



Girl Scouts®
Where Girls Grow Strong™

Girl Scouts of Northern California



Adopt-A-Tree

Patch Program

Girl Scouts

Where Girls Grow Strong

Girl Scouts of Northern California
1310 South Bascom Avenue
San Jose, California 95128-4502
408.287.4170 / 650.968.8396
www.girlscoutsnorcal.org

This Patch Program may not be reproduced in whole or in part in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system now known or hereafter invented, without the prior written permission of Girl Scouts of Northern California, 1310 S. Bascom Ave., San Jose, CA 95128.

c 2002 by Girl Scouts of Santa Clara County
All rights reserved.

REQUIREMENTS FOR BROWNIES

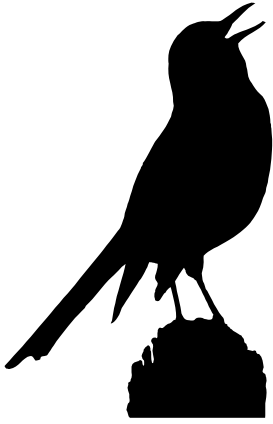
Purpose : To increase awareness of the importance of trees through involvement in activities for the protection and enhancement of our environment and to provide trees in the future.

Activities: These activities are divided by program level and suggest ways to translate interest into action projects.

Requirements: Please complete five of the following activities.

1. Visit a tree several times a year. Observe the changes that take place. Look for evidence of animals' homes.
2. Take a tour of neighborhood trees. Using a resource book, try to identify the trees.
3. Try starting a tree from seed. Collect some seeds and sprout them. After the second set of leaves emerge, try planting them in soil. Care for your tree as long as possible.
4. Examine a large tree stump or cross-section cut from a tree. Look for growth rings. Compare the age of the tree with the ages of people you know. Look for differences in the width of the tree. Find out what causes a tree to grow faster one year than it does another.
5. Find items made from wood. Make a display of pictures.
6. Visit a nursery or tree farm. Talk to someone who plants trees to learn the proper technique for planting and caring for trees.
7. Examine the way forest products are used. Make a commitment to use less disposable paper products.
8. Design and distribute a flyer about the care and planting of trees.
9. Work with another group in your community to carry out a tree-planting reforestation project.
10. Read The Giving Tree by Shel Silverstein. What ways did the person in the story use his tree. Compare other ways trees are used.
11. Learn as much as possible about a particular tree. Feel the bark, Look at the leaves and hug the tree. How far can you reach up and around the tree?
12. Read "TREES" and act it out. (Poem included in this packet)
13. Read The Evergreens. Draw pictures of the story or act out a play.

THE EVERGREENS



Once there was a little bird that broke her wing. It could not fly south and winter was coming. It hopped among the trees of the forest and asked for help.

First, the bird came to a Birch tree. "Oh lovely Birch," the bird said. "My wing is broken and I must find a place to keep warm. Will you let me live in your branches until spring?"

"No,no," answered Birch. "I must take care of my own leaves. That will keep me quite busy during the winter. I can do nothing for you."

Next, the little bird hopped to the Oak tree. "Mighty Oak ," said the little bird in her nicest voice. "Will you let me live in your branches until spring?"

"No, no," answered Oak. "Spring is a long time off and you might eat all of my acorns."

Next, the little bird hopped to the Willow tree. "Gentle Willow," the little bird said. "May I live in your branches until spring?"

"No, no," answered Willow. "I do not know you. Perhaps other trees take in strange birds, but not I. Please go away."

Now, the little bird did not know where to turn. She kept hopping along and fluttering as best as she could with a broken wing. Suddenly, a voice asked, "where are you going little bird?" The bird looked up and saw a friendly Fir tree.

"I don't know," said the bird sadly. "My wing is broken and I cannot fly. I must find a place to keep warm during winter.

"Come live in my branches," invited Fir. "You may stay all winter."

"Oh really. May I?" asked the little bird.



"Of course," replied Fir. "I would be delighted to have you as company."

So the little bird fluttered up to a branch. As it did, a Redwood tree that was standing nearby called out. "I heard what you said little bird. I will help by sheltering you and Fir from the icy winds."

"I can help, too," said a little Pine tree. "You can eat the seeds in my cones all winter long."

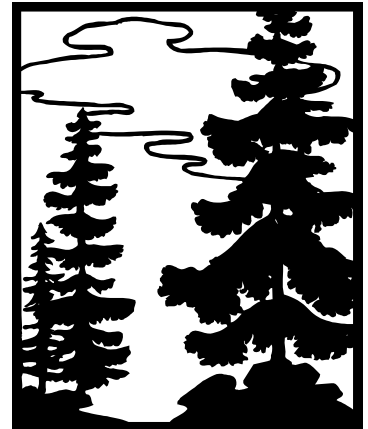
"Thank you," said the little bird. "Thank you all."

The other trees whispered among themselves. Birch said, "I would have nothing to do with that little bird."

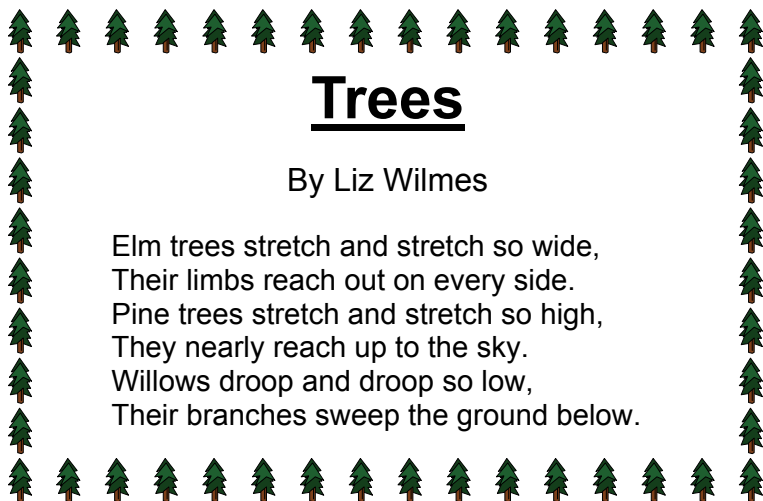
"Nor I," said Oak. "She might eat all of my acorns. You know how birds are always looking for something to eat."

"So true," agreed Willow.

Soon after, Jack Frost came to the forest to touch every leaf and make all of the trees bare. He had seen what happened with the little bird and said, "I will not touch every leaf. The trees that were kind to the little bird may keep their leaves."



That is why the leaves of the Fir, Redwood, and Pine are green all year around.


Trees
By Liz Wilmes
Elm trees stretch and stretch so wide,
Their limbs reach out on every side.
Pine trees stretch and stretch so high,
They nearly reach up to the sky.
Willows droop and droop so low,
Their branches sweep the ground below.

REQUIREMENTS FOR JUNIORS

Purpose: To increase awareness of the importance of trees through involvement in activities for the protection and enhancement of our environment and to provide trees in the future.

Activities: These activities are divided by program level and suggest ways to translate interest into action projects.

Purpose: To increase awareness of the importance of trees through involvement in activities for the protection and enhancement of our environment.

Requirements: Complete six of the following activities.

1. Find out what governmental department in your community is responsible for tree planting and care. Ask how your group can help plant trees or keep trees healthy.
2. Collect some fallen leaves from different trees. How are they the same and different? Use a field guide and try to identify them.
3. Find out what animals are endangered because of the deforestation and the loss of habitat. Find out what trees are endangered.
4. Talk with a forester to learn about types of trees that are best suited to be planted in your area. Which ones survive air pollution best? Which ones provide shelter and food for wildlife. Which ones provide shade or act as a sound barrier.
5. Find out where lumber comes from. What kind of trees are used and how will the lumber be used?
6. Tie a plastic bag around a leaf on the tree. Secure it tightly and leave it in place for 24 hours. Watch the moisture that collects inside the bag. This moisture is called transpiration. Find out how transpiration affects air temperature and humidity.
7. Make a tour map of the trees in your neighborhood.
8. Plan an Arbor Day celebration.

REQUIREMENTS FOR CADETTES

Purpose: To increase awareness of the importance of trees through involvement in activities for the protection and enhancement of our environment and to provide trees in the future.

Activities: These activities are divided by program level and suggest ways to translate interest into action projects.

Purpose: To increase awareness of the importance of trees through involvement in activities for the protection and enhancement of our environment.

Requirements: Complete all of the following activities.

1. Learn about human activities that take place in the forest. How do these activities impact the forest? What would happen if these activities increased?
2. Learn about trees, soil erosion and compaction. Look for signs in your community. Determine the proper course of action.
3. Write a newspaper article or radio spot to promote community participation in tree planting and tree care projects.
4. Look for damaged trees in your community. Determine what caused the injury. Look for ways trees heal themselves. Learn how you can help trees that have been damaged.
5. Brainstorm a list of all the foods people eat. Which come from plants or animals? How many of these foods come from trees or from animals that eat tree products.
6. Examine a tree to find the creatures that live on and in trees. Find out how different animals use trees. How do decaying trees improve the soil?

REQUIREMENTS FOR SENIORS

Purpose: To increase awareness of the importance of trees through involvement in activities for the protection and enhancement of our environment and to provide trees in the future.

Activities: These activities are divided by program level and suggest ways to translate interest into action projects.

Purpose: To increase awareness of the importance of trees through involvement in activities for the protection and enhancement of our environment.

Requirements: Complete all of the following activities.

1. Conduct a career hunt to find out about the many and diverse jobs related to trees.
2. Research the problem of rapid loss of forests worldwide. What areas of the world are most affected? What are the causes for the increase rate of deforestation? How is worldwide climate affected?
3. How does the use of paper and wood products in other countries differ from the U.S.
4. What are the effects of deforestation on the lives of women and children in areas where wood must be searched out each day to cook for the family.
5. Design an arboretum to teach the value and beauty of trees to others.
6. Hold a career exploration event to learn about forest-related careers.

Adopt-A-Tree Program Evaluation

Name of Patch Program _____ Date _____

Troop Leader _____ Troop # _____ GS Level _____

Phone Number _____ Number of girls participating in program _____

Thank you for participating in this exciting patch program. Part of the process of evaluation is to determine if we met the program goals, as well as your needs as a troop leader. By completing the following evaluation, you will assist us in improving the program for future participants. Discuss the following questions with your troop and record their responses. **Completed form must be presented to the Girl Scout office in order to purchase your patches.**

1. Which activities did your troop do to complete this patch? (You may list by section and number)

2. List 3 or more things that your troop learned by participating in this patch program:

3. List any areas of increase in knowledge that you observed by your troop participating in this patch program: _____

4. Which activities were your troop's most favorite? Why?

5. Which activity was your troop's least favorite? Why?

a. If you could add to any of the activities, what would you add?

b. If you could change any activities you wanted, what would you change?

6. Would you recommend this patch program to other troop leaders? ____ Yes ____ No

Any additional comments: _____

THANK YOU!