

2012 California Arbor Week Poster Contest

Growing Happy Communities

Lesson Plans & Contest Rules

Sponsored by California ReLeaf, California Department of Forestry and Fire Protection & California Community Forests Foundation

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All lessons meet California Content Standards.



WELCOME



Dear Educator,

You are invited to join third, fourth, and fifth grade teachers throughout California in the 2012 California Arbor Week Poster Contest. This year's contest, "Growing Happy Communities" is designed to increase your knowledge about the important roles of trees and the many benefits they provide our communities.

Trees provide not only beauty to our communities, but also many products that we utilize in our daily lives. Trees also provide many benefits that often go unnoticed - trees produce and conserve energy, filter our water supply, and even reduce crime rates and childhood obesity in urban areas. Students will learn how trees help their communities, how trees provide jobs, and much more.

The use of part or all of the activities in this guide is encouraged, but not mandatory, for participation in the statewide contest. You may adapt, alter, or supplement these activities to meet the needs of your class.

Follow the contest rules as they appear on page 11. Make sure every poster is signed and the school winners (one from each grade level 3rd-5th) has a winner report form completed and affixed to the back. Entries are due by February 1, 2012. Poster Contest details are also available on our website. Visit us at www.arborweek.org and find an Arbor Week event near you.

California ReLeaf, the California Department of Forestry and Fire Protection, and the California Community Forests Foundation wish you the best of luck and a happy Arbor Week!

Sincerely,

A handwritten signature in black ink that reads "Joe Liszewski".

Joe Liszewski
Executive Director



NOTE: Winners will be announced by California ReLeaf. Winners will receive \$100 sponsored by California Community Forests Foundation, a printed copy of their poster, an award certificate, and their artwork will be featured at the California State Fair. Each teacher of the three statewide winners will also receive a \$50 check.

Questions? Contact us at postercontest@californiareleaf.org

LESSON 1

TREES - HOW ARE THEY CONNECTED TO OUR COMMUNITIES?

California Science Content Standards:

Life Science 3.3-a. *Students know* plants and animals have structures that serve different functions in growth, survival, and reproduction.

Life Science 3.3-c. *Students know* living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.

Life Science 4.2-a. *Students know* plants are the primary source of matter and energy entering most food chains.

Life Science 4.3 Living organisms depend on one another and on their environment for survival.

Life Science 4.3-c. *Students know* many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.

Life Science 5.2-f. *Students know* plants use carbon dioxide (CO₂) and energy from sunlight to build molecules of sugar and release oxygen.

Objectives:

- To understand the relationship between trees and humans.
- To understand the different parts of a tree.

ACTIVITY A



Identify the great value trees bring to people by having the students identify the benefits that trees provide. List these benefits on a board or chart. Examples can include:

- They release oxygen into the air.
- They absorb harmful carbon dioxide from the air (An acre of trees absorbs the amount of carbon produced by driving a car for 26,000 miles.)
- They give us shade from the sun and a cool place when it's hot. (Just three strategically placed trees can decrease utility bills by 50 percent.)
- They provide a home for wildlife and humans.
- They produce fruit and nuts for animals and humans to eat.
- Their roots prevent soil runoff and eliminate it from washing away.
- They provide hundreds of products, which we use everyday (paper, benches, baseball bats, etc.)
- Trees increase humidity in dry climates through evaporation of water from their leaves into the atmosphere.
- They give us beautiful areas for camping, hiking, and playing.
- They clean the air by taking in carbon dioxide and releasing oxygen.
- Dead leaves and branches decompose to create enriching mulch and soil.
- Trees break strong winds.

ACTIVITY B

Students will try to find the many ways trees are important by searching for key words in the crossword puzzle (attached). Once the students have found as many words and they can, have each student share with a partner and explain why all of the found words are significant in relation to trees.

Student's Name:

Tree Benefits Crossword Puzzle



How many of these words can you find?

FOOD

SHELTER

SHADE

MULCH

ENVIRONMENT

HUMIDITY

PAPER

RUNOFF

WINDBREAK

CARBON DIOXIDE

OXYGEN

CAMPING

HIKING

HOME

HEALTH

COOL

LESSON 2

WHAT IS AN URBAN FOREST?



California Science Content Standards:

Life Science 3.3-d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.

Life Science 3.3-c. Students know living things cause changes in the environment in which they live; some of these changes are detrimental, and some are beneficial.

National Standard 4.3-4 Many people choose science as a career and devote their entire lives to studying it. Many people derive great pleasure from doing science.

National Standard 8.7-1 People engage in the activities of science, engineering, and environmental related fields. Some professionals work in teams, and some work alone, but all communicate extensively with others.

Objectives:

- To identify the many professions that relate to the study of trees.
- To understand the meaning and importance of urban forestry.

ACTIVITY A

Introduce the terms “urban forest” and “community forest”. Have the students brainstorm what they think it means. Why might urban forestry be an important aspect to consider when building a community?

BACKGROUND FOR TEACHERS:

What is an urban or community forest? An urban or community forest is comprised of trees and other vegetation in and around our communities, including the trees in our yards and along residential streets, in parking lots and along commercial thoroughfares, on school grounds, and in parks and open spaces.

Why are urban and community forests important?

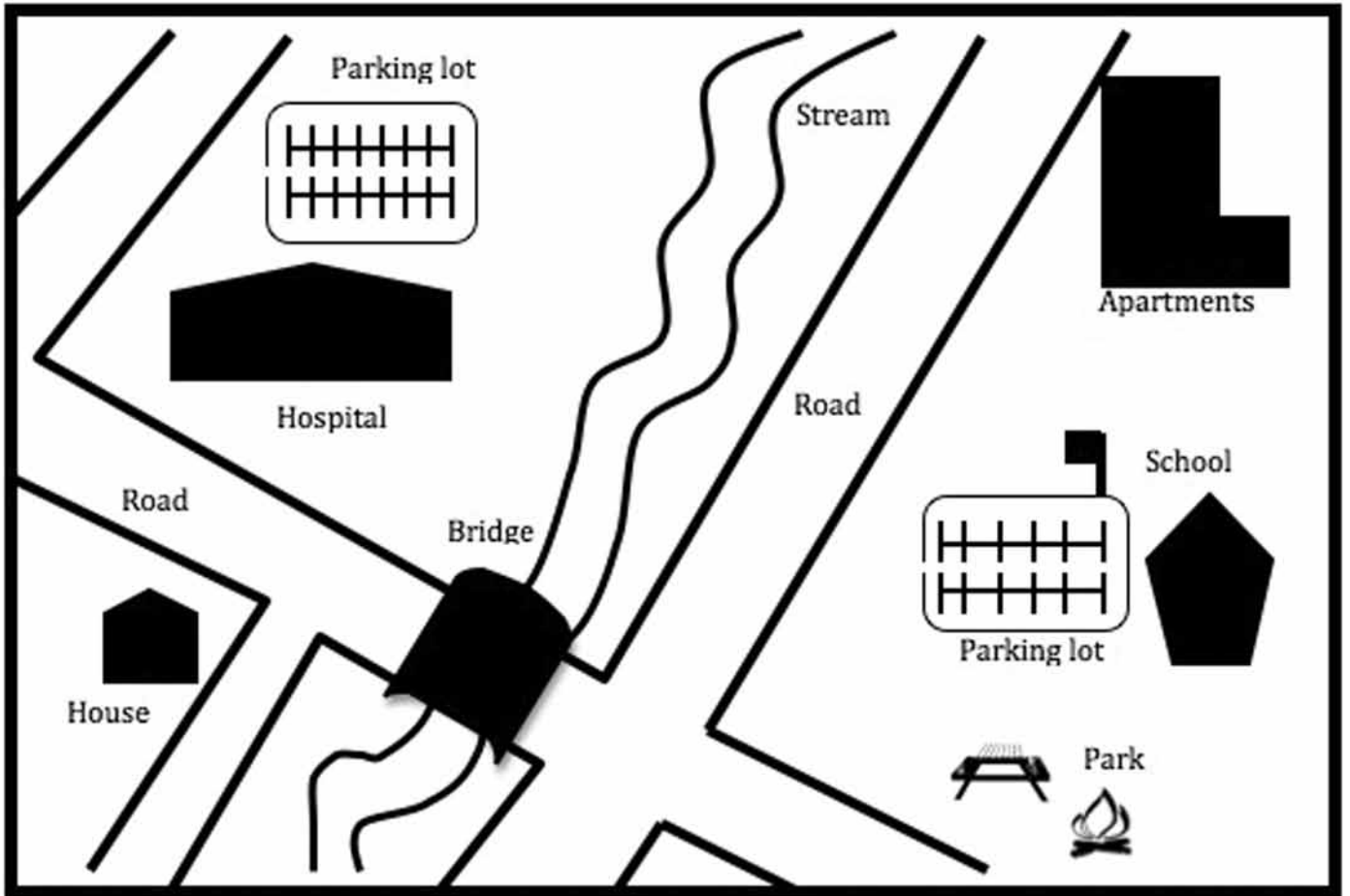
Healthy urban and community forests are integral to the ecological, economic, and social well-being of our communities. From cleaning our air and water to saving energy through cooling shade, from raising property values to rekindling neighborhood pride, from providing places for children to play to providing homes and food for wildlife, our communities’ trees have a lot to offer. When selected, planted, and cared for properly, trees can improve the quality of our lives for decades to come.

Have students think about all the trees they see on an every day basis. Thinking back on how they use trees (from Lesson One), have the students try to imagine their world without trees. Each student will have the opportunity to act as a urban and community forester. He/she will be given eight trees to plant in a community where no trees exist. Using the “Community Map”, students will plant (draw) their eight trees where they feel the trees would be most beneficial. Have the students number their trees as they draw them and then describe their rationale below the map.

ACTIVITY B

Community Map

Your job as an urban and community forester is to plant (draw) 8 trees in this urban community. Think about where the best location may be for each tree. Number the trees you place on the community map and describe why you planted the tree in that particular location.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Student Name: _____

ACTIVITY C

Review what the students learned about trees in lesson 1. Tell the students that today they will explore many careers related to the study of trees. Cut apart the “Tree Jobs” cards and pass out one card to each of your students. The object of this activity is to have the students match up so that the job title is connected to the job description.

Teacher Key:

Arborist- Provides tree services to homeowners, commercial property owners, and cities and towns.

Forester- Cares for the land and sustains the long-term health of forests.

Park Planner- Plans all aspects of public park use.

Nursery Manager- Propagates, purchases, cares for, and sells potted trees, either wholesale or retail.

Tree Grower- Raises high-quality trees for wholesale and retail.

Urban & Community Forester- Cares for urban and community forest ecosystems within metropolitan and surrounding areas for the benefit of the residents.

Tree Trimmer- Provides tree care services to homes and businesses that promote optimal growth and correct problems with minimal damage.

Urban Planner- Coordinates and balances the complex relationships of a city. He/She understands the needs of a community and advises on the best way to pursue common goals.

Lumber Harvester- Turns logs into lumber.

GIS Technician- Uses Geographic Information Systems (GIS) to manage resources and plan land-use.

Research Scientist- Expert in research related to trees. Seeks ways to optimize the performance of trees by studying the effects of variable conditions on trees.

Community Project Manager- Works with communities to implement urban and community forestry grant programs.

Landscape Architect- Plans and designs private, public, and commercial greenspaces.

Utility Arborist- Manages trees near utility lines.

Wildland Fire Manager- Prevents, suppresses, contains, and controls damage and injuries from fires.





TREE JOBS

(page 1)



Arborist	Forester	Park Planner
Nursery Manager	Tree Grower	Urban & Community Forester
Tree Trimmer	Urban Planner	Lumber Harvester
GIS Technician	Research Scientist	Community Project Manager
Landscape Architect	Utility Arborist	Wildland Fire Manager



TREE JOBS

(page 2)



Provides tree services to homeowners, commercial property owners, and cities and towns.	Cares for the land and sustains the long-term health of forests.	Plans all aspects of public park use.
Propagates, purchases, cares for, and sells potted trees, either wholesale or retail.	Prevents, suppresses, contains, and controls damage and injuries from fires.	Provides tree care services to homes and businesses that promote optimal growth and correct problems with minimal damage.
Coordinates and balances the complex relationships of a city. He/She understands the needs of a community and advises on the best way to pursue common goals.	Raises high-quality trees for wholesale and retail.	Uses Geographic Information Systems (GIS) to manage resources and plan land-use.
Expert in research related to trees. Seeks ways to optimize the performance of trees by studying the effects of variable conditions on trees.	Cares for urban forest ecosystems within metropolitan and surrounding areas for the benefit of the residents.	Turns logs into lumber.
Works with communities to implement urban and community forestry grant programs.	Plans and designs private, public, and commercial greenspaces.	Manages trees near utility lines.

LESSON 3

“GROWING HAPPY COMMUNITIES” POSTER CONTEST

California Science Content Standards:

Life Science 4.3 Living organisms depend on one another and on their environment for survival.

Life Science 4.2-b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs.

Life Science 4.2-a. Students know plants are the primary source of matter and energy entering most food chains.

California Visual Art Content Standards:

Creative Expressions- 2.0 Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Artistic Perception- 1.0 Students perceive and respond to works of art, objects in nature, events, and the environment.

Objectives:

-Students will create a poster that reflects the student’s understanding of the important role trees play in cities and towns.

ACTIVITY A

Ask each student to create a poster that reflects his or her understanding of the important roles trees play in cities and towns. Before they create their poster, encourage students to think about the variety of ways trees benefit their community and themselves. The theme for this poster contest is “Growing Happy Communities”. What do trees mean to your students?

Students should make sure their posters follow the contest rules (found on the following page). You may select the winner or have a judging panel for the classroom and school contest.

POSTER CONTEST PRIZES

The poster contest is open to students in 3rd-5th grades. A statewide winner will be chosen for each grade level.

Winners will receive:

- A \$100 check sponsored by California Community Forests Foundation;
- A printed copy of their original poster design;
- An award certificate;
- Their artwork displayed at the California State Fair;
- Each statewide grade level winner’s teacher will receive a \$50 check.

ACTIVITY B

Get your students outside and celebrate Arbor Week! Arbor Day has been celebrated since 1872 and California is one of the only states to celebrate with an entire Arbor Week. Your celebration can be simple - plant a tree in honor of your poster winners, get older students to help younger students plant a tree, or have students compose poems and plays about what Arbor Week means to them. Visit www.arborweek.org for more ideas on how you can celebrate Arbor Week and events being held in your area.

Whatever you choose to do - go outside and enjoy the trees and environment that surround you!

POSTER CONTEST RULES

**Use this checklist to make certain all entries are eligible for judging.
Entries not meeting these guidelines will be disqualified.**

- 1. By February 1, 2012 submit entries (one entry per grade level per school) to:
Arbor Week Poster Contest
California ReLeaf
2112 Tenth Street
Sacramento, CA 95818
- 2. All entries must be original artwork created by a student who is currently in third, fourth or fifth grade. A student may enter the contest only once.
- 3. The student's first and last name must be **written** or **signed** in the lower right-hand corner on the front of the poster.
- 4.
 - a) Entries may be done in marker, crayon, paint pens, watercolor, ink, acrylic, colored pencil, and/or tempura paint.
 - b) Collages are not acceptable. (Do not glue anything on your poster.)
 - c) Computer or photo generated art and/or printing is not acceptable.
- 5. Entries must be no smaller than 8.5"x11" and no larger than 14"x18".
- 6. Entries must be done on paper that will allow for duplication, display and framing.
- 7. The poster must be related to the contest theme in some way. The theme **Growing Happy Communities** must be on the poster. Don't forget to check the spelling of words on your poster.
- 8. Entries should not be matted, mounted, laminated, framed, or folded.

Questions? Contact us at postercontest@californiareleaf.org.

SCHOOL WINNER REPORT FORM

After selecting a school winner for each grade level, copy and complete this form, attach to the back of the poster, and send to the address listed in the poster contest rules.

2012 Arbor Week School Winner Report Form

Send this form with the winning school/grade level poster to the address listed in the poster contest rules. All information should be complete to expedite contact of winners.

Winner's Name _____

Winner's Home Address _____

City _____ State _____ Zip _____

Winner's Parent or Guardian Name _____

Teacher's Name _____

Teacher's Email Address _____

School Name _____

School Address _____

City _____ State _____ Zip _____

School Phone () _____

Winner's Grade Level (circle one) 3rd grade 4th grade 5th grade

Important:

Please indicate the number of posters entered or drawn in the school contest in the box to the left.

Number of teachers in school who participated.

All artwork becomes property of contest sponsors.

2012 California Arbor Week Statewide Poster Contest Certificate of Participation



This certifies that

has successfully presented an understanding of
environmental stewardship practices and the importance of trees.

Through artistic expression, the above named individual has communicated
a message of hope for the future of our planet.

Let it be known that California ReLeaf, the California Department of Forestry
and Fire Protection, and the California Community Forests Foundation
recognize the unique and creative contribution offered by our state's youth and
extends special appreciation for these efforts.

A handwritten signature in black ink, appearing to read "Joe Liszewski".

Joe Liszewski, Executive Director
California ReLeaf

Teacher



2012 California Arbor Week Statewide Poster Contest School Winner



This certifies that

_____ has presented an outstanding representation of
the important role that trees play in our cities and town.

Through artistic expression, the above named individual has communicated
a message of hope for the future of our planet.

Let it be known that California ReLeaf, the California Department of Forestry
and Fire Protection, and the California Community Forests Foundation
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Joe Liszewski, Executive Director
California ReLeaf

_____ Teacher

