participants prepare for the program, after filling out a sign-up sheet used for BSF records, we mailed the following “To Bring” List to each family.

The Boston School Forest
welcomes your family to...

Leave No Trace Family Camp!!!

Dear Families-

Thank you for your interest in the Boston School Forest’s new outdoor family programs! We look forward to meeting your family at Leave No Trace Family Camp. Camp will begin at 4:30pm Friday, July 27th and end at 1:00pm on Saturday, July 28th.

Ok, so you might be thinking...WHAT SHOULD I BRING? Please bring the following:
- Basic toiletries
- Towels
- Pillows
- Insect Repellent
- Sunscreen
- Flashlight
- Rain Gear
- Warm Clothing (...this is a tent camp!)

You will also need one sleeping bag and sleeping pad per person and a tent for your family. If you need to borrow these items from us, the following camping gear can be provided if needed:
- Tents (each sleeps 4 adults)
- Sleeping Bags
- Sleeping Pads

Meals and cookware will be provided.

Friday night activities include: a Leave No Trace Ethics workshop; bear bag hanging; food drying; camp cookery demonstration and practice; and, camp site preparation. Saturday activities include: backpacking techniques; compass and GPS orientation and wildlife ID; hiking; and, fire making! Upon completion of the program, your family will receive free Leave No Trace Ethics camping information and a few camp supplies to take home and enjoy! This program is being funded through a grant from the Wisconsin Environmental Education Board.

Please turn over for map and directions to the Boston School Forest.

If you have additional questions, please contact BSF Staff Sue Anderson (715-592-4423), Project Consultant Emily Hill (608-354-3188), or BSF Caretaker Sandy Masterson (715-340-1749). See you July 27th!
Communication

The following is the second of two pages demonstrating what was used to communicate with the potential family participants of LNFI’s first Leave No Trace Family Camp.

2. Map & Written Directions to the Boston School Forest:
30 participants (8 families) had called the BSF to reserve their space for the Leave No Trace Family Camp within one week of our advertising for the event. In order to help the participants prepare for the program, after filling out a sign-up sheet used for BSF records, we mailed the following Map & Written Directions to the Boston School Forest along with the previous To Bring List to each family.

![Map of Boston School Forest](image)

The Boston School Forest is located on Lincoln Avenue off of Business 51 in Plover, WI. Its mailing address is different (1900 Polk Street in Stevens Point) than its facilities!

Take Division St/Business 51 south out of Stevens Point towards Plover, WI.

Or, take US-51/139 and Exit 153 (Plover-Amherst). Turn west onto Plover Road/County B.

Turn left onto Division St/Business 51 south. From Division St/Business 51, turn onto Lincoln Avenue (the same intersection as the Plover water tower). After about one mile, you will turn right (off of Lincoln Avenue) into the Boston School Forest’s front gravel lot. There is a painted sign for BSF to the left of this gravel lot; there will also be someone at the lot to greet and direct you.
Leave No Trace Family Camp: Program Orientation

Program Orientation

The following is the first of three pages demonstrating the overall program orientation of LNFI’s first Leave No Trace Family Camp.

1. Program Description:

Leave No Trace Family Camp is an overnight program in the LNFI series, and is currently designed for up to 30 program participants, led by 5-6 staff and one guest speaker (size determined by facilities, staff available, and funding provided for program participants’ tuition and staff salaries). All activities can be completed outdoors, and by anyone that is willing and able to participate. No prior experience in camping or any of the program’s activities are necessary prior to registering for the program. This is one of two LNFI programs that requires registration in advance.

This program is designed to introduce families to Leave No Trace Ethics, camping, backpacking skills, camp cookery and water purification, and compass and GPS orientation. There is both instruction and hands-on experience provided for the group as a whole, multi-family activities, and individual family activities. Everyone is encouraged to participate in the activities. (See the Leave No Trace Family Camp Schedule.)

One dinner, breakfast, and lunch are provided for all participants. Running water and restrooms are also provided; two BSF staff stay overnight on site with participants, and have access to a phone and First Aid supplies if necessary.

Printed information (local camping areas, outdoor activities in the area, maps) is provided for each family. One “Gift Pack” is also provided for each family, containing: a backpack, biodegradeable camp soap, compass, insect repellent (non-DEET), LED flashlight, mesh bag, rope, sun block, trowel, water bottle. All items within the Gift Pack are provided by a grant from the Wisconsin Environmental Education Board.

Each family attending this program is asked to provide their names and basic contact information for the BSF’s records when arriving and “signing in” to the program.

The LNFI Project Consultant asked each family to participate in this program’s initial assessment. All LNFI program participant family groups are asked to complete a consent form. Those adults that choose to complete a pre and post-assessment written questionnaire on site during the day of their LNFI program will be asked to complete a second post-assessment written questionnaire two weeks following their LNFI program (this second post-assessment is provided for them in a self-addressed and stamped envelope at the LNFI program). The three assessments focus on measures of ES: time spent outdoors as a family group, the adults’ confidence initiating similar outdoor activities with their family group, and continued interest in the LNFI program activities. The second post-assessment evaluates the additional resources and equipment given to the family group, as well. Each assessment also measures the family groups’ satisfaction with past and present BSF programs.
Program Orientation

The following is the second of three pages demonstrating the overall program orientation of LNFI’s first Leave No Trace Family Camp.

2. Leave No Trace Family Camp Program Schedule:

As each participant family group arrived and signs in to Leave No Trace Family Camp, the following Camp Program Schedule was provided for each family.

<table>
<thead>
<tr>
<th>Friday July 27\textsuperscript{th}</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4:30pm</td>
<td>Start arriving at the Boston School Forest</td>
</tr>
<tr>
<td></td>
<td>(Meet individually to complete Consent Form)</td>
</tr>
<tr>
<td>5:00pm</td>
<td>Activities Begin!</td>
</tr>
<tr>
<td>5:00pm-9:00pm</td>
<td>Leave No Trace (LNT) Workshop</td>
</tr>
<tr>
<td>5:00pm-5:30pm</td>
<td>Camp Orientation &amp; Introduction to LNT Principles</td>
</tr>
<tr>
<td>6:00pm-7:30pm</td>
<td>Dinner &amp; Clean Up (Hoboes &amp; Fruit Drying)</td>
</tr>
<tr>
<td>7:30pm-8:00pm</td>
<td>How to Hang a Bear Bag</td>
</tr>
<tr>
<td>8:00pm</td>
<td>Setting Up Tents &amp; Rain Shelters</td>
</tr>
<tr>
<td>9:00pm</td>
<td>Campfire Activities: Pudgy Pies and Bannocks!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Saturday July 28\textsuperscript{th}</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00am-8:00am</td>
<td>Breakfast &amp; Fruit Re-hydration</td>
</tr>
<tr>
<td>8:00am-8:45am</td>
<td>Introduction to Compass and GPS Orientation</td>
</tr>
<tr>
<td>8:45am-9:30am</td>
<td>Introduction to Backpacking Techniques, Wildlife ID</td>
</tr>
<tr>
<td>9:30am-10:15am</td>
<td>Compass Course Hike</td>
</tr>
<tr>
<td>10:15am-11:30am</td>
<td>Fire Making Techniques,</td>
</tr>
<tr>
<td></td>
<td>Camp Cookery (Backpacking Stoves, Water Purification)</td>
</tr>
<tr>
<td>11:30am-1:00pm</td>
<td>Lunch &amp; Clean Up</td>
</tr>
<tr>
<td>1:00pm</td>
<td>Complete Post-Assessment Survey</td>
</tr>
</tbody>
</table>
# Leave No Trace Family Camp: Program Orientation

**Program Orientation**

The following is the third and final page demonstrating the overall program orientation of LNFI’s first Leave No Trace Family Camp.

3. **Leave No Trace Ethics Workshop Schedule:**
   The following is an overview of the Leave No Trace (LNT) Workshop provided by certified Leave No Trace Ethics leader Jim Jocque, during Leave No Trace Family Camp. Mr. Jocque emailed a version of the schedule to the BSF staff before Leave No Trace Family Camp.

<table>
<thead>
<tr>
<th>Leave No Trace Camping</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Boston School Forest</td>
</tr>
</tbody>
</table>

1. Introduce Leave No Trace Principles with an explanation and an activity

2. Plan Ahead and Prepare
   - Re-packaging food
   - Pack it in; Pack it out

3. Setting up a Leave No Trace Camp
   - Location, Location, Location
   - Tents (sleeping area)
   - Kitchen (cooking area)
   - Cupboard (storing food area)

4. Keep bears and other critters away from our food (hanging the food bag)

5. Campfire
   - A Pan fire
   - Safety
Additional Information

The following page describes additional information distributed during LNFI’s first Leave No Trace Family Camp.

1. List of Informational Packets (provided for participant families):
The following is a list of what was included in participant families’ Informational Packets of LNFI’s first Leave No Trace Family Camp. This free information was gathered prior to the program from the local library, a nature reserve, and area visitor center.

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 Portage County Map</td>
</tr>
<tr>
<td>Stevens Point Plover Urban Area Map</td>
</tr>
<tr>
<td>Portage County, WI Campground, Cottage &amp; Cabin Guide (SPA Convention &amp; Visitors Bureau)</td>
</tr>
<tr>
<td>Wild West Campground &amp; Corral</td>
</tr>
<tr>
<td>Rivers Edge Inc. Campground</td>
</tr>
<tr>
<td>Portage County Trails &amp; Wellness Guide</td>
</tr>
<tr>
<td>Ice Age Park &amp; Trail Foundation Membership Brochure</td>
</tr>
<tr>
<td>Green Circle Map &amp; Guide</td>
</tr>
<tr>
<td>Birds of the Green Circle (Aldo Leopold Aububon Society, Stevens Point Chapter)</td>
</tr>
<tr>
<td>The Tomorrow River Trail</td>
</tr>
<tr>
<td>Follow the Polish Heritage Trail in Central Wisconsin (A Self Guided Auto or Bicycle Tour)</td>
</tr>
<tr>
<td>George W. Mead Wildlife Area</td>
</tr>
<tr>
<td>Energy and Green Design at the George W. Mead Wildlife Area</td>
</tr>
<tr>
<td>Schmeeckle Reserve</td>
</tr>
<tr>
<td>Wisconsin Conservation Hall of Fame- Voices of the Past</td>
</tr>
<tr>
<td>Yard Care Do Your Share! (WI DNR)</td>
</tr>
<tr>
<td>Home Composting- Reap a Heap of Benefits (WI DNR)</td>
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<tr>
<td>Portage County Solid Waste Department’s Residential Recycling Program 2007</td>
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<tr>
<td>Kids Guide to Portage County- Summers!</td>
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<tr>
<td>Central Wisconsin Children’s Museum</td>
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<tr>
<td>UWSP Museum of Natural History</td>
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<tr>
<td>Nature Treks Outdoor Rentals &amp; Portage Service</td>
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<tr>
<td>Central Wisconsin Guiding</td>
</tr>
<tr>
<td>Portage County Fishing Guide</td>
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<tr>
<td>Consolidated Water Power Company- Recreational Maps</td>
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<tr>
<td>Wisconsin State Park System (WI DNR)</td>
</tr>
<tr>
<td>Travel Portage County (Published by the Stevens Point Area Convention &amp; Visitors Bureau)</td>
</tr>
<tr>
<td>Stevens Point Parks Recreation Forestry 2007 Summer Programs</td>
</tr>
<tr>
<td>Connected by water in the Central Wisconsin River Basin: Sense of Place</td>
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</table>
LNFI Program #2 Cover Sheet: Questing and Geocaching for Families

Preparation and Planning

Devising the Program: Questing and Geocaching for Families

Program Format... No Need To Reinvent the Wheel !!!

Advertising

1. Program Poster
2. Public Relations Media Release
3. Public Relations Program Letter to Families

Communication

1. Map & Written Directions to the Boston School Forest

Program Orientation

1. Program Description

Additional Information

1. Printed information from Questing by Delia Clark and Steven Glazer, and Geocaching.com (for participant families) (Appendix D)
2. Method of Evaluation: Consent Form and Assessments (see LNFI Program Evaluation Section)
3. Media Coverage (Appendix H)
Devising the Program: Questing and Geocaching for Families

A general needs assessment was completed in April 2006 by Boston School Forest Director Karen Dostal, which led to the evidence of desire for family programs at the BSF. Further justification, nature-deficit disorder, and research involving the development of Environmental Sensitivity led the LNFI team to pursue a more specific array of family programs. LNFI program themes (sustainability education and environmentally based low-impact activities) align with the BSF’s mission.

Program Format... No Need To Reinvent the Wheel !!!

How did we decide upon what to do in this program?

In brainstorming what activities to facilitate during Questing and Geocaching for Families, available BSF staff pooled their expertise, which helped determine program activities. All BSF staff had experience guiding elementary-age children on the BSF Backwards Through History Quest, as well as the present BSF Geocaching Course. Staff were also familiar with providing lessons on how to use an Orienteering Compass and GPS unit.

BSF Property Used During the Program: BSF Backwards Through History Quest (includes laminated BSF Site Map and laminated Quest), BSF Geocaching Course (includes pre-determined Global Positioning System Coordinates, GPS units, and Geocache), Orienteering Compasses

Incentives: free Orienteering Compasses were provided for up to twenty participant families (funds provided by a Wisconsin Environmental Education Board grant). A brief history of Questing and how to create Quests was distributed to participant families from Delia Clark and Steven Glazer’s book, Questing, as well as the history, associated terminology of Geocaching, and examples of local Geocaches from geocaching.com (Appendix D)

The BSF Project Coordinator helped in arranging the following advertising pieces, communication piece, program orientation pieces, and additional information used throughout the planning and program pieces for Questing and Geocaching for Families. Both the LNFI Project Coordinator and all LNFI staff received a salary for their facilitation of this program (funds provided by a Wisconsin Environmental Education Board grant).
Leave No Family Inside Guidebook

The following is the first of three pages demonstrating what was used to advertise for LNFI’s first Questing and Geocaching for Families.

1. Program Poster:
Displayed in 20 locations in the Stevens Point and Plover, WI, area (local businesses, grocery stores, downtown kiosks, libraries, children’s museum, and a local nature reserve) and a co-op.

LNFI program posters are displayed at least 2 weeks prior to an event, and are uniform in their 8.5” x 11” layout and general information provided: when / where / RSVP / free incentive / funding source(s).

Questions? Call Karen Doedel:
715-345-7333
FREE program!!
No RSVP or experience necessary!!
FREE Compass for 1st 20 participants!!

WHERE:
Boston School Forest
Open space overlooking the Sevens Point and Plover, WI, area.

WHAT:
Saturday, September 8th

Your family is invited to the...

Questing and Geocaching for Families: Advertising
Advertising

The following is the second of three pages demonstrating what was used to advertise for LNFI’s first Questing and Geocaching for Families.

2. Public Relations Media Release:
Distributed through email to area newspapers, and the Stevens Point Area Public Schools. LNFI Program Public Relations Media Releases are distributed at least 2 weeks prior to an event, and usually coincide with the display of the Program Poster.

The Boston School Forest will host families who are interested in learning how to do Questing and Geocaching on September 8th from 10:00 a.m. to 3:00 p.m. Families will learn how to use a GPS unit to find a hidden cache in the forest. They will also have the opportunity to hike on a quest and learn how to write their own quests. The BSF staff will provide more information on both of these relatively new outdoor pursuits. No previous experience is necessary. A free compass will be provided to the first 20 families who arrive at the school forest for Questing and Geocaching. For directions and more information about the event go to the Boston School Forest website at www.wisp.k12.wi.us (click on schools to find the link to the Boston School Forest) or call Karen Dostal at 345-7383. This program is funded through grants from the Wisconsin Environmental Education Board and the Community Foundation of Portage County.
Advertising

The following is the third of three pages demonstrating what was used to advertise for LNFI’s first Questing and Geocaching for Families.

3. Public Relations Program Letter to Families:
Distributed through email to Principals of the Stevens Point Area Public Schools, LNFI Program Public Relations Program Letters to Families are distributed at least 2 weeks prior to an event, and usually coincide with the display of the Program Poster and distribution of the Public Relations Media Release. Principals help coordinate the distribution of this letter to either the youngest, only, or oldest child in each K-6 family within the Stevens Point Area Public Schools. In September 2007, this letter was distributed to students the first week of school.

The Boston school Forest
welcomes your family to…

Questing and Geocaching for Families!!!!     September 8, 2007

Dear Families-

The staff of the Boston School Forest are excited to invite you to a new series of FREE, public outdoor family programs at the BSF! Questing and Geocaching for Families will provide your family with a variety of fun opportunities for everyone. No previous experience is necessary. Questing and Geocaching for Families will be structured as an open house from 10:00am-3:00pm Saturday, September 8th, 2007. Geocaching is a relatively new outdoor activity that involves the use of a GPS unit and clues in order to locate a hidden cache. Questing is a form of cultural and historical exploration of a place, in which one can use maps and/or verbal clues to discover deeper connections within that place, and perhaps between themselves and that place!
Activities throughout the day include GPS and compass demonstration, and self-guided questing and geocaching at the Boston School Forest. Families will also be provided with information regarding geocaching and questing, including how to write your own quest. Everyone will have the chance to learn and use a variety of skills in an excellent outdoor, hands-on setting!
The first 20 families to arrive will receive a FREE orienteering compass. This family program is open to all. For directions, please visit: www.wisp.k12.wi.us Click on “Schools” to find the BSF web site. For further questions, please contact Karen Dostal at the BSF: (715) 345-7383. This program is being funded through a grant from the Wisconsin Environmental Education Board.
Thank you for your continued support. We look forward to meeting your family at Questing and Geocaching for Families September 8th, 2007! When you arrive, please park in the front parking lot, and meet us inside Noble Lodge. And, keep your eyes out for upcoming family programs at the Boston School Forest throughout 2007-2008!

Sincerely,

Karen Dostal
Boston School Forest Director; Stevens Point Area Schools Environmental Education Coordinator

Emily Hill
Leave No Family Inside Project Consultant; UW-Stevens Point Graduate Teaching Assistant
Communication

The following demonstrates what was used to communicate with those potential family participants of LNFI's first Questing and Geocaching for Families.

1. Map & Written Directions to the Boston School Forest:
   In order to help the participants prepare for the program, we offered the following Map & Written Directions to the Boston School Forest for those that requested it.
Questing and Geocaching for Families: Program Orientation

Program Orientation

The following page demonstrates the overall program orientation of LNFI's first Questing and Geocaching for Families.

1. Program Description:

Questing and Geocaching for Families is a five-hour open house program in the LNFI series, and is currently designed for an open number of program participants, led by 5-6 staff (size determined by facilities, staff available, and funding provided for program participants’ tuition and staff salaries). All activities can be completed outdoors, and by anyone that is willing and able to participate. No prior experience in Questing or Geocaching is necessary prior to coming to the program. This program does not require registration; an incentive for arriving early was to receive a free Orienteering Compass.

This program is designed to introduce families to Orienteering Compass and GPS use, as well as outdoor Questing and Geocaching. Optional instruction and hands-on experience is provided for the group as a whole. Families can complete the BSF “Backwards Through History Quest” and BSF Geocaching courses either on their own or in groups; assistance from BSF staff is available. Everyone is encouraged to participate in the activities.

A snack is provided for all participants. Running water and restrooms are also provided. BSF staff have access to a phone and First Aid supplies if necessary.

Printed information is provided for each family. A brief history of Questing and how to create Quests was distributed to participant families from Delia Clark and Steven Glazer’s book, Questing, as well as the history, associated terminology of Geocaching, and examples of local Geocaches from geocaching.com. (Appendix D) The cost for reproducing this information and providing Orienteering Compasses for each family are provided by a grant from the Wisconsin Environmental Education Board.

Each family attending this program is asked to provide their names and basic contact information for the BSF’s records when arriving and “signing in” to the program.

The LNFI Project Consultant asked each family to participate in this program’s initial assessment. All LNFI program participant family groups are asked to complete a consent form. Those adults that choose to complete a pre and post-assessment written questionnaire on site during the day of their LNFI program will be asked to complete a second post-assessment written questionnaire two weeks following their LNFI program (this second post-assessment is provided for them in a self-addressed and stamped envelope at the LNFI program). The three assessments focus on measures of ES: time spent outdoors as a family group, the adults’ confidence initiating similar outdoor activities with their family group, and continued interest in the LNFI program activities. The second post-assessment evaluates the additional resources and equipment given to the family group, as well. Each assessment also measures the family groups’ satisfaction with past and present BSF programs.
Preparation and Planning

Devising the Program: Cross-Country Skiing for Families

Program Format... No Need To Reinvent the Wheel !!!

Advertising

1. Program Poster
2. Public Relations Media Release
3. Public Relations Program Letter to Families

Communication

1. Map & Written Directions to the Boston School Forest

Program Orientation

1. Program Description
2. Post-Program Review

Additional Information

1. Cross-Country Skiing and Snowshoeing Handout (for LNFI program families) (Appendix E)
2. Method of Evaluation: Consent Form and Assessments (see LNFI Program Evaluation Section)
3. Media Coverage (Appendix I)
Devising the Program: Cross-Country Skiing for Families

A general needs assessment was completed in April 2006 by Boston School Forest Director Karen Dostal, which led to the evidence of desire for family programs at the BSF. Further justification, nature-deficit disorder, and research involving the development of Environmental Sensitivity led the LNFI team to pursue a more specific array of family programs. LNFI program themes (sustainability education and environmentally based low-impact activities) align with the BSF’s mission.

Program Format... No Need To Reinvent the Wheel !!!

How did we decide upon what to do in this program?

In brainstorming what activities to facilitate during Cross-Country Skiing for Families, available BSF staff pooled their expertise, which helped determine program activities. All BSF staff had experience guiding elementary-age children on the BSF property using cross-country skis. Staff were also familiar with providing lessons to people of all ages in how to cross-country ski.

BSF Property Used During the Program: BSF Cross-Country Skis (includes a variety of child and adult sizes, and boots), BSF Land (includes pre-determined cross-country ski routes of varying difficulty), kitchen supplies for serving snacks.

Incentives: free use of BSF cross-country ski equipment and routes (funds provided by a Wisconsin Environmental Education Board grant). Snacks were provided throughout the day, and free information about where to locally cross-country ski and snowshoe, as well as where to locally buy or rent cross-country skis and snowshoes for the family was made available. (Appendix E)

The BSF Project Coordinator helped in arranging the following advertising pieces, communication piece, program orientation pieces, and additional information used throughout the planning and program pieces for Cross-Country Skiing for Families. Both the LNFI Project Coordinator and all LNFI staff received a salary for their facilitation of this program (funds provided by a Wisconsin Environmental Education Board grant).
Cross-Country Skiing for Families: Advertising

Advertise

The following is the first of three pages demonstrating what was used to advertise for LNFI’s first Cross-Country Skiing for Families.

1. Program Poster:
Displayed in 20 locations in the Stevens Point and Plover, WI, area (local businesses, grocery stores and a co-op, downtown kiosks, libraries, children’s museum, and a local nature reserve).
LNFI Program Posters are displayed at least 2 weeks prior to an event, and are uniform in their 8.5” x 11” layout and general information provided: when /where /RSVP /free incentive/ funding source(s).
Cross-Country Skiing for Families: Advertising

Advertising

The following is the second of three pages demonstrating what was used to advertise for LNFI's first Cross-Country Skiing for Families.

2. Public Relations Media Release:
Distributed through email to area newspapers, and the Stevens Point Area Public Schools. LNFI Program Public Relations Media Releases are distributed at least 2 weeks prior to an event, and usually coincide with the display of the Program Poster.

The Boston School Forest will host families interested in learning the basics of cross-country skiing. The Cross-County Skiing for Families event will provide instruction, ski equipment and ski trails. No previous experience is necessary. The ski trails at the BSF are beginner level with one small hill. Ski boot sizes to fit child size 11 up through men's size 12 are available. Please come prepared with other warm outdoor clothing and bring ski equipment if able. Cross-County Skiing for Families will run from 10:00am-4:00pm Saturday, February 9, 2008. Families can drop by any time during these hours to get instruction on how to ski, if needed, and then spend time skiing as a family. Hot chocolate will be served to warm everyone up.

Information on where to rent equipment and where to ski in the community will be provided. This family program is free and open to all. The school forest is located at 5084 Lincoln Ave. in Plover. For directions, please visit: www.wisp.k12.wi.us. Click on “Schools” to find the BSF web site. For further questions, please contact Karen Dostal at the BSF: (715) 345-7383. This program is being funded through a grant from the Wisconsin Environmental Education Board and the Community Foundation of Portage County.
Cross-Country Skiing for Families: Advertising

Advertising

The following is the third of three pages demonstrating what was used to advertise for LNFI’s first Cross-Country Skiing for Families.

3. Public Relations Program Letter to Families:
Distributed through email to Principals of the Stevens Point Area Public Schools, LNFI Program Public Relations Program Letters to Families are distributed at least 2 weeks prior to an event, and usually coincide with the display of the Program Poster and distribution of the Public Relations Media Release. Principals help coordinate the distribution of this letter to either the youngest, only, or oldest child in each K-6 family within the Stevens Point Area Public Schools.

The Boston School Forest invites your family to...

Cross-Country Skiing for Families!!!! February 9, 2008

Dear Families-

The staff of the Boston School Forest are excited to invite you to another of our new series of FREE, public outdoor family programs at the BSF!

Cross-Country Skiing for Families will provide your family with instruction, ski equipment and ski trails. No previous experience is necessary. The ski trails at the BSF are beginner level with one small hill. We have ski boot sizes to fit child size 11 up through men’s size 12. Please come prepared with other warm outdoor clothing and bring ski equipment if able. Cross-Country Skiing for Families will run from 10:00am-4:00pm Saturday, February 9, 2008. Drop by any time during these hours to get instruction on how to ski, if needed, and then spend time skiing with your family. Hot chocolate will be served to warm everyone up.

Information on where to rent equipment and where to ski in the community will be provided. This family program is open to all. The school forest is located at 5084 Lincoln Avenue in Plover. For directions, please visit: www.wisp.k12.wi.us . Click on “Schools” to find the BSF web site. For further questions, please contact Karen Dostal at the BSF: (715) 345-7383. This program is being funded through a grant from the Wisconsin Environmental Education Board and the Community Foundation of Portage County.

Thank you for your continued support. We look forward to meeting your family on the ski trail. When you arrive, please park in the front parking lot, and meet us inside Oelke Lodge. And, keep your eyes out for upcoming snowshoe and Earth Day events!

Sincerely,

Karen Dostal
Boston School Forest Director; Stevens Point Area Schools Environmental Education Coordinator

Emily Hill
Leave No Family Inside Project Consultant; UW-Stevens Point Graduate Teaching Assistant
Communication

The following demonstrates what was used to communicate with those potential family participants of LNFI's first Cross-Country Skiing for Families.

1. Map & Written Directions to the Boston School Forest:
   In order to help the participants prepare for the program, we offered the following Map & Written Directions to the Boston School Forest for those that requested it.
Cross-Country Skiing for Families: Program Orientation

Program Orientation

The following page demonstrates the overall program orientation of LNFI's first Cross-Country Skiing for Families.

1. Program Description:

Cross-Country Skiing for Families is a six-hour open house program in the LNFI series, and is currently designed for an open number of program participants, led by 10 staff (size determined by facilities, staff and volunteers available, and funding provided for program participants’ tuition and staff salaries). All activities can be completed outdoors, and by anyone that is willing and able to participate. No prior experience in cross-country skiing is necessary prior to coming to the program. This program does not require registration; the primary incentive for attending includes free use of equipment and trails.

This program is designed to introduce families to cross-country skiing. Optional instruction and hands-on experience is provided for the group as a whole. Families can cross-country ski either on their own or in groups; assistance from BSF staff and volunteers is available. Everyone is encouraged to participate in the activities.

A snack is provided for all participants. Running water and restrooms are also provided. BSF staff have access to a phone and First Aid supplies if necessary.

Printed information is provided for each family. Free handouts about where to locally ski and snowshoe, as well as where to locally buy or rent cross-country skis and snowshoes for the family are made available. (Appendix E) The cost for reproducing this information and providing snacks are provided by a grant from the Wisconsin Environmental Education Board.

Each family attending this program is asked to provide their names and basic contact information for the BSF’s records when arriving and “signing in” to the program.

The LNFI Project Consultant asked each family to participate in this program’s initial assessment. All LNFI program participant family groups are asked to complete a consent form. Those adults that choose to complete a pre and post-assessment written questionnaire on site during the day of their LNFI program will be asked to complete a second post-assessment written questionnaire two weeks following their LNFI program (this second post-assessment is provided for them in a self-addressed and stamped envelope at the LNFI program). The three assessments focus on measures of ES: time spent outdoors as a family group, the adults’ confidence initiating similar outdoor activities with their family group, and continued interest in the LNFI program activities. The second post-assessment evaluates the additional resources and equipment given to the family group, as well. Each assessment also measures the family groups’ satisfaction with past and present BSF programs.
Program Orientation

The following page demonstrates notes taken for the media, after the completion of the initial Cross-Country Skiing for Families program.

“195 registered participants including 56 families

5 volunteers from the Wisconsin Camps Student Organization and one community volunteer helped greatly in easing the flow of the attending families: including snacks set-up, parking, fitting of cross-country ski equipment, demonstration of cross-country skiing techniques, as well as guiding families along the trails as requested.

BSF Staff, BSF Director Karen Dostal, and Leave No Family Inside (LNFI) project consultant Emily Hill instructed families in cross-country skiing techniques, trail orientation, and provided further information about cross-country ski areas and equipment. BSF Director, BSF Staff, and the LNFI project consultant completed the organization of this family program.

A local bakery donated the first six-dozen cookies, baked fresh that morning, which were served with hot chocolate to warm up the skiers. The cookies were gone within the first two hours, and volunteers went for an additional cookie run for the afternoon shift!

Participants checked in at Oelke Lodge, and were then fitted with ski equipment before receiving tips and instruction on how to comfortably cross-country ski. Two trails were laid out for the day. Luckily, we received fresh snowfall during the day, which added to the beauty of the experience. As the day went on, some families played games and sipped hot chocolate back in the lodge, before leaving for home.

Comments and conversations between families and BSF staff and volunteers included an interest in learning more about this series of programs, including the programs’ focus on the impact of family outdoor recreation and health and wellness. This relates to how outdoor family recreation programs can help one develop a sense of place. For example:

A grandmother, skiing with her grandson, related to a BSF staffer that he told her that he knows his way around the BSF like he knows his way around the refrigerator!

Participants greatly appreciated the opportunity to learn to ski together as a family, as well as having equipment available to use. For many participants, this was their first or second experience cross-country skiing. Other participants brought their own equipment, and enjoyed the chance to explore the BSF grounds.”
LNFI Program #4 Cover Sheet: Family Snowshoe Adventure

Preparation and Planning

Devising the Program: Family Snowshoe Adventure

Program Format... No Need To Reinvent the Wheel !!!

Advertising

1. Program Poster
2. Public Relations Media Release
3. Public Relations Program Letter to Families

Communication

1. Map & Written Directions to the Boston School Forest

Program Orientation

1. Program Description

Additional Information

1. Cross-Country Skiing and Snowshoeing Handout (for LNFI program families) (Appendix E)
2. Method of Evaluation: Consent Form and Assessments (see LNFI Program Evaluation Section)
Devising the Program: Family Snowshoe Adventure

A general needs assessment was completed in April 2006 by Boston School Forest Director Karen Dostal, which led to the evidence of desire for family programs at the BSF. Further justification, nature-deficit disorder, and research involving the development of Environmental Sensitivity led the LNFI team to pursue a more specific array of family programs. LNFI program themes (sustainability education and environmentally based low-impact activities) align with the BSF’s mission.

Program Format... No Need To Reinvent the Wheel !!!

How did we decide upon what to do in this program?

In brainstorming what activities to facilitate during Family Snowshoe Adventure, available BSF staff pooled their expertise and past experience with this program, which helped determine program activities. Family Snowshoe Adventure has been the annual family program at the BSF since 2002. All BSF staff have experience guiding elementary-age children on the BSF property using snowshoes. Staff are also familiar with providing lessons to people of all ages in how to snowshoe. Guest facilitator Jim Jocque has aided in past years of Family Snowshoe Adventure programs at the BSF in leading snowshoe games he has developed for Adventure Education and Wellness classes at the University of Wisconsin-Stevens Point.

BSF Property Used During the Program: BSF snowshoes (includes a variety of child and adult sizes), BSF Land (includes pre-determined snowshoe routes), luminaries, kitchen supplies for serving snacks.

Incentives: free use of BSF snowshoe equipment and routes (funds provided by a Wisconsin Environmental Education Board grant). Snacks were provided, and free information about where to locally cross-country ski and snowshoe, as well as where to locally buy or rent cross-country skis and snowshoes for the family was made available. (Appendix E)

The BSF Project Coordinator helped in arranging the following advertising pieces, communication piece, program orientation pieces, and additional information used throughout the planning and program pieces for Family Snowshoe Adventure. Both the LNFI Project Coordinator and all LNFI staff received a salary for their facilitation of this program (funds provided by a Wisconsin Environmental Education Board grant).
Advertising

The following is the first of three pages demonstrating what was used to advertise for Family Snowshoe Adventure 2008, as part of the LNFI program series.

1. Program Poster:
Displayed in 20 locations in the Stevens Point and Plover, WI, area (local businesses, grocery stores and a co-op, downtown kiosks, libraries, children’s museum, and a local nature reserve).
LNFI Program Posters are displayed at least 2 weeks prior to an event, and are uniform in their 8.5” x 11” layout and general information provided: when /where /RSVP /free incentive/ funding source(s).
Family Snowshoe Adventure: Advertising

Advertising

The following is the second of three pages demonstrating what was used to advertise for Family Snowshoe Adventure 2008, as part of the LNFI program series.

2. Public Relations Media Release:
Distributed through email to area newspapers, and the Stevens Point Area Public Schools. LNFI Program Public Relations Media Releases are distributed at least 2 weeks prior to an event, and usually coincide with the display of the Program Poster.

When: Thursday February 21st, 6:00-8:30 p.m.
Location: 5084 Lincoln Ave. Plover
Boston School Forest,
Stevens Point Area Public School District

The Boston School Forest is sponsoring a night out snowshoeing for children and their parents. Families can enjoy a snowshoe hike through a snow covered forest following lighted luminaries; join in fun games on snowshoes such as hide and seek, follow the leader, kickball, tug of war and more; compete in sled pulling races on snowshoes; and culminate the evening sipping hot chocolate and eating snacks. You can’t beat that for a family learn and play adventure.

Contact: Send your reservation no later than February 19th by calling Carmen Florida 345-5445 or by e-mail cflorida@wisp.k12.wi.us. Please list your name, phone number and include the number of participants in your family and ages of children.

Participants will be accepted on a first come first served basis due to a limited amount of equipment. If we have more people interested in attending than we can accommodate on the 21st, we will schedule a second event on the 28th of February.

This event is free and open to the public. This event will be sponsored by grants from the Wisconsin Environmental Education Board and the Community Foundation of Portage County. Donations to the Boston School Forest will be accepted.

Visit our website www.wisp.k12.wi.us for a map and directions to the school forest. Please contact Karen Dostal at 345-7383 or kdostal@wisp.k12.wi.us for more information.
Family Snowshoe Adventure: Advertising

Advertising

The following is the third of three pages demonstrating what was used to advertise for Family Snowshoe Adventure 2008, as part of the LNFI program series.

3. Public Relations Program Letter to Families:
Distributed through email to Principals of the Stevens Point Area Public Schools, LNFI Program Public Relations Program Letters to Families are distributed at least 2 weeks prior to an event, and usually coincide with the display of the Program Poster and distribution of the Public Relations Media Release. Principals help coordinate the distribution of this letter to either the youngest, only, or oldest child in each K-6 family within the Stevens Point Area Public Schools.

Family Snowshoe Adventure at the Boston School Forest

Date: Thursday, February 21st

Time: 6:00 to 8:30 PM

Location: Boston School Forest, 5084 Lincoln Ave. Plover

The Boston School Forest is sponsoring a night out snowshoeing for children and their parents. Families can enjoy a snowshoe hike through a snow covered forest following lighted luminaries; join in fun games on snowshoes such as hide and seek, follow the leader, kickball, tug of war and more; compete in sled pulling races on snowshoes; and culminate the evening sipping hot chocolate and eating snacks. You can’t beat that for a family learn and play adventure.

Contact: Send your reservation no later than February 19th by calling Carmen Florida 345-5445 or by e-mail cflorida@wisp.k12.wi.us. Please list your name, phone number and include the number of participants in your family and ages of children.

Participants will be accepted on a first come first served basis due to a limited amount of equipment. If we have more people interested in attending than we can accommodate on the 21st, we will schedule a second event on the 28th of February.

This event is free and open to the public. This event will be sponsored by grants from the Wisconsin Environmental Education Board and the Community Foundation of Portage County. Donations to the Boston School Forest will be accepted.

Visit our website www.wisp.k12.wi.us for a map and directions to the school forest. Please contact Karen Dostal at 345-7383 or kdostal@wisp.k12.wi.us for more information.
Family Snowshoe Adventure: Communication

Communication

The following demonstrates what was used to communicate with those potential family participants of LNFI's Family Snowshoe Adventure.

1. Map & Written Directions to the Boston School Forest:
   In order to help the participants prepare for the program, we offered the following Map & Written Directions to the Boston School Forest for those that requested it.

```
Directions to the Boston School Forest

The Boston School Forest is located on Lincoln Avenue off of Business 51 in Plover, WI. Its mailing address is different (1900 Polk Street in Stevens Point) than its facilities!

Take Division St./Business 51 south out of Stevens Point towards Plover, WI.

Or, take US-51/139 and Exit 153 (Plover-Amherst). Turn west onto Plover Road/County B.

Turn left onto Division St./Business 51 south from Division St./Business 51, turn onto Lincoln Avenue (the same intersection as the Plover water tower). After about one mile, you will turn right (off of Lincoln Avenue) into the Boston School Forest's front gravel lot. There is a painted sign for BSF to the left of this gravel lot; there will also be someone at the lot to greet and direct you.
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Family Snowshoe Adventure: Program Orientation

Program Orientation

The following page demonstrates the overall program orientation of LNFI’s Family Snowshoe Adventure.

1. Program Description:

Family Snowshoe Adventure is one-and-a-half-hour program in the LNFI series, and is currently designed for about 30 program participants, led by about 5 staff (size determined by facilities, staff and volunteers available, and funding provided for program participants’ tuition and staff salaries). All activities are completed both indoors and outdoors, and by anyone that is willing and able to participate. No prior experience in snowshoeing is necessary prior to coming to the program. This program does require prior registration due to limited amount of equipment; the primary incentive for attending includes free use of equipment and trails.

This program is designed to introduce families to the cultural history of snowshoeing, provides participants with experience walking in snowshoes at night, and to play some snowshoe games as a family. Optional instruction and hands-on experience is provided for the group as a whole. After introducing everyone to the site, an overview of the evening, and a brief history of snowshoeing, the entire group is split into two smaller groups, who then complete each of the two main program activities one at a time. One group participates in snowshoe games such as Kickball and Follow the Leader, and the other is led by BSF staff on a trail lit by luminaries. Assistance from BSF staff and volunteers is available. Everyone is encouraged to participate in the activities.

A snack is provided for all participants. Running water and restrooms are also provided. BSF staff have access to a phone and First Aid supplies if necessary.

Printed information is provided for each family. Free handouts about where to locally ski and snowshoe, as well as where to locally buy or rent cross-country skis and snowshoes for the family are made available. (Appendix E) The cost for reproducing this information and providing snacks are provided by a grant from the Wisconsin Environmental Education Board.

Each family attending this program is asked to provide their names and basic contact information for the BSF’s records when arriving and “signing in” to the program.

The LNFI Project Consultant asked each family to participate in this program’s initial assessment. All LNFI program participant family groups are asked to complete a consent form. Those adults that choose to complete a pre and post-assessment written questionnaire on site during the day of their LNFI program will be asked to complete a second post-assessment written questionnaire two weeks following their LNFI program (this second post-assessment is provided for them in a self-addressed and stamped envelope at the LNFI program). The three assessments focus on measures of ES: time spent outdoors as a family group, the adults’ confidence initiating similar outdoor activities with their family group, and continued interest in the LNFI program activities. The second post-assessment evaluates the additional resources and equipment given to the family group, as well. Each assessment also measures the family groups’ satisfaction with past and present BSF programs.
Preparation and Planning

Devising the Program: Earth Day Celebration 2008

Program Format... No Need To Reinvent the Wheel !!!

Advertising

1. Program Poster
2. Public Relations Media Release
3. Public Relations Program Letter to Families

Communication

1. Map & Written Directions to the Boston School Forest

Program Orientation

1. Program Description
2. Earth Day Celebration 2008 Program Schedule

Additional Information

1. List of Informational Packets (provided for participant families)
2. Method of Evaluation: Consent Form and Assessments (see LNFI Program Evaluation Section)
Devising the Program: Earth Day Celebration 2008

A general needs assessment was completed in April 2006 by Boston School Forest Director Karen Dostal, which led to the evidence of desire for family programs at the BSF. Further justification, nature-deficit disorder, and research involving the development of Environmental Sensitivity led the LNFI team to pursue a more specific array of family programs. LNFI program themes (sustainability education and environmentally based low-impact activities) align with the BSF’s mission.

Program Format... No Need To Reinvent the Wheel !!!

How did we decide upon what to do in this program?

In brainstorming what activities to facilitate during Earth Day Celebration 2008, available BSF staff pooled their expertise, which helped determine program activities. All BSF staff have experience guiding elementary-age children and adults around the BSF property for hikes. Staff are also familiar with how to make certain types of bird feeders, and are certified as Flying WILD activities facilitators. Guest facilitators Kent Hall from the local Audubon Society Chapter, as well as University of Wisconsin-Stevens Point graduate student Ginamaria Javurek contributed their time and expertise, too. Mr. Hall co-led birding hikes around the property, and Ms. Javurek gave a group program to end the event with her education bird, a great horned owl named Archimedes.

BSF Property Used During the Program: BSF binoculars, BSF land (includes pre-determined routes), various supplies for Flying WILD activities, bird seed, kitchen supplies for serving snacks.

Incentives: the first 25 families to arrive received an Earth friendly BSF- logo tote bag filled with supplies and information about where to go birding and spend more time outdoors in the community (see “List of Informational Packets” provided for participant families later in this section). The program included the construction and take-home of two different types of bird feeders. Snacks were also provided.

The BSF Project Coordinator helped in arranging the following advertising pieces, communication piece, program orientation pieces, and additional information used throughout the planning and program pieces for Earth Day Celebration 2008. Both the LNFI Project Coordinator and all LNFI staff received a salary for their facilitation of this program (funds provided by a Wisconsin Environmental Education Board grant).
Earth Day Celebration 2008: Advertising

Advertising

The following is the first of three pages demonstrating what was used to advertise for LNFI’s first Earth Day Celebration.

1. Program Poster:
Displayed in 20 locations in the Stevens Point and Plover, WI, area (local businesses, grocery stores and a co-op, downtown kiosks, libraries, children’s museum, and a local nature reserve). LNFI Program Posters are displayed at least 2 weeks prior to an event, and are uniform in their 8.5” x 11” layout and general information provided: when /where /RSVP /free incentive/ funding source(s).
Earth Day Celebration 2008: Advertising

Advertising

The following is the second of three pages demonstrating what was used to advertise for LNFI’s first Earth Day Celebration.

2. Public Relations Media Release:
Distributed through email to area newspapers, and the Stevens Point Area Public Schools. LNFI Program Public Relations Media Releases are distributed at least 2 weeks prior to an event, and usually coincide with the display of the Program Poster.

Earth Day Celebration Media Release

The Boston School Forest invites families and community members to celebrate Earth Day, April 22 at the Boston School Forest. Join us for a Birding Festival from 4:00 – 7:30 p.m. Activities include games to play including The Bird Olympics and The Great Migration Challenge. Local Audubon Society members will be available to lead hikes where you can view some of the early spring migrating birds. Sit a spell with Chick-a-Dee Charlie to get up-close with a few feathered friends. Make a bird feeder for your yard.

At 7:00 p.m., join in a program to meet Archimedes, a live Great Horned Owl, and learn about these fascinating birds!

The first 25 families to arrive will receive a reusable shopping bag with Earth Friendly supplies and information on where to go birding in our community.

Please feel free to bring a picnic dinner for your family. Indoor and outdoor dining is available. Some refreshments will be provided.

This family program is free and open to all. The school forest is located at 5084 Lincoln Ave. in Plover. For directions, please visit: www.wisp.k12.wi.us. Click on “Schools” to find the BSF web site. For further questions, please contact Karen Dostal at the BSF: (715) 345-7383. This “Leave No Family Inside” program is funded through a grant from the Wisconsin Environmental Education Board and the Community Foundation of Portage County.
Earth Day Celebration 2008: Advertising

Advertising

The following is the third of three pages demonstrating what was used to advertise for LNFI’s first Earth Day Celebration.

3. Public Relations Program Letter to Families:
Distributed through email to Principals of the Stevens Point Area Public Schools, LNFI Program Public Relations Program Letters to Families are distributed at least 2 weeks prior to an event, and usually coincide with the display of the Program Poster and distribution of the Public Relations Media Release. Principals help coordinate the distribution of this letter to either the youngest, only, or oldest child in each K-6 family within the Stevens Point Area Public Schools.

The Boston School Forest invites your family to…

Earth Day 2008: A Birding Festival!

Dear Families-

The staff of the Boston School Forest are excited to invite you to another of our new series of “Leave No Family Inside” programs at the BSF! Celebrate Earth Day 2008 at the Boston School Forest: join us for a Birding Festival on April 22nd from 4:00 – 7:30 p.m.

Activities between 4:00-7:00pm include games to play, including The Bird Olympics and The Great Migration Challenge. Local Audubon Society members will be available to lead hikes where you can view some of the early spring migrating birds. Sit a spell with Chick-a-Dee Charlie to get up-close with a few feathered friends! Make a bird feeder for your yard! At 7:00 p.m., join in a program to meet Archimedes, a live Great Horned Owl, and learn about these fascinating birds!

The first 25 families to arrive will receive a reusable shopping bag with Earth Friendly supplies and information on where to go birding in our community. Please feel free to bring a picnic dinner for your family. Indoor and outdoor dining space is available. Some refreshments will be provided. This family program is free and open to all. The school forest is located at 5084 Lincoln Ave. in Plover. For directions, please visit: www.wisp.k12.wi.us Click on “Schools” to find the BSF web site. For further questions, please contact Karen Dostal at the BSF: (715) 345-7383. This “Leave No Family Inside” program is funded through grants from the Wisconsin Environmental Education Board and the Community Foundation of Portage County. When you arrive, please park in the front parking lot. A schedule and directions to the evening’s activities will be provided there.
Earth Day Celebration 2008: Communication

Communication

The following demonstrates what was used to communicate with those potential family participants of LNFI's Earth Day Celebration 2008.

1. Map & Written Directions to the Boston School Forest:
In order to help the participants prepare for the program, we offered the following Map & Written Directions to the Boston School Forest for those that requested it.

![Directions to the Boston School Forest](image)

*The Boston School Forest is located on Lincoln Avenue off of Business 51 in Plover, WI. Its mailing address is different (1900 Polk Street in Stevens Point) than its facilities!

Take Division St/Business 51 south out of Stevens Point towards Plover, WI.

Or, take US-51/139 and Exit 153 (Plover-Amherst). Turn west onto Plover Road/County B.

Turn left onto Division St/Business 51 south. From Division St/Business 51, turn onto Lincoln Avenue (the same intersection as the Plover water tower). After about one mile, you will turn right (off of Lincoln Avenue) into the Boston School Forest’s front gravel lot. There is a painted sign for BSF to the left of this gravel lot; there will also be someone at the lot to greet and direct you.*
Program Orientation

The following is the first of two pages demonstrating the overall program orientation of LNFI’s first Earth Day Celebration.

1. Program Description:

Earth Day Celebration is a three-and-a-half hour program in the LNFI series, and is currently designed for an open number of program participants, led by about 10 staff and volunteers and one guest speaker (size determined by facilities, staff available, and funding provided for program participants’ tuition and staff salaries). Activities are completed both indoors and outdoors, and by anyone that is willing and able to participate. No prior experience in birding or any of the program’s activities are necessary prior to attending the program. This program does not require registration in advance.

This program is designed to introduce families to birdwatching, concepts involving birds such as migration and beak adaptations, how to make tube and suet bird feeders and to be aware of birds in your yard at home. There is both instruction and hands-on experience provided for the group as a whole, multi-family activities, and individual family activities. Everyone is encouraged to participate in the activities. (See the Earth Day Celebration 2008 Schedule.)

A snack is provided for all participants. Running water and restrooms are also provided. BSF staff have access to a phone and First Aid supplies if necessary. A snack is provided for all participants.

Printed information is provided for each family. The first 25 families to arrive received an Earth friendly BSF-logo tote bag filled with supplies and information about where to go birding and spend more time outdoors in the community (see “List of Informational Packets” provided for participant families later in this section). The cost for reproducing this information and providing additional supplies and snacks are provided by a grant from the Wisconsin Environmental Education Board.

This program did not involve a participant “sign in” for the BSF, and program participants were not assessed by the LNFI Project Consultant.
Program Orientation

The following is the second of two pages demonstrating the overall program orientation of LNFI’s first Earth Day Celebration.

2. Earth Day Celebration 2008 Program Schedule:

As each participant family group arrived to Earth Day Celebration 2008, the following Program Schedule was provided for each family.

---

Welcome to Earth Day Celebration 2008: A Birding Festival!

*(Earth Day isn’t just for the birds!!!!)*

Tuesday, April 22nd 2008

4:00pm Arrive at the Boston School Forest! => Parking in front lot

Are you one of the first 25 families to arrive? Ask a greeter, and you may receive an Earth Friendly shopping bag with supplies & information about where to go birding and spend more time outdoors in our community! Happy Earth Day!

4:00pm-7:00pm Activities!

The Great Migration Challenge => Near Volleyball Court

Bird Olympics => Near Flagpole

Fill the Bill => Noble Lodge

Birding Hikes => Meet at Oelke Lodge deck; every 30 minutes

Make a Bird Feeder => Basement of Oelke Lodge

Hang out with Chick-a-dee Charlie => Below Oelke Lodge deck

7:00pm-7:30pm Live Great Horned Owl Presentation: Meet Archimedes!

=> Upstairs of Oelke Lodge

*Free refreshments available throughout the afternoon in Oelke Lodge.

*Picnic table areas are available outside of Noble Lodge and Oelke Lodge.
Earth Day Celebration 2008: Additional Information

Additional Information

The following page describes additional information distributed during LNFI’s first Earth Day Celebration.

1. List of Informational Packets (provided for participant families):

The following is a list of what was included in the first 25 participant families’ Informational Packets distributed during LNFI’s first Earth Day Celebration.

- BSF Cloth Tote Bag
- *Teaching Kids to Love the Earth*
- *Birds of Wisconsin Field Guide*
- *Great WI Birding & Nature Trail (Central Sands)*- pamphlet
- Aldo Leopold Audubon Society:
  - Green Circle Trail Birds- brochure
  - Common Backyard Bird ID page
  - Bluebird Restoration Program Brochure
- Lead Tackle (WBCI et al.)- pamphlet
- Portage County Map; Green Circle Trail Map
- CFL 13W Bulb (UW-SP KEEP fundraiser)
- Tree Seedling
Use of LNFI (pilot) Evaluation Results

The BSF staff has interest in and dedication to providing more outdoor activities for families in the Stevens Point Area community. Following the 2007-2008 LNFI pilot program funding the BSF staff will utilize the results of the following assessments to determine which of these programs best held the interest of participants. The BSF staff will have developed expertise and experience in working with families. They will also have increased their comfort level with the activities developed in the LNFI Guidebook and will be able to reuse the activities outlined in this project as well as offer new activities for family programs in the future. Not only will the BSF continue with family activities yearly but also the families themselves will have developed skills and interest in continuing outdoor activities with their children.

The LNFI project consultant will have collaborated with experienced environmental educators at the BSF (the current BSF Director is also the Environmental Education Coordinator for the Stevens Point Area Public Schools), and gained confidence and experience as a facilitator during the LNFI programs and in presenting the LNFI project during two graduate seminars and two professional presentations. The LNFI project consultant hopes to be able to use the LNFI program templates for future EE family program development, implementation and evaluation.

This project will spark awareness for parents in the importance of spending time outdoors in recreational and environmental pursuits as a family.
Devising the Evaluations

Determination of evaluation strategies: the LNFI Project Consultant and BSF Director first developed The LNFI program evaluations. The three assessments focused on measures of Environmental Sensitivity (ES): time spent outdoors as a family group; the adults’ confidence initiating similar outdoor activities with their family group; and, continued interest in the LNFI program activities. The second post-assessment evaluated the additional resources and equipment given to the family group, as well. Each assessment also measured the family groups’ satisfaction with past and present BSF programs. All of these measurements were taken into consideration as part of Emily A. Hill (the LNFI Project Consultant’s ) Master’s Thesis: LEAVE NO FAMILY INSIDE: IMPACT OF BOSTON SCHOOL FOREST FAMILY PROGRAMS ON VARIABLES OF ENVIRONMENTAL SENSITIVITY.

Permission to Evaluate: Consent Form, Pre-Assessment, Post-Assessments

All LNFI program evaluation materials were first reviewed by a validity panel of the LNFI project consultant’s graduate committee at the University of Wisconsin-Stevens Point, and given permission for distribution by the Institutional Review Board for the Protection of Human Subjects at UW-SP. This includes a Consent Form, Pre-Assessment, and two separate Post-Assessments.

Method of Evaluations

All 2007-2008 LNFI pilot program participant family groups were given the option to participate in LNFI program assessment, starting with a consent form. Those adults that chose to complete a pre and post-assessment written questionnaire on site during the day of their LNFI program were asked to complete a second post-assessment written questionnaire two weeks following their LNFI program (this second post-assessment was provided for them in a self-addressed and stamped envelope at the LNFI program). All forms of assessment are written.
Informed Consent to Participate in Human Subject Research

Emily A. Hill, Graduate Assistant at the University of Wisconsin-Stevens Point, is conducting a study to examine the environmental education construct of environmental sensitivity by piloting and evaluating family-oriented, place-based outdoor recreation and educational programs at the Boston School Forest. You are being asked to participate in the assessment portion of this study.

Benefits of participation in the study’s programs and assessments include obtaining further knowledge of: environmental sensitivity, family oriented outdoor programming, and place-based education. Adult participants partaking in the study will aid in contributing to the general knowledge of the effectiveness of the LNFI family programs, and may contribute to the growing knowledge of the development of environmental sensitivity and environmental literacy within the field of Environmental Education. Families attending LNFI programs will receive a program description and related resources (including equipment and information) for their family at each program.

As part of the study, you will be asked to complete three separate assessment forms. The first assessment consists of 8 questions. This first assessment will be distributed to you upon your arrival to the program. The second assessment consists of 10 questions. This second assessment will be distributed to you upon the conclusion of the program. The third assessment consists of 14 questions. This third assessment will be distributed to you about a month following the program, either through Email or the U.S. mail. These assessments will help Emily A. Hill and the Boston School Forest staff members evaluate the effectiveness of each LNFI program. The assessments will also help in determining the effectiveness and impact of exposure to the programs and the programs’ additional resource materials on the development of environmental sensitivity.

Because you will be asked to complete three assessments, it is anticipated that your time invested in these assessments could take at most an hour.

It will be helpful to compare the results from all three assessments. You can choose, however, to not participate. This decision has no affect on your participation in the LNFI programs in any way. Similarly, your participation in the assessments would not affect your receiving of a program description and related resources (including equipment and information) allotted for your family.

Participating in this study should pose no medical risk to you.

Your assessment responses will be coded so that your name will not appear on any of the forms used for data analysis. No information about you will be released to any other than yourself. Publication or presentation of the study data would in no way identify you as a participant. Only Emily A. Hill and Karen Dostal will have direct access to the names associated with the codes. Each completed assessment and personal contact information will be kept in a locked file cabinet at the Boston School Forest or at the University of Wisconsin-Stevens Point, and will be destroyed at the end of the study.

If you wish to decline participation in the assessments within this study, or wish to withdraw from participation in any of the assessments within this study, at any time, you may do so without penalty. Any information collected from you up to that point would be destroyed.

(Please turn over)
Once the study is completed, you may receive the results of the study. If you would like these results, or if you have any questions in the meantime, please contact:

Emily A. Hill  
College of Natural Resources  
800 Reserve Street  
University of Wisconsin – Stevens Point  
Stevens Point, WI 54481  
(608) 354-3188  
ehill@uwsp.edu

If you have any complaints about your treatment as a participant in this study or believe that you have been harmed in some way by your participation, please call or write:

Dr. Karlene Ferrante, Chair  
Institutional Review Board for the Protection of Human Subjects  
Academic Affairs Office  
University of Wisconsin-Stevens Point  
Stevens Point, WI 54481  
(715) 346-3712

Although Dr. Ferrante will ask your name, all complaints are kept in confidence.

I have received a complete explanation of the study and I agree to participate in the assessments.

Name_____________________________________________________     Date____________________
Pre-Assessment

Name: _________________________________
Program Title: ___________________________
Date: __________________________________

Thank you for taking the time to complete this brief questionnaire. In order to gain an understanding of your family group, please involve your child/children’s input where you see fit.

1. Has your child/children attended a Boston School Forest (BSF) program before today?

Please circle ONE of the following:  No  Yes

2. Has your family group attended a BSF program before today?

Please circle ONE of the following:  No  Yes

3. If your family group has been involved in any program at the BSF, please provide additional comments about your experience(s) with the program(s) below.

(Please Turn Over)
4. Please rate your current interest for each of the following new BSF family programs. *Circle one number for each program category.*

<table>
<thead>
<tr>
<th>Program Category</th>
<th>Very Low Interest</th>
<th>Medium</th>
<th>Very High Interest</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leave No Trace Family Camp</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Questing and Geocaching</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Cross-Country Ski Tour</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Family Snowshoe Hike(s)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Earth Week Celebration</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

5. How would you rate your current empathy for the outdoor environment?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Very Low</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Neutral</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

6. Which family group member(s) influenced your decision to participate in today’s BSF family program?

7. On average, how often does your family group spend time outdoors together each month (for example: biking; birdwatching; camping; cooking; fishing; hiking; hunting)?
8. Please provide additional comments about your experience *initiating* outdoor, family-oriented activities with your family group (e.g., other activities, how often, where you complete these activities).

Please provide the following information about your family group in attendance today:

Number of Adults: _____________________________
Number of Children (under 18 years of age): ____________
Zip Code: ______________________________________

Thank you for your time. Your input is highly appreciated. We hope you enjoy the program!
Post-Assessment

Name: _________________________________
Program Title: ___________________________
Date: ___________________________________

Thank you for taking the time to complete this brief questionnaire. In order to gain an understanding of your family group, please involve your child/children’s input where you see fit.

1. Please rate your family group’s overall satisfaction with today’s BSF program. *Circle one category.*

<table>
<thead>
<tr>
<th>Very Dissatisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Neutral</th>
<th>Somewhat Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

2. How often do you initiate similar activities to today’s program with your family group? *Circle one category.*

<table>
<thead>
<tr>
<th>Never</th>
<th>Once</th>
<th>A Few Times</th>
<th>6-10 Times</th>
<th>10+ Times</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

3. Please rate the likelihood of how often you will initiate similar activities to today’s program with your family group in the near future. *Circle one category.*

<table>
<thead>
<tr>
<th>Never</th>
<th>Once in a while</th>
<th>As often as we can find time</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Please provide additional comments to support your responses for questions 1-3.

4. Please rate the likelihood that your family group will attend today’s BSF family program a second time.

<table>
<thead>
<tr>
<th>Very Unlikely</th>
<th>Unlikely</th>
<th>Neutral</th>
<th>Likely</th>
<th>Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
5. Which additional, new BSF family programs would you be interested in attending with your family group? *Circle all programs of interest.*

- Leave No Trace Family Camp
- Questing and Geocaching
- Cross-Country Ski Tour
- Earth Week Celebration
- Family Snowshoe Hike(s) (expanded from current programming)

6. How would you rate your current empathy for the outdoor environment?

<table>
<thead>
<tr>
<th>Very Low</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Neutral</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Very High</th>
<th>10</th>
</tr>
</thead>
</table>

7. Has today’s BSF family program affected your interest in spending time outdoors as a family group?

Please circle ONE of the following: No Yes Unsure

Please comment on your response.
(If your answer is Yes, do you feel this influences your empathy for the outdoor environment?)

8. Please rate your confidence level in achieving the skills necessary to continue leading similar outdoor family activities to today’s BSF program. *Circle one category.*

<table>
<thead>
<tr>
<th>No Confidence</th>
<th>1</th>
<th>Not Very Confident</th>
<th>2</th>
<th>Somewhat Confident</th>
<th>3</th>
<th>Very Confident</th>
<th>4</th>
<th>Unsure</th>
<th>5</th>
</tr>
</thead>
</table>

9. Please rate the value you feel that today’s BSF family program brings to your surrounding community. *Circle one category.*

<table>
<thead>
<tr>
<th>No Value</th>
<th>1</th>
<th>Low Value</th>
<th>2</th>
<th>Slight Value</th>
<th>3</th>
<th>High Value</th>
<th>4</th>
<th>Unsure</th>
<th>5</th>
</tr>
</thead>
</table>
Please provide additional comments to support your responses for questions 8-9.

10. Please provide any additional comments about your experience initiating outdoor, family-oriented activities with your family group (e.g., other activities, how often, where you complete these activities).

Please provide the following information about your family group in attendance today:

Number of Adults: ________________________________
Number of Children (under 18 years of age): ____________
Zip Code: ________________________________

Thank you for your time. Your input is highly appreciated.

We hope you enjoyed the program, and look forward to seeing your family at the BSF again.
Welcome! Thank you for your continued time and input!

Please return this assessment in the self-addressed stamped envelope you received at the BSF. If you need more space for a question, please include your additional comments on a separate sheet of paper.

If you have any questions regarding how to complete and/or send back this completed Questionnaire, please contact Emily Hill at ehill@uwsp.edu

Thank you!
Post-Assessment

Name: ______________________________________________
Program Title, Date Attended: ___________________________
Today’s Date: ________________________________________

Thank you for taking the time to complete this brief questionnaire. In order to gain an understanding of your family group, please involve your child/children’s input where you see fit.

1. Since your participation in the BSF family program, have you gained interest in similar outdoor family group activities? Underline one category.

   No                  Yes                  Unsure

2. Since your participation in the BSF family program, please rate how often you have initiated similar outdoor family group activities. Underline one category.

   Never       6-10       10 +
   1           Times      Times
            2                3     4     5
   Once       A Few Times
            2                3     4
   A Few Times Times
            2                3
   As often as we can find time
            2                3
   Unsure
            2

3. Since your participation in the BSF family program, please rate how often you would like to initiate similar outdoor family group activities. Underline one category.

   Never       Once in a while    As often as we can find time    Unsure
   1       2                        3     4

Please provide additional comments to support your responses for questions 1-3.

(Please Turn Over)
4. Please rate the likelihood that your family group will attend additional new BSF family programs. **Underline one number for each program category; consider the program(s) you have already attended.**

<table>
<thead>
<tr>
<th>Program</th>
<th>Not Very Likely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leave No Trace Family Camp</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Questing and Geocaching</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Cross-Country Ski Tour</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Family Snowshoe Hike(s)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Earth Week Celebration</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

5. Please rate your confidence level in achieving the skills necessary to continue similar outdoor family group activities to those you completed during your BSF family program. **Underline one category.**

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Very Confident</td>
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<td></td>
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<tr>
<td>Somewhat Confident</td>
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<td></td>
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<tr>
<td>Very Confident</td>
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<td></td>
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<tr>
<td>Unsure</td>
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</tr>
</tbody>
</table>

6. How would you rate your current empathy for the outdoor environment?

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>Neutral</td>
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<tr>
<td>Very High</td>
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</tbody>
</table>

7. Has today’s BSF family program affected your interest in spending time outdoors as a family group?

Please circle ONE of the following: No Yes Unsure

Please comment on your response.
(If your answer is Yes, do you feel this influences your empathy for the outdoor environment?)

The following questions (8-12) ask you to rate the resources/equipment that were distributed to your family group at the end of your BSF family program.

8. Have you used the resources/equipment that were distributed to your family group at the end of your BSF family program? **Underline one category.**

<table>
<thead>
<tr>
<th>Used</th>
<th>No</th>
<th>Yes</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. Do you consider the resources/equipment useful within your family group? Underline one category.

Not Useful Somewhat Useful Neutral Very Useful
1 2 3 4

10. Do the resources/equipment allow you to initiate new outdoor activities with your family group? Underline one category.

No Yes Unsure

Please provide additional comments to support your responses for questions 8-10.

11. What do you find the most useful about the resources/equipment?

12. What do you find the least useful about the resources/equipment? Please provide comments, suggestions for improvement.

13. Please rate the value you feel the overall BSF family programs bring to your family group. Underline one category.

No Value Low Value Slight Value High Value
1 2 3 4

Please provide additional comments to support your response for question 13.

14. Please rate the value you feel this BSF family program brings to your surrounding community. Underline one category.

No Value Low Value Slight Value High Value
1 2 3 4

Please provide additional comments to support your response for question 14.

Please provide the following information about your family group in attendance at your BSF family program:

Number of Adults: ______________________
Number of Children (under 18 years of age): ______________
Zip Code: ______________________

Thank you for your time. Your input is highly appreciated.
We look forward to seeing your family at the BSF in the near future!
Demystifying and Developing (For Teachers & Adults):
Environment-Based Education, Environmental Sensitivity, and Naturalist Intelligence

Throughout this Leave No Family Inside (LNFI) Guidebook, you found program descriptions, “how-to” components of LNFI program development, media coverage of initial LNFI programs, and will soon discover results of initial LNFI adult parent program participant assessment. The LNFI Guidebook appendices provide additional information with regard to the initial LNFI programs, held at the Boston School Forest in Plover, WI between July 2008-April 2008.

In relation to your use of this guide, it is equally important that you not only understand the basic structure and development of these programs, but it is vital that you feel comfortable in adapting (before readily utilizing) this information within your programming situation. The 2007-2008 LNFI programs featured in this Guidebook are family programs, and were initially piloted at a school forest whose facilitators have background in formal education, and whose primary role throughout the year is to deliver environmental education programming to K-6 students. Regardless of whether or not you have the same background as these educators, and especially if you do not, it is helpful to understand the difference between the following concepts: Environment-Based Education, Environmental Sensitivity, and Naturalist Intelligence.

In understanding these concepts, your ease of their use in outdoor educational programming, as well as an understanding of the benefits of such programming, will hopefully become clearer. In this section of the LNFI Guidebook, you will find related terminology for these concepts and the LNFI programs, research regarding the development of these concepts, and the initial 2007-2008 LNFI programs’ effects upon their participants’ development of Environmental Sensitivity.
**Terminology**

**Environment-Based Education**
A form of school-based environmental education in which an instructor incorporates the local environment as a context for integrating subjects. This provides a source of real-world learning experiences.

**Environmental Literacy**
When a person has achieved the five sequential focuses of environmental education: awareness, knowledge, attitude & values clarification, skills, and commit to citizen action participation, they are said to be environmentally literate. In other words, they are able to understand and react in relation to the different dimensions within the natural environment and its related social issues.

**Environmental Sensitivity**
This sensitivity is prevalent when a developed empathy for the natural environment is present; a contributing factor in environmental education’s teachings of responsible environmental behavior. Role models and prolonged experience outdoors contribute to a more thorough development of environmental sensitivity.

**Experiential Education**
In experiential education, the student becomes more actively involved in the learning process than in traditional, didactic education. Experiential educational goals can be effectively met by allowing the nature of a learner’s educational experience to influence the educational process.

**Naturalist Intelligence**
One interpretation: “Expertise in the recognition and classification of the numerous species - the flora and fauna - of an individual’s environment. This also includes sensitivity to other natural phenomena and, in the case of those growing up in an urban environment, the capacity to discriminate among nonliving forms.” (Armstrong, p. 2)
Place-based Education

The style of education where the objective is structured around a given area, generally an immediate area familiar to the student.

Responsible Environmental Behavior

The ultimate goal of Environmental Education, an environmentally responsible citizen will responsibly demonstrate this behavior to reflect awareness, knowledge, attitude, and skills towards helping maintain a healthier greater natural environment. This behavior is accepted as achieved after the development of environmental sensitivity and environmental literacy.

Putting it all in context: Why focus on these concepts?

Naturalist Intelligence is commonly misunderstood. Most people can develop each of Howard Gardner’s multiple intelligences- including Naturalist Intelligence- to an adequate level of competency (Armstrong, p. 9). According to brain-based education, the neurological area related to Naturalist Intelligence is the left parietal lobe of the human brain; this lobe discriminates “living” things from “nonliving” things, and has been categorized as valued throughout the world in cultural and scientific taxonomies, species classification systems, and in hunting rituals (Armstrong, p. 4-7). Naturalist Intelligence may have been valued more readily when the majority of the world’s population lived in rural settings; in other words, the ebb and flow of cultural relevance and stress given to each of Gardner’s multiple intelligences is reflected throughout the educational, recreational, and other structured activities within a given society. In relation to personality type, Naturalist Intelligence is reflected directly in all of one’s senses, other intelligences, and ultimately, survival skills (Nardi, p. 69).

The concept of Environmental Sensitivity is well understood within the field of Environmental Education, but is still often confused with Naturalist Intelligence within formal education. Environmental Sensitivity has been self-reported as a high determinant in grade 5-8 teachers’ decision as to whether or not they choose an Environment-Based Education approach (Ernst, 2007b, 15). New research, including that of LNFI program
adult participants between July 2007-February 2008, supports the development of Environmental Sensitivity in adults. The 2007-2008 LNFI program results, discussed later in greater detail, indicate a positive program influence on adult participants’ confidence initiating similar activities with their families, as well as a self-reported level of either consistent or raised Environmental Sensitivity upon participation in the LNFI programs. This assessment of ES was adapted by methods of Sia (Sivek, 2002).

Environment-Based Education has several benefits, many of which will be discussed in more detail later. As noted above in the terminology section, Environment-Based Education is specific to a given area, and can be incorporated using a variety of methods on a regular basis. Environment-Based Education is not the same as Environmental Education; Environmental Education standards are required in some states. Regardless, Environment-Based Education has many similar benefits to that of Environmental Education, and can be used in an interdisciplinary manner. Place-based Education can easily incorporate Environment-Based Education, as can Experiential Education. In the United States, the integration of environmental programming in comparison to other subjects within formal education is low, and this may contribute to the newly grouped cognitive, mental, and physical deficiencies known as “nature-deficit disorder” (Louv, 2008).

Although not everyone may be comfortable in implementing Environment-Based Education, they should be aware of the possibility of their personal development of Environmental Sensitivity, and Naturalist Intelligence.

Research

Introduction

Each of the following sections discusses variables within EE that are interrelated in their philosophy and integral to the overall development of Environmental Sensitivity (ES), a variable necessary within the development of complete Environmental Literacy (EL). Continuing research in the development of Environmental Literacy (EL), Experiential Education, adult Environmental Sensitivity (ES), and the use of Place-based and formal Environment-Based Education (EBE) support the relationship between the influence of
adult role models and time spent outdoors and the development of ES. This relationship spans both formal and informal routes of learning. Recent research points to the necessity of a well-developed ES as one of the leading factors in allowing for teacher comfort in utilizing EBE (Ernst, 2007b).

The influence of role models and time spent outdoors affects the development of ES in adults, as well. Outdoor family programming may be a catalyst in promoting the development of ES in adults, affecting their confidence level as a role model for youth. In relation to the following variables’ influence on the development of ES, without outdoor family programming, current societal changes in outdoor recreational habits may continue to indicate a lowered rate of ES (Pergams & Zaradic, 2008), and therefore, EL.

**Developing Environmental Literacy**

Achievement of Environmental Literacy (EL) – thorough recognition of our ecological impact upon the greater environment, related issues, and possible solutions – is a key goal of Environmental Education (EE). The development of EL depends upon eight variables, including Environmental Sensitivity (ES), “a feeling of empathy towards the environment” (EETAP, 2002). According to EETAP (2002), EL “…consists of cognitive and affective attributes that lead individuals toward environmentally responsible behaviors (REB).” ES highly affects the behaviors of the environmentally literate. Sivek (2002) states, “Environmental sensitivity is another variable that appears to be an important precursor to EL… As a precursor to EL, it is important for educators to better understand ES and to facilitate its development in learners (p. 155).” The results of Sivek’s 2002 study indicate two key factors in the apparent development of ES: time spent outdoors over an extended period of time, and role models. How can we incorporate these two factors and in so doing achieve ES, let alone advance a person’s EL in a dynamic, effective sequence?

Rachel Carson (1956) advocates maintaining ES – and indirectly EL – in her 1956 essay, The Sense of Wonder:

“If a child is to keep alive his inborn sense of wonder… he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement and mystery of the world we live in (p. 55).”


70. Leave No Family Inside Guidebook
LNFI Program Evaluation: Research Review and Initial Results Summary

Over fifty years ago, Carson proposed how important both time spent outdoors and role models are in the development and maintenance of ES. By doing so we can then more readily develop empathy for the world we live in, and remain fascinated and full of wonder through our personal connection and understanding of the natural environment and issues connecting us with that environment. The importance of action learning through consistently experiencing the natural world first-hand is the surest way to remain in touch with our sense of awe, and therefore act responsibly towards the natural environment.

**Importance of Experiential Education**

Caduto (1983) asserts, “Because of the nature of environmental education, especially that which occurs outdoors, action learning is an integral, vital part of any environmental education program.” Action Learning, one of eight accepted ‘Environmental Values’ EE teaching methods, continues to grow in its effective and widespread approach. Here, experiential learning is emphasized as an effective, though unsystematic approach in achieving environmental values, including ES.

Recent EE resources support outdoor experiential learning (EETAP Resource Library Number 114, p. 1, 2002): “

...Experiences in the outdoors, where there is direct interaction with natural, rural, or other relatively pristine habitats, have been identified as one of the main formative influences that lead to REB. These out-of-doors activities can act as major precursors for environmental sensitivity. Of all the factors that influence environmental sensitivity, studies have indicated that the influence of outdoor experiences has consistently shown up as the most important influence.”

As mentioned earlier, responsible environmental behavior (REB) is essentially the final step in achieving EL, and the processes utilized to achieve a complete EE. Several methods are applied in evaluating a student’s understanding of materials, let alone REB. Action Learning through place-based experiential activities appears to be a repeated, successful choice. According to Sobel (2005),

“Place-based education…increases academic achievement, helps students develop stronger ties to their community, enhances students’ appreciation for the natural world, and creates a heightened commitment to serving as active, contributing citizens (p. 7).”
In support of Sobel’s (1996) above argument, Gilliam & Lane-Zucker (Sobel, 1996) conclude that the evaluation of place-based programs is highly important in understanding the long-term effects of the experience not only on the students, but also everyone involved in the process:

“We have seen teachers, students, and members of a community transformed as a result of their participation in a ‘place-based’ environmental education. Their confidence in the educational process is renewed and they inevitably come away with a far deeper sense of the natural and cultural web of life that defines their communities. This is a web that binds the generations and reinforces our sense of responsibility toward our places. It holds the stories and experiences that reveal a community’s true identity. And it reveals to us our own uniqueness as well as our connectedness with all life. Nature literacy, we believe, can rebuild communities (vi-vii).”

Place-based Education

Louv (2005) writes, “Nature inspires creativity in a child by demanding visualization and the full use of the senses. Nature still informs our years – lifts us, carries us (p. 7).” This concrete, basic use of our senses early in life helps us achieve a greater understanding of the natural world we inhabit. Louv is concerned about how sedentary our society has become in the last fifty years, one in which the focus of interest for more and more children starts indoors rather than outdoors. As a society’s sense of place changes to one of the indoors, its citizens grow more disconnected with the natural environment, and therefore unaware, of the effects their actions have on the health and well-being of the natural world, and therefore themselves. Louv has coined this tendency as “nature-deficit disorder.” And as of 2008, there is new evidence for a shift away from nature-based recreation. Pergams & Zaradic (2008) indicate a decline in visits to national U.S. parks, state U.S. parks, national U.S. forests, and per-capita duck stamps and fishing licenses obtained in the U.S. Between 1981 and 2008, there has been a -18% to -25% rate of decline in per capita nature recreation, and so the authors feel that attempts to raise public awareness are less likely to succeed in changing the trend, let alone allow continued support for current national biodiversity conservation efforts (Pergams & Zaradic, 2008). Three of the four variables that explain 97.5% of this decline in park visits are time spent with the following electronic media: the internet, playing video games, and watching movies.
Luckily, the development of ES is a well-argued strategy for limiting this pattern of disconnect between humans and the outdoor environment. As part of EE’s fifth and final subgoal of citizen action experience, effective completion is recognized by a combination of: greater knowledge of action strategies and issues, skills, internal locus of control, ES, knowledge of ecological concepts, and an in-depth understanding of the beliefs and values surrounding the subject. Currently, nationally recognized experiential EE K-12 activity guides include the U.S. Department of Natural Resources Project Learning Tree, Project WILD, Project WILD Aquatic, Project WET, and Flying WILD, all of which comply with associated state EE standards. Many of these experiential lessons emphasize the use of the outdoor classroom. But, a place-based outdoor classroom may be essential for completing an effective citizen action experience.

Hines, Hungerford & Tomera (1987) demonstrated through a meta-analysis of over 120 studies the modestly low knowledge-behavior correlation in relation to EE citizen action experience. In other words, knowledge alone does not guarantee one’s ability to act as a well-informed and prepared citizen regarding ecological issues. In order for EE to be truly effective, all factors relating to the citizen action experience need be observed. It can be argued that each of these factors can be augmented by experience-based EE, with a focus on place-based EE.

In an assessment of Wisconsin public schools, Rossow (1994) found that, according to both urban and rural school administrators, greater time, funding and interest in EE is needed in order to increase EE throughout their schools and districts. The lack of support for EE from teachers was an influential “barrier” to promotion and implementation of EE. Support for EE is growing in some areas, although similar barriers exist over a wide area despite the advancement of and greater access to certification for various nationally recognized experiential EE activity guides. How can these barriers be broken down, regardless of location of the school and its surrounding community? One example includes building formal K-12 teachers’ ES to a level where they are comfortable utilizing Environment-Based Education (EBE) methods (Ernst, 2007b).

Building Environmental Sensitivity: Environment-Based Education

As stated above, building formal educators’ ES could reduce barriers of implementation of EE as part
of K-12 schooling. Environment-Based Education (EBE) utilizes a school-based EE approach, including the local environment as the context for subject integration, and has been supported as educationally efficient as a high-quality EE approach (Ernst, 2007b, 15). But, relatively few teachers practice EBE on a regular basis, citing lack of EL knowledge and skills and ES as important in their decisions to use their abilities to implement EBE (Ernst, 2007b, 15). One suggestion for advancing ES in K-12 teachers includes greater exposure to EL knowledge and skills, in combination with the development of ES. Research involving implementation of EE by K-12 teachers (Ernst, 2007b) supports earlier EBE findings (Ernst, 2007a), in that personal EL knowledge and skills, ES, and teaching context for the teachers were the key influences on their use of EBE. A development of adult (teacher) EL and ES can be achieved in training through outdoor programs that utilize role models.

What are the implications of not providing students with role models and outdoor experiences in a place-based setting? Clifford E. Knapp, K-12 teacher and teacher educator in the Curriculum & Instruction Department in the College of Education at Northern Illinois University focuses on the importance of models and outdoor experience in forming Environmental Ethics. Sivek (2002) demonstrates these focuses as most relevant and consistent in the development of ES, and EL. Knapp (1999) describes multiple types of environmental ethics, along a human-centered versus earth-centered ethic in relation to ES development. He states, “Another way to understand how to help develop an environmental ethic is to look for what is lacking when someone is judged not to have one.” Stephen Kellert as quoted by Knapp (1999):

“An individual lacking an environmental ethic would have diminished emotional identification with nature and would place short-term needs over long-term obligations to the ecological community. Nature would be viewed as separate, alien, and lacking in inherent value or integrity. It would be viewed as inanimate and something to be manipulated and exploited (p. 49).”

Summary

As described earlier, trends in outdoor recreation indicate a waning interest by citizens of all ages. And as time with electronic media increases, visits to parks decrease (Pergrams & Zaradic, 2008). How does this translate for the future of our world’s environmentally literate citizenry? EBE is an effective approach
for implementing formal EE, but is underutilized based on current K-12 teachers’ development of EL and ES. Similarly, there is more limited travel by schools to utilize outdoor programs. In order to increase EL and ES among the general populous (as well as formal educators), opportunities must be provided for citizens of all ages, in which outdoor experiences and role models allow for their citizen participants’ further development of EL and ES.

These experiences can be held in both non-formal and formal settings, and are highly effective when structured as place-based, experiential EE. Therefore, the future of our environmentally literate citizens may fall more heavily to parents. If more adults, namely parents, have access to such experiential outdoor programs, they can become additional role models, as well.

The LNFI project offers the opportunity to increase the time families spend together outdoors, and may therefore help increase the confidence of parents in being outdoor role models for their children. This, in turn, could foster an increased ES for the families involved. Confidence in experience and knowledge, and a well-developed ES is needed in order to implement outdoor environmental activities in both formal and non-formal EE settings. Research involving the importance of a well-developed ES in relation to attaining a thorough EL, and in turn a more thorough EE, supports time spent outdoors (Sivek, 2002). Recent literature is beginning to indicate a variety of benefits associated with spending greater time outdoors and as a family unit, as well.

The desire for the expansion of family-oriented place-based experiential EE programs at the Boston School Forest in Plover, WI, is clear. Since 1983, the BSF has provided successful experiential EE programming within a community that supports and remains strongly interested in broadening their educational and recreational opportunities outdoors. The Stevens Point, Wisconsin community’s spoken desire for a greater provision of BSF family programs echoes supporting research regarding what processes are necessary to achieve a successful EE. Families that attend the LNFI programs at the BSF, including a place-based natural and human history guided quest, may develop a greater sense of place and confidence in initiating similar activities amongst themselves elsewhere. And in attending one or more of the LNFI programs, these families may develop a strong ES, leading towards a greater Environmental Literacy.
The purpose of the LNFI study is to examine the environmental education construct of environmental sensitivity by piloting and evaluating family-oriented, seasonal place-based outdoor recreation and educational programs at the Boston School Forest. The programs emphasize living in a sustainable manner, having low impact interaction with the natural environment, and learning about the cultural and natural history of the Boston School Forest.

The three subproblems of the LNFI study include:
I. Develop diverse family-oriented, place-based educational programs for year-round use at the Boston School Forest.
II. Determine whether or not the compilation of activities related to living in a sustainable manner, having low impact interaction with the natural environment, and learning about the cultural and natural history of the Boston School Forest are in demand and beneficial for families attending evening and weekend programs at the Boston School Forest.
III. Assess the influence of guided experiences in the development of environmental sensitivity on adult program participants.

Within the three subproblems of the LNFI study, the variables of environmental sensitivity analyzed include the influences of (1) time spent outdoors and (2) role models. The development of the programs, and demand for and benefits of the programs were also analyzed. In other words, the researcher was interested in measuring the LNFI program participants’ outdoor experience outside of the BSF, the perceived value and quality of the LNFI programs, and the likelihood that the families in attendance at the LNFI programs may initiate more similar activities on their own in the future. This latter measure of personal confidence and initiation demonstrates a change in ES for LNFI program adult participants, and was incorporated into each questionnaire (see “Case Studies” section below), using Likert-type scales adapted from Sia (Sivek, 2002).
The two objectives of the LNFI study include:

I. To demonstrate the effects between exposures to environmentally sensitive role models on participants at the Boston School Forest and a higher confidence in initiating similar activities with their family outside of the Boston School Forest LNFI programs.

II. To identify if families attending the new Boston School Forest LNFI programs consider the distribution of related resources more useful than not useful.

Data Summary

Subproblems 1 and 2:

Within the emerged “Perceived Interest in Program” category, over half of the qualitative remarks by adult participants support accomplishment of the first subproblem of this study. Within the “Perceived Value in Program and Staff” category, the “For Families” sub-category percentages help to more clearly emphasize the target audience’s demand for and related benefit of the LNFI programs.

The highest demand and benefit of the programs was reported directly for families (47 percent); second, the well-run program/facilities (28 percent), and lastly, for the community (25 percent).

Subproblem 3:

(Time Spent Outdoors)

The conclusion that can be drawn for the ‘time spent outdoors’ portion of the third subproblem, is that a greater percentage of LNFI program adult participants initiate spending time at least twice a week with their family outdoors, prior to attending the LNFI program.

(Role Models)

The second-highest percentage of all emerged sub-category remarks falls under the sub-category of “Activity Initiation,” yielding 29 remarks (15 percent of all categorized qualitative remarks). These remarks could be written on only the first Post-Assessment and second Post-Assessment, both of which followed the adults’
participation in each LNFI program.

This data indicates a positive influence of BSF staff as role models for parents during the LNFI programs, and more specifically the program’s influence on the adult participants’ interest in and/or “Activity Initiation” with their family.

Objective 1

Data that emerged from adult participants answering either or both the first Post-Assessment and second Post-Assessment indicate 20 remarks (10 percent of all categorized remarks) within the “Confidence” sub-category of the “Program Influence” category.

A related Likert-type scale question is posed on the first Post-Assessment and second Post-Assessment. Out of the 91 adult participants answering these assessments, 16 respondents (17 percent) indicate that they are at least “somewhat confident,” and 71 respondents (78 percent) indicate that they are “very confident” in being able to achieve the skills necessary to continue leading similar activities to the LNFI program attended.

(“Case Studies”, N = 26 individuals)

In summarizing the “case study” data, 53 percent of respondents (14 individuals) maintained their ES levels, and 23 percent of respondents (6 individuals) increased their self-reported ES level after having participated in the LNFI program. The remaining 6 individuals demonstrated differing responses across their three self-reported measures of ES.

Together, this indicates that LNFI program adult participants’ confidence levels in initiating similar activities were positively affected by the LNFI programs.

Objective 2

Eighteen remarks were made within the emerged sub-category “Materials,” 9 percent of all qualitative remarks. All 18 remarks indicated a beneficial relationship between the materials distributed to the families both during and to take home after each LNFI program.

In the second Post-Assessment (n = 29), there are two Likert-type scale questions that directly addressed the usefulness of LNFI program materials. First, 62 percent indicated “yes,” and 25 percent indicated “no”
LNFI Program Evaluation: 
Research Review and Initial Results Summary

in relation to their use of the resources/equipment. Second, 69 percent indicated “yes,” 23 percent indicated “somewhat useful,” and two individuals indicated “neutral” in relation to how useful the resources/equipment are in their family group.

The materials distributed to families during the LNFI programs are found to be more useful than not useful.

Data Summary Discussion

The data obtained from this study strongly support past research indicating role models and time outdoors as influential variables in the development of environmental sensitivity (Sivek, 2002). These two variables were consistent throughout the implementation of all four assessed LNFI programs, and were investigated as part of each assessment.

Data obtained from the 2007-2008 LNFI program assessments supports the creation and implementation of the programs as beneficial and in demand for families in the Boston School Forest community (in part due to the programs’ accessibility and convenience, geographically and economically). Program materials used during and taken home by adult participants following the LNFI programs are found to be more useful than not useful. The majority of adult participants in LNFI programs already spend time with their family (more than twice a week) outdoors. Nonetheless, this study’s data indicate a positive influence of BSF staff as role models for parents during the LNFI programs, and more specifically the program’s influence on the adult participants’ interest in and/or activity initiation with their family for similar activities on their own. LNFI program adult participants’ confidence levels in initiating similar activities were positively affected by the LNFI programs; this again supports the LNFI programs’ positive influence in the development of adult participants’ ES.

The results from this study point to the importance for continuation of similar family-oriented, seasonal place-based outdoor recreation and educational programs. As indicated, within the short time-frame allowed during this study’s one sample of adult participants, trends in confidence levels
and self-reported levels of raised ES following the LNFI program participation lead to adult participants’ further development of ES and confidence in leading their family in similar outdoor activities. These adult participants in effect become role models for their children; the level of environmentally literate citizens is impacted through family programs such as the LNFI programs.

**Joining the Movement**

Impacts of programs such as LNFI on the greater community are only beginning to be more thoroughly understood, in relation to both their participants’ development of ES, and the health of the community as a whole. The LNFI programs were presented at the Midwest Environmental Education Conference in October 2007. An audience of nearly 100 educators attended, the majority of which signed up to receive the attached CD-ROM version of the LNFI Guidebook. Over half of the participants at the 2008 Wisconsin State Park System Interpretation Workshop signed up to receive the LNFI Guidebook, as well. This Guidebook will serve as a template for further family-oriented, seasonal place-based outdoor recreation and educational program and assessment development. Through these audiences alone, it can be accessed and utilized by district coordinators, teachers, and community organizations alike.

With a more thorough understanding of LNFI program adult participants’ background of time spent outdoors, and future additions of assessment data to that which is presented here, we can continue to obtain a growing understanding of the importance of outdoor family programming as it relates to ES and community vitality as a whole. The future of our environmentally literate citizenry rests more on the shoulders of parents if schools decrease implementation of environmental education standards and environment-based education methods.

According to Halcomb (1985), “*The family unit has the greatest influence on an employee’s lifestyle and lifestyle changes.*” Programs such as LNFI reflect not only an opportunity for families to spend time together and outdoors, but promote a healthy lifestyle within a community, similar to that outlined by the EarthWonders, LLC “Integrated Approach Stewardship Cycle” (Butcher & Dreier, 2008). EarthWonders was founded by Dreier
in 2005, and has since then guided professionals across a wide variety of fields to utilize a healthy integrated personal, familial, and workplace lifestyle focused around an environmental mindset.

Since the initiation of the LNFI project, Louv has published an updated and expanded 2008 version of Last Child in the Woods, Saving Our Children from Nature-Deficit Disorder. Following the main text, he includes a new “Notes from the Field” section, in which he introduces how the movement to reconnect children with nature has spurred a variety of nationwide trends and policies. Family-wise, the National Audubon Society is currently campaigning to create a family-focused nature center in every congressional district in the U.S. (p. 352), which is later supported by Louv’s statement, “Such organizations are recognizing that the human child in nature may well be the most important indicator species of future sustainability (p. 353).” Before listing his “100 Actions We Can Take”, beginning with “Nature Activities for Kids and Families,” Louv asserts that the main fuel behind the developing movement to reconnect children with nature must include parents and family members:

“Beyond all of this, the most important development has been the growing number of individual parents and other family members who have decided to do what it takes to bring nature into their lives, and keep it there. The real measure of our success will not be in the number of programs created or bills passed, but in the breadth of cultural change that will make such decisions second nature- in every family, every school, and every neighborhood (p.356).”

Within “Nature Activities for Kids and Families,” similar activities to those utilized during LNFI programs are mirrored. The concept of using nature as a partner to strengthen family bonds is suggested; 2007-2008 LNFI parent participants mentioned this multiple times. It is difficult to quantify the effects of such a bond, but an effect of the LNFI programs on participant families’ mindsets was evident, and such a mindset benefits not only the children of those families, but the parents, family unit, and environment in which we all reside. 2007-2008 LNFI parent remarks include:
LNFI Program Evaluation:
Research Review and Initial Results Summary

“We like to be active and outdoors. It is an added bonus to spend time together learning some new physical activity.”

“I have always enjoyed outdoor activities. This just reinforces the fact that the whole family can enjoy them.”

“Making family friendly outdoor activities available increases the communities’ awareness of outdoor resources and issues.”

“Programs like this one enhance the quality of life in our community. This program teaches us to enjoy the natural environment of our area.”

As dictated above, the LNFI programs are part of a nation-wide growing movement to reconnect with nature, one that also includes “…as of spring 2008… state and national legislatures, conservation groups, schools and businesses, government agencies and civic organizations,” (Louv, p. 351) that encourage the interaction of children and families within nature. The National Park Service and National Association of State Park Directors co-signed a “Children and Nature Plan of Action” in 2006, and in 2007, the U.S. Forest Service began “More Kids in the Woods,” which focuses on local funding to bring more children into the outdoors (Louv, p. 351).

In June of 2008, the LNFI researcher and BSF Director presented the LNFI programs, Guidebook, and LNFI 2007-2008 assessment results and recommendations during the 2008 Wisconsin State Park System Interpretation Workshop. Interest in local outdoor family programming in the U.S. State Park System is also growing, perhaps in response to the supposed decline in outdoor recreation attendance as outlined by Pergams & Zaradic (2008).

Between 2007-2008, the LNFI programs reached nearly 500 family participants, and 150 conference participants. In July of 2008, the Boston School Forest will hold a second Leave No Trace Family Camp. After that point, the LNFI programs at the BSF will be maintained to what capacity is available through funding and staff.

Following the binding of this document, a new version of the LNFI Guidebook will be designed and distributed to the University of Wisconsin-Stevens Point Department of Education. It will be used during
teacher training projects and other appropriate education classes, and potentially made available to teachers
during Wisconsin Education Association Council Conferences. Both versions of the LNFI Guidebook will
continue to be transferred to environmental educators by the researcher, BSF Director, and UW-SP College of
Natural Resources and LEAF web sites to Wisconsin School Forests, Parks, and Nature Centers. The researcher
will distribute 125 of the original LNFI Guidebooks (see attached CD-ROM) electronically to the 2007 MEEC
and 2008 Wisconsin State Park System Interpretation Workshop participants.

In October 2008, the researcher and BSF Director will again present the LNFI project, study and
have CD-ROM versions of both LNFI Guidebooks available during the North American Association for
Environmental Education Conference. Through continued and varied veins of distribution, the LNFI programs
and importance of family programming and adult ES research will be transferred to a wide audience. At present,
Mosquito Hill Nature Center near New London, WI, has incorporated a version of the LNFI programs into
its annual offerings for the public. It is reassuring to know that the LNFI programs have and will continue to
contribute to the growing “children and nature movement,” as well as emphasize the growing importance of the
family in nature.


Geocaching.com (sited 9/07)


No Child Left Inside, www.nclicoalition.org (cited 4/08)


LNFI Guidebook:  
Appendices Cover Sheet

LNFI Program Presentations

A. Midwest Environmental Education Conference 2007 Session Abstract  
B. Graduate Seminar 2008 Abstract

Additional LNFI Program Resources

C. “Treehaven Survival Quest” (Wisconsin Association for Environmental Education Winter Workshop 2008, led by BSF facilitators, written by workshop participants)  
D. FAQ about Geocaching, from Geocaching.com (cited 4/07)  
E. Cross-Country Skiing and Snowshoeing Handout (for LNFI program families)

2007-2008 LNFI Program Media Coverage

F. Leave No Trace Family Camp: Portage County Gazette article  
G. Leave No Trace Family Camp: WAOW News Line 9 coverage  
H. Questing and Geocaching for Families: WAOW News Line 9 coverage  
I. Cross-Country Skiing for Families: Portage County Gazette article

Boston School Forest Background

J. Spring 2007 Stevens Point Area Public School District Education Connection, “Happy Birthday Boston School Forest!”, 70th Birthday Recognition

LNFI 2007-2008 Program Funding

K. LNFI 2007-2008 Grant Application Summaries
Midwest Environmental Education Conference 2007
Country Springs Hotel, 10/19/07
Stevens Point, WI

Karen Dostal
Boston School Forest Director; Stevens Point Area Schools Environmental Education Coordinator
kdostal@wisp.k12.wi.us

Emily Hill
Leave No Family Inside Project Consultant; UW-Stevens Point Graduate Student
emily.622@gmail.com

Leave No Family Inside:
Impact of Boston School Forest Family Programs on Variables of Environmental Sensitivity

Within the field of Environmental Education (EE), the development of Environmental Sensitivity (ES) can be thought of as a developed empathy for the outdoor environment. Past research consistently suggests that the development of ES is vital to the development of environmental interest and action. Sivek (2002) indicates two key factors in the development of ES: time spent outdoors over an extended period of time, and role models. Caduto (1983) asserts experiential learning as an effective approach in achieving environmental values, including ES. This effectiveness multiplies with greater time spent outdoors as a family, and over an extended period of time. Confidence in initiating outdoor activities- with parents as role models- comes with the knowledge and resources available through an initial source.

In April 2006, the Boston School Forest (BSF) in Plover, Wisconsin surveyed parents, teachers and principals from the Stevens Point Area Public Schools. Many parents expressed a desire to attend family-oriented programs similar to those their children routinely experience at the BSF. In order to counter effects of nature-deficit disorder, the Leave No Family Inside (LNFI) project hopes to help create a healthier community by guiding parents and children in outdoor activities.

The LNFI project includes the piloting and evaluation of a series of new family-oriented place-based educational programs at the BSF throughout 2007-2008. These programs are free and open to the community. Grants awarded by the Wisconsin Environmental Education Board and the Community Foundation of Portage County provide the tuition and funds for additional resources given to LNFI program families. These grants also provide the salary for the BSF staff who lead the LNFI programs.

LNFI program themes include phenology; sustainability education; and environmentally based low-impact activities. Individual LNFI programs include Leave No Trace Family Camp; Questing and Geocaching; Cross-Country Ski Tour; an expansion of the current Family Snowshoe Night; and Earth Day Celebration. Following each of the LNFI programs, families will take with them informational resources and additional equipment that will enable them to independently pursue time outdoors as a family.

All LNFI program participant family groups are asked to complete a consent form. Those adults that choose to complete a pre and post-assessment written questionnaire on site during the day of their LNFI program will be asked to complete a second post-assessment written questionnaire two weeks following their LNFI program (this second post-assessment is provided for them in a self-addressed and stamped envelope at the LNFI program). The three assessments are comprised of open and close-ended questions, as well as feature Likert-type scales, and focus on measures of ES: time spent outdoors as a family group; the adults’ confidence initiating similar outdoor activities with their family group; and continued interest in the LNFI program activities. The second post-assessment evaluates the additional resources and equipment given to the family group, as well. Each assessment also measures the family groups’ satisfaction with past and present BSF programs.

All assessment data collected during the LNFI project will be included within a Guidebook. This Guidebook will also contain LNFI program descriptions, all materials used during the preparation of each LNFI program (including materials already present at the BSF), media coverage of the LNFI programs, and an overall resource bibliography. This Guidebook may be evaluated by other Wisconsin School Forests, and will be made available for use in outdoor family program development.
Leave No Family Inside:  
Impact of Boston School Forest Family Programs on Variables of Environmental Sensitivity

Within the field of Environmental Education (EE), the development of Environmental Sensitivity (ES) can be thought of as a developed empathy for the outdoor environment. Past research consistently suggests that the development of ES is vital to the development of environmental interest and action. Sivek (2002) indicates two key factors in the development of ES: time spent outdoors over an extended period of time, and role models. Caduto (1983) asserts that experiential learning is an effective approach in achieving environmental values, including ES. Confidence in initiating outdoor activities - with parents as role models - comes with the knowledge and resources available through an initial source.

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Throughout the first four of five LNFI programs, participant family groups were asked to complete a consent form and three written questionnaires. Out of 91 family groups attending, 82 groups participated in the assessment process; 26 groups completed all three assessments. Initial results strongly support past research indicating role models and time spent outdoors as influential variables in the development of ES (Sivek, 2002). Data supports the creation and implementation of the programs as beneficial and in demand for families within the community (in part due to the programs’ accessibility and convenience, geographically and economically). Program materials used during and taken home by adult participants following the LNFI programs are found to be more useful than not useful. BSF staff are positive role models for parents during the LNFI programs, and the programs have a positive influence on the adult participants’ interest in initiating similar activities with their family. Adult participants’ confidence levels in initiating similar activities and self-reported levels of raised ES following the LNFI program participation are both positively affected by the LNFI programs. In effect, the LNFI program adult participants become role models for their children’s development of ES; the level of environmentally sensitive and environmentally literate citizens is impacted through family programs such as the LNFI programs.

In June 2008, a LNFI Guidebook will be completed, containing program descriptions, materials used during the preparation of each program, media coverage, and an overall resource bibliography. This Guidebook will serve as a template for further family-oriented, seasonal place-based outdoor recreation and educational program development. One hundred CD-ROM versions will be mailed to educators who attended our Midwest Environmental Education Conference 2007 session, and CD-ROM versions will also be available during a WI DNR talk at the Central Wisconsin Environmental Station on June 10, 2008.

Additional Definitions:

Low-Impact Interaction
Low-impact interaction allows a thorough interaction with the natural environment, yet does not initiate negative ecological change in the natural environment.

Place-based Education
The style of education where the objective is structured around a given area, generally an immediate area familiar to the student.
**Introduction:**
There are trees all around us, some black and some white.
Their leaves in the fall make a beautiful sight!
Did you know you can use them to live with the land?
In Treehaven’s woods there are plenty on hand!

**Maple:**
Boil the sap and what do you get?
Surple to slurple on hot cakes, then burple. It’s maple!
Leaves are brilliant in fall, red or orange, yellow and all.
Seeds twirl down from the sky
This tree’s a good one for shade, bye, bye.

**Red Pine:**
Commonly planted for lumber
Dead ones provide animals’ slumber
Natives made needle tea to prevent scurvy
Laces were made from roots long and curvy.

When climbing this tree, sap might get stuck to your shoe
This sticky pitch is better for sealing your canoe
Inner bark, cut in strips, can be cooked just like noodles
Birds, chipmunks and squirrels come eat seeds by the oodles.

**White Pine:**
Climbing this tree will make you all sappy
But that pitch will mend bones which will help you get happy.
This stately fine tree was the lumber jacks’ quest.
Cut down by the millions, but who would’ve guessed
You can use it to make ship masts, bed frames and matches.
But to help it live longer be careful with hatchets.

**White Pine:**
A tisket a tasket use the needles to weave a basket
Repair your canoe by using the pitch. It cures what ails you, even an itch.
The most generally useful of all American woods; Build a church or house and fill them with goods.

**Birch:**
If you want to make snowshoes use wood from this tree.
Make the bark into baskets and store food a-plenty.
For a cough, drink the syrup boiled down from its sap.
If an arm you do break try the bark for a cast.

**Aspen**
Your head hurts; your brain is a lapsin’
You usually will grab for an asprin
If there’s no pharmacy
Eat a twig from this tree
Cure your fever with bark of an Aspen.
Frequently Asked Questions About Geocaching

If you don’t find the answer you’re looking for here, ask it in the forums!

What is Geocaching?

Geocaching is an entertaining adventure game for GPS users. Participating in a cache hunt is a good way to take advantage of the wonderful features and capability of a GPS unit. The basic idea is to have individuals and organizations set up caches all over the world and share the locations of these caches on the internet. GPS users can then use the location coordinates to find the caches. Once found, a cache may provide the visitor with a wide variety of rewards. All the visitor is asked to do is if they get something they should try to leave something for the cache.

How do you pronounce Geocaching?

You pronounce it Geo-cashing, like cashing a check.

Are there any other names for Geocaching?

The GPS Stash Hunt, Global Positioning Stash hunt is interchangeable. Geocaching has become the standard for the game, however.

The word Geocaching broken out is GEO for geography, and CACHING for the process of hiding a cache. A cache in computer terms is information usually stored in memory to make it faster to retrieve, but the term is also used in hiking/camping as a hiding place for concealing and preserving provisions.

So what's the big deal? You gave me the coordinates so I know where it is. Seems pretty easy.

It is deceptively easy. It’s one thing to see where an item is, it’s a totally different story to actually get there.

What is a GPS device?

A GPS unit is a electronic device that can determine your approximate location (within around 6-20 feet) on the planet. Coordinates are normally given in Longitude and Latitude. You can use the unit to navigate from your current location to another location. Some units have their own maps, built-in electronic compasses, voice navigation, depending on the complexity of the device.

You don’t need to know all the technical mumbo jumbo about GPS units to play Geocaching. All you need to do is be able to enter what is called a “waypoint” where the geocache is hidden. We’re working on a section to help you set up your own GPS unit to play. In the meantime, feel free to ask questions in our online forums.

How do GPS devices work?

If you’re interested in finding more information about Global Positioning Systems, check out GPS: The New Navigation by PBS. They have an excellent Shockwave and/or web page that explains how GPS works!

So if I have a GPS unit, someone can track where I am (and where I’m going)?

No! GPS devices do not actually broadcast your location. The satellites using radio frequencies actually broadcast their own position. Your GPS unit takes that information to figure out where you are (triangulation).

Unless you have a tracking system implanted by aliens, you should be safe from the satellites above. As an extra precaution, however, you can put aluminum foil on your head to deflect the “gamma” beams.

How much does a GPS unit cost, and where can I get one?

GPS Units can range from $100 to $1000 depending on the kind of capabilities you are looking for. The author uses a Garmin eTrex, which runs for around $100, and can get you to within 20 feet of any geocache (depending on the location). The next step is one with a built-in electronic compass, has topographic maps, more memory, etc.
For more information, check out our guide to purchasing a GPS unit for Geocaching.

You can usually find GPS units at any boat supply store, and some camping stores keep GPS units on hand. You can also purchase them online through Amazon.com and camping supply companies.

A good, basic GPS unit is the Garmin eTrex GPS, or Magellan GPS 315.

How do I use a GPS unit for Geocaching?

If you need to get a basic instruction on how to use a GPS unit, try the book GPS Made Easy: Using Global Positioning Systems in the Outdoors.

To play, you’ll need to know how to enter waypoints into your GPS unit. We’re currently working on instructions for each particular GPS unit. In the meantime, your GPS should come with instructions on how to enter a waypoint. If you have any problems, try the online forums. There’s always someone to help.

What are the rules in Geocaching?

Geocaching is a relatively new phenomenon. Therefore, the rules are very simple:

1. Take something from the cache
2. Leave something in the cache
3. Write about it in the logbook

Where you place a cache is up to you.

This is neat! How do I hide a cache?

Click here to read a brief tutorial on how to place your first cache.

What is usually in a cache?

A cache can come in many forms but the first item should always be the logbook. In its simplest form a cache can be just a logbook and nothing else. The logbook contains information from the founder of the cache and notes from the cache’s visitors. The logbook can contain much valuable, rewarding, and entertaining information. A logbook might contain information about nearby attractions, coordinates to other unpublished caches, and even jokes written by visitors. If you get some information from a logbook you should give some back. At the very least you can leave the date and time you visited the cache.

Larger caches may consist of a waterproof plastic bucket placed tastefully within the local terrain. The bucket will contain the logbook and any number of more or less valuable items. These items turn the cache into a true treasure hunt. You never know what the founder or other visitors of the cache may have left there for you to enjoy. Remember, if you take something, its only fair for you to leave something in return. Items in a bucket cache could be: Maps, books, software, hardware, CD’s, videos, pictures, money, jewelry, tickets, antiques, tools, games, etc. It is recommended that items in a bucket cache be individually packaged in a clear zipped plastic bag to protect them.

What shouldn’t be in a cache?

Use your common sense in most cases. Explosives, ammo, knives, drugs, and alcohol shouldn’t be placed in a cache. Respect the local laws. All ages of people hide and seek caches, so use some thought before placing an item into a cache.

Food items are ALWAYS a BAD IDEA. Animals have better noses than humans, and in some cases caches have been chewed through and destroyed because of food items in a cache. Please do not put food in a cache.

Where are caches found?

The location of a cache can be very entertaining indeed. As many say, location, location, location! The location of a cache demonstrates the founder’s skill and possibly even daring. A cache located on the side of a rocky cliff accessible only by rock climbing equipment may be hard to find. An underwater cache may only be accessed by scuba. Other caches may require long difficult hiking,
orienteering, and special equipment to get to. Caches may be located in cities both above and below ground, inside and outside buildings. The skillful placement of a small logbook in an urban environment may be quite challenging to find even with the accuracy of a GPS. That little logbook may have a hundred dollar bill in it or a map to greater treasure. It could even contain clues or riddles to solve that may lead to other caches. Rich people could have fun with their money by making lucrative caches that could be better than winning the lottery when you find it. Just hope that the person that found the cache just before you left a real big prize!

**Can I move a cache once I find it?**

Unless there’s a note in the cache containing instructions on moving it to a new location, don’t move the cache! Responsible cache owners check on their caches occasionally and would be alarmed to find theirs missing.

An alternative would be to have a hitchiker, which is an item that you can move from cache to cache. An example of this is a candle that has travelled from Australia to Arizona, and a Mr. Potato head that leaps from cache to cache. All you need to do to create a hitchiker is to attach a note to it for folks to move it to a new place.

You can also purchase a Groundspeak Travel Bug, which is a hitchiker you can track through this website.

**Are there any variations in the game?**

YES! We strongly encourage it, actually. Geocaching is a game that constantly reinvents itself, and the rules are very flexible. If you have a new idea on how to place a cache, or a new game using GPS units, we’d love to hear about it.

Some examples -

* **Offset Caches** - They’re not found by simply going to some coordinates and finding a cache there. With the Offset Cache the published coordinates are that of an existing historical monument, plaque, or even a benchmark that you would like to have your cache hunter visit. From this site the cache hunter must look around and find offset numbers stamped/written in or on some part of the marker site, or continue based on instructions posted to geocaching.com
* **Multi-caches** - The first cache gives coordinates (or partial coordinates) to the next location, or multiple caches have hints to the final cache.
* **Virtual caches** - A cache is actually an existing landmark, such as a tombstone or statue. You have to answer a question from the landmark and let the “cache” owner know as proof that you were there.

**How long do caches exist?**

It all depends on the location of the cache and its impact on the environment and the surrounding areas. Caches could be permanent, or temporary. It’s up to the cache owner to periodically inspect the cache and the area to ensure that impact is minimal, if not nonexistent. When you find a cache, it’s always a good idea to let the cache owner know the condition as well.

Periodically, Geocaching.com will review each cache to ensure that everything is still current. We cannot guarantee that a cache will exist at any given time, but we’ll do our best to ensure the list is as current as possible.

If you do find that a cache is missing/defaced, please let the cache owner know as soon as possible!

**If I post a new cache, how long does it take to be listed on the web site?**

Because each cache is reviewed by a volunteer, it may take up to 2 days to have your cache posted to the web site. Usually it takes much much less time - but be patient! Someone will review your cache shortly. It does take longer on the weekends since we receive a larger volume of caches during this time.

**Does Geocaching.com (or a volunteer) physically check the cache before publishing it?**

We wish! We’d love to head out to all those countries and states to check on each and every cache to ensure that they are placed properly. Based on the growth of the sport, however, this would be impossible. If you’re not sure about a cache, wait for someone else to check on it and report back to the site.

Before a cache is posted, volunteers check the page for inaccuracies, bad coordinates, and appropriateness before posting the cache to the site.

**What do I do if I find out that a cache has gone missing?**
If you visit a cache location and the cache is missing, always make sure to log the cache as “not found” on the web site so the cache owner knows. If you notice that the logs show an unusual number of “not found” logs, please inform this web site so we can check on the cache page. The cache can be temporarily disabled so the cache owner can check in on it. Sometimes, though rarely, when the cache owner cannot be contacted we can either allow folks to adopt the cache or have the cache removed completely from the site. We rely a lot on the geocaching community to let us know the status of caches in their area.

Do you have an FRS/PMR channel to find out if other Geocachers are in the area?

Yes. The community has decided on channel 2 as the primary for both FRS and PMR, and 12 as the alternate FRS (Family Radio Service) channel and 8 for the alternate PMR (Europe). FRS and PMR radios are longer distance walkie talkies, like the Motorola Talkabout.
CROSS-COUNTRY SKIING:

The Stevens Point Area has over 36 miles of cross-country skiing available for your family! For a complete listing of parks in the area, contact:

City Parks: 346-1531
Portage County Parks Department: 346-1433
Stevens Point Area Convention & Visitors Bureau: 715-344-2556

RENTAL:


TRAILS:

Golf Courses- check with various area Country Clubs for availability.

Nine Mile Recreation Area- west of Wausau on Hwy. N. Warming house. Trail fee required. Rolling hills, some difficult.

Stevens Point- Iverson Park: 346-1531

Stevens Point- Plover River Trail or ‘City Well Fields,” operated by stevens Point Parks and Recreation Department. The warming house is located on Hwy. 66, just east of Stevens Point Airport. No trail fee required. Gentle, relatively flat terrain. 346-1531 for more information.

Stevens Point- Schmeeckle Reserve: 346-4992

RENTAL & TRAILS:

Portage County- Standing Rocks County Park- operated by Portage County Parks- 7695 Standing Rock Road, off of County B, east of Plover. Warming house. Rentals available. Trail fee required. Rolling hills, some difficult. 824-3949 for more information.

SNOWSHOE:

For a complete listing of parks in the area, contact the
City Parks and the Green Circle Trail:  346-1531
Portage County Parks Department: 346-1433
Stevens Point Area Convention & Visitors Bureau: 715-344-2556

RENTAL:


TRAILS:

Mead Wildlife Area- Junction City area. 457-6771 for more information.
Campus plan gets mixed reception

By GENE KEMMETER
of The Gazette

A reduction in available parking spaces in the University of Wisconsin-Stevens Point (UW-SP) master plan to guide campus development for the next 20 years drew major concerns as UW-SP officials presented the plan to the Stevens Point Plan Commission beginning at 6 p.m. Monday, Aug. 6.

City officials estimate there will be about 750 fewer parking spaces available on campus in the future than there are today. The city receives hundreds of complaints throughout the year about lack of parking in the campus area and the use of commercial lots by students.

UW-SP Chancellor Linda Bunnell said the university wants to continue its collaborative effort with the city and make the university a destination point for visitors to the city.

A study indicated the university has a $3.78 million economic impact on the city annually, she said, and the plan proposes many improvements to enhance the university and make it a focal point in the community.

Carl Rasmussen, campus planner, said the working title of the plan was "Destination Green" and three six-year planning phases are included in the plan, following the state budget process.

The first phase, he said, would include construction of a waste management center, a maintenance and materiel addition, a military science and storage addition to the Health Enhancement Center (HEC), a new suite-style residence hall, a new student services building and academic-science building on the site of parking lot X at Stanley Street and Fourth Avenue, rebuilding of Fourth Avenue with a raised median boulevard in the center and relocation of the Schmeeckle Center to Maria Drive and Reserve Street.

The second phase, he said, would involve moving the child care center to Illinois Avenue in the area of Allen Center, razing the Student Services Center and Delzell Hall, enhancing parking lots, constructing a multiple sports complex and recreation facilities that include a football-soccer stadium and ice arena, relocate the recreation fields to the north of the HEC, move into a second phase of a new residence hall and enhance stormwater and Moses Creek management.

The third phase, he said, would be an academic building to replace the Science Building or remodeling of that building, replacement of DeBot Center and a parking structure at the corner of Franklin and Division Streets.

Beyond 2025, he said many areas for campus expansion have been identified in the area of Fourth Avenue and Division Street, Franklin Street, Portage Street and the St. Stanislaus Catholic Church property.

UW-SP wants to enhance the gateways to campus on Fourth Avenue at Division Street and on Stanley Street, Rasmussen said.

Greg Diemer, vice chancellor of business affairs, said the university participated in building the Wisconsin Learning Center at

(See Campus, page 31)
Student campers gather around a smoky campfire Saturday morning, July 28, at Boston School Forest. The students and their families spent the night at the forest as part of the “Leave No Family Inside” event. The campfire began smoking after one of the students put leaves in the fire. (Portage County Gazette photo)

Families sample camping at Boston School Forest

By GENE KEMMETER

Eight families with a total of 30 members experienced a camping experience at Boston School Forest on Friday and Saturday, July 27 and 28.

The group was part of the “Leave No Family Inside” event that featured six different programs and was funded through a grant from the Wisconsin Environmental Education Board at the University of Wisconsin-Stevens Point.

Karen Dostal, environmental education coordinator at the forest, said the participants spent Friday night around a campfire, trying some “delicacies” of camping life such as a hobo stick, a stick with a stack of a biscuit mix with water that is put on a stick and cooked over the fire, after which honey is added.

The campers also prepared hobo meals, which are hamburgers, potatoes, onions, carrots, beans and corn wrapped in aluminum foil and then cooked in the fire, she said, adding that they also roasted marshmallows and made pudding pies, which are bread and pie filling cooked over an open fire.

Some of the families had their own tents and sleeping bags, and Dostal said equipment was available for those who needed it.

The emphasis on the event was to teach families how to enjoy camping and be able to camp without leaving a trace on nature, she said. Sessions covered proper disposal of garbage in the back country and safe placement of foodstuff so animals could not get at it.

“We went over how to hang food away from bears and other animals,” she said, “and how to do a pan fire so you don’t leave a mark.”

They also learned how to prepare meals to cook over an open fire and pack a backpack, and then took a hike, she said.

Gary Glennon, a staff member at Boston School Forest, said each family received a backpack, a compass, bug spray and water bottles for each family member, along with other items.

He explained orienteering and the use of a compass and a global positioning system (GPS) unit in the woods. He reminded them to “never eat soggy worms” as a means to remember “north, east, south and west.”

Elizabeth Fritz of Stevens Point, a single mother with three children, said her children enjoy the outdoor learning experience and they encouraged her to sign up for the program.

“They respect nature and we learned a lot last night,” she said on Saturday, adding that she purchased a tent and the children enjoyed their first night in it so they can start camping more frequently now.

Tonya Kowalski of Stevens Point said her family had never been camping until Friday night, “This is a good way to camp out in a controlled atmosphere,” she said, “Everyone slept great and we woke up pretty early. They’ve been having a great activity. They’ve had a lot of fun.”

Joni Lodzinski of Stevens Point said her children wanted to “further their environmental education and experience nature.”

“We slept in a tent and had sleeping bags,” she said, “There were lots of night sounds and things to keep us listening.”

Bob Enright of Stevens Point said he felt the event provided his sons with an appreciation for the natural environment, “They wanted to learn about leaving no trace,” he said.

Joni Koldziej of Stevens Point said the event was a good family activity, “The kids bought the signup sheet home from school and they get excited about going to Boston School Forest for an activity.”
Getting Families Outside

Plover-- Getting kids off the couch and into the outdoors can be a problem these days. Between video games and movies... some kids would rather spend their days glued to the t-v.

But a program through Stevens Point Area schools is working to change that... by getting families to sleep under the stars.

The Boston School Forest is part of Stevens Point area schools. They're working to get families outdoors- and this weekend their doing that by taking them camping.

Families will learn everything from cooking on a fire, to backpacking, to setting up a tent- and the goal is simple- get families to realize that fun can be had outdoors.

From the most experienced campers to those who've never slept outside of four walls- it doesn't matter the Leave No Trace Family camp is set up to teach families the proper way to camp- and have fun away from their homes.

Camp Director, Karen Dostal says, "They'll learn how people can have fun outdoors. It doesn't have to cost a lot of money and parents and children get close to nature."

In fact- this program doesn't cost a thing. It was funded through the Wisconsin Environmental Education Board. It teaches families things like- pitching a tent and outdoor cooking- things inexperienced campers know nothing about.

Sampa Biswas, a first time camper says, "We have never done it and unless you know the right way- that's why we're here. I need to see all of this so next time we do go camping I can have confidence."

Most of these campers have never slept in tent- and if they have- it hasn't been much- that's what they say makes this program exciting.

Caitriona Quirk says, "I think it'll be more fun-better. More fun to camp out in the wild than by a house."
Scumik Biswas another first time camper says, "This is our first time camping and I want to get some experience with wildlife and nature."

But while video games and movies ran a close second- many of these kids thought- being outdoors was way better.

Scumik Biswas says, "Just to learn to live off the land, rather than be cooped up inside all the time." While "Cookie" Quirk says, "There isn't a virtual video game for camping."

Updated: 2007-07-28 16:51:42
New Hobby

PLOVER—Questing is a form of scavenger hunt. Each family was given a list of clues to follow to get to a certain location.

"There are maps so there is reading involved and we got a compass and so we’re learning about directions and things like that. There were some math questions on there about how old things were so it’s a little bit of everything. Lots of education but it doesn’t feel that way. It feels like fun."

The first 20 families to arrive were given a free compass, but some people, like Dale, didn’t need the compass to find his way around the forest.

"I’ve been out here a million times so I have the park memorized pretty much."

Questing has been around for hundreds of years, however geocaching is a relatively new outdoor activity that uses a GPS unit to navigate. Family were given coordinates to three different locations.

"It’s kind of like a treasure hunt but also you’re learning how to use the GPS unit which you can use anywhere and it’s great when you’re outdoors in general to know how to use it."

Gary Glennon, a facilitator at the Boston School Forest showed the families how the GPS unit worked before sending them into the woods.

"I will actually help them to find the first one sometimes but once they get to that first one they plug in the second one they change the coordinates and they go to the second one. We give them some clues. With geocaching there is a clue so when you get close to the site you can at least find where the item is hidden…and they do get a prize at the end."
Family skiing program attracts nearly 200 people

Nearly 200 people, including 56 families, participated in a Cross Country Skiing for Families program at the Boston School Forest on Saturday, Feb. 7.

The skiing program was part of the Leave No Families Inside (LNFI) project funded through a grant from the Wisconsin Environmental Education Board and the Community Foundation of Portage County.

Karen Dostal, Boston School Forest director, instructed families in cross country skiing techniques, trail orientation and other information about cross-country ski areas and equipment with the assistance of Emily Hill, LNFI project consultant, and Boston School Forest staff members Sue Anderson, Gary Glennon and Sandy Masterson.

Participants checked in at Oelke Lodge and were then fitted with ski equipment by staff members and five volunteers from the Wisconsin Camps Student Organization, Samantha Bizeau, Jason Davis, Jason Flyte, Lacey Humphrey and Erin Kruger, along with community volunteer Ethan Lewis.

Two trails were laid out for the day, and fresh snowfall during the day rejuvenated the trail for the participants. Families also played games and sipped hot chocolate back in the lodge before leaving for home.

Staff and volunteers reported that the participants expressed an interest in learning more about the series of LNFI programs, including the program’s focus on the impact of family outdoor recreation and health and wellness.

Participants also expressed appreciation for the opportunity to learn to ski together as a family, as well as having equipment available to use. For many participants, this was their first or second experience cross-country skiing, staff members said, while other participants brought their own equipment and appreciated the chance to explore the Boston School Forest grounds.

Students try out cross country skiing at Boston School Forest on Saturday, Feb. 7. (Contributed photo)
Happy Birthday Boston School Forest!

On May 11th of this year, Boston School Forest (BSF) will turn 70 years old. It's time to celebrate! The school forest had its beginning back in the early spring of 1937. Portage County agricultural agent at the time, Mr. Harry Noble, sought out donations of land to start a school forest. Answering this request was Mr. Harry Boston, a local businessman who deeded 80 acres of field along Lincoln Avenue in Plover to six separate but neighboring school districts.

Three rural schools each obtained eight acres. These were the Maine, Isherwood and Plover schools. Fifteen acres were deeded to the Catholic schools, twenty acres to the Stevens Point Normal School, now University of Wisconsin-Stevens Point, and twenty to the school board of Stevens Point.

The original dedication ceremony was held on May 11, 1937. Governor Phillip LaFollette planted the first tree, a white spruce, on the new school forest lands. Between 1937 and 1950 public and parochial school children planted trees each spring.

F. B. Trenk, Extension Forester, wrote in the Wisconsin Conservation Bulletin, December 1950, "Of Wisconsin's 250 school forests, only one has been dedicated by the governor of the state; 13 years and 110,800 trees later our Lieutenant Governor ... planted the final tree. Former Governor LaFollette and Lieutenant Governor Smith have conferred a particular distinction upon the Boston School Forest."

The seedlings planted by children 50 to 70 years ago are now trees that soar over the heads of the youngsters who are the 5th generation of children to learn and grow at the Boston School Forest. Although tree planting is still a skill taught at BSF, students today learn many other forestry skills as well, such as thinning, pruning, species identification, building construction, forest diversity and trail maintenance.

Currently, children from the Stevens Point Area Public School District attend environmental education programs at the Boston School Forest each day of the school year. Weekend groups are also able to enjoy the recreational and educational opportunities at the forest.

It's time to celebrate this long history of our school forest, don't you think? We would like to honor those who have given so much to the school forest over the years and made it all possible and we would like to invite the public to attend.

On May 11th beginning at 2:30 p.m. a "rededication" ceremony will be held at the Boston School Forest. In keeping with the traditions of the past, Secretary of State Doug LaFollette, a distant cousin of former Governor Phillip LaFollette, will plant a tree with school children and meet the current Boston family whose ancestor donated the land to the schools so many years ago. As part of the ceremony, the Boston family will hang a portrait of Mr. Harry Boston in Oelke Ledge.

A special invitation is extended to those who did the original tree planting at the Boston School Forest between 1937 and 1950 and to others who worked on any of the school forest structures, landscaping, programming or fund raising.

If you had a part to play in the history of the school forest, please contact Karen Dostal at the Boston School Forest, 345-7383, by the end of April to share your memories of the early years at the school forest, so we can include your name in the program.

Public events are being planned for Friday, May 11th from 4:00 p.m. to 8:00 p.m. and again on Saturday, May 12th from 8:00 a.m. to 5:00 p.m. All are welcome. These events will include tours of the school forest, hikes for tots, birching hikes, tree hikes, art and nature hikes.

We will have a history quest for people to follow to learn about the history of the school forest. A competitive orienteering event is also being planned. The High Ropes course will be open during certain hours for those adventurous types! A complete schedule will be published in local papers closer to the date of the event.

Karen Dostal, Environmental Education Coordinator
Boston School Forest

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Karen Dostal, Environmental Education Coordinator
Boston School Forest
2007 Community Foundation of Portage County Grant Application Abstract
(written by Karen Dostal)

Title: Leave No Family Inside: Bringing Family Programs to the Boston School Forest

This project will involve the Portage County community in outdoor recreation and environmental education activities at the Boston School Forest. In April of 2006 the Boston School Forest (BSF) surveyed parents, teachers and principals from the Stevens Point Area Public Schools. Parents who shared written comments about the school forest in the survey expressed the desire to attend family oriented programs in addition to the school programs currently provided by the BSF. Parents would like to participate in guided activities so that they can try new outdoor recreation activities and learn along with their children. (Please see the BSF website for the complete survey results.)

Goal: To counter effects of child nature-deficit disorder in our community.

Richard Louv, author of Last Child in the Woods, Saving our Children from Nature-Deficit Disorder says, “Healing the broken bond between our young and nature is in our self-interest, not only because aesthetics or justice demand it, but also because our mental, physical, and spiritual health depend upon it.” Through this project the BSF hopes to help create a healthier community by guiding parents and children in outdoor activities.

The school forest is an important community resource where Placed-based Education occurs. Through the school programming the BSF has met with success in getting adults and children to develop interest in spending time together in the outdoors. The BSF has held an annual Family Snowshoe event in February since 2002.

Target Audiences, Objectives:

- Approximately 300-500 community members, children and families participating in outdoor recreation and environmental education events.
- Objective 1: To introduce families to outdoor recreational and educational activities that they can do together throughout the seasons.
- Objective 2: To give families a chance to spend more time together at the Boston School Forest.
- Objective 3: To encourage families to participate in aerobic activities in the outdoors as a means of improving their overall wellness.
- Objective 4: To provide families with the skills and awareness needed to be successful in these outdoor activities.
- Objective 5: To provide resources and information for participants to continue their interest in and pursuit of outdoor activities in the local areas.
2007-2008 University of Wisconsin-Stevens Point
Student Research Fund Abstract  (written by Emily Hill)

1. Provide a short, professional description of yourself including an indication of how this research project will benefit you personally and fit into your future career goals.

I received a Bachelor of Art's Degree in Psychology and Certificate in Environmental Studies from the University of Wisconsin-Madison in May 2005. Currently, I am a full-time graduate student pursuing a M.S. in Natural Resources with a focus of Environmental Education and Interpretation within the College of Natural Resources at the University of Wisconsin-Stevens Point. My masters thesis project is entitled, “Leave No Family Inside: Impact of Boston School Forest Family Programs on Variables of Environmental Sensitivity.” I work closely with Karen Dostal and other Boston School Forest staff and facilitators in developing, advertising, implementing, and assessing this first series of family programs hosted at the Boston School Forest throughout the year from July 2007 to July 2008. Also, I will be presenting information about the first two of five programs during a concurrent session held at the Midwest Environmental Education Conference in Stevens Point, WI, on October 19th, 2007. This first year of Leave No Family Inside (LNFI) family programs at the Boston School Forest is being funded in large part by grants awarded from the Wisconsin Environmental Education Board and Community Foundation of Portage County. These grants allow the programs to remain free to the public, and provide a budget of free materials for families in attendance at each program. I have been hired part-time by Karen Dostal of the Stevens Point Area Public Schools as the LNFI project consultant, and am paid for my time in developing and implementing the programs during the 2007-2008 year.

This research project, including my professional presentation of it and associated Guidebook distribution during the MEEC Conference, will aid in the success of my master’s thesis work here at UW-SP. Upon graduation in May 2008, I look forward to working in a similar position to that of Karen Dostal, serving as an Environmental Education Outreach Coordinator with schools and the public. Currently, the practice in preparing Guidebooks for MEEC participants, as well as continuing to develop, implement and assess LNFI programs at the Boston School Forest allows me to make further connections within the admirable network of environmental education and interpretation professionals of whom now I am a part.

2007-2008 Wisconsin Environmental Education Board Grant Abstract
(co-written by Karen Dostal and Emily Hill)

The Boston School Forest (BSF) would like to develop a program for families in the Stevens Point area. Our goal is to counter the effects of child nature- deficit disorder by guiding parents and children in outdoor recreational and environmental education activities. The objectives for these Leave No Family Inside programs are: to introduce families to outdoor recreation, to give families the opportunity to spend more time at the school forest, to encourage families to participate in aerobic activities in the outdoors to improve their overall wellness and to provide families with the skills and awareness needed to be successful in the continuance with these outdoor activities. The BSF will conduct 9-10 outdoor programs including: two Leave No Trace overnight family camps, two Questing and Geocaching programs, a Cross-Country Ski tour, 3 Full Moon Snowshoe nights and one Earth Day Celebration program. At each of these programs families will learn outdoor recreation skills and environmental ethics that will encourage wellness and the continuation of these outdoor activities. Support materials will be provided for participating families. These materials will enable families to further explore and develop interest in the event in which they participated. Pre and post-assessment surveys will help the BSF staff to evaluate the outcomes of the goals and objectives of these programs. A guide book including methodology for working with family groups, the outdoor activities described in this proposal and additional activities for future implementation will be developed and made available to other school forests and nature centers.