

SAINTS GLOBAL

# ACTIVITY PLAN

## FORESTRY

### PHYSICAL CORE

Version 2026.1



Companion to the BRC: a series of one-hour activity sessions for use on weekly activity night or at home. Each session declares which requirements it contributes to.

#### THE CULMINATING EVENT

### The managed-forest visit

Between Sessions 3 and 4, the group visits a managed forest, logging operation, mill, or working forester for a half-day trip. Each saint runs his focused study at the site, asks the three management questions from the worksheet, and works the service hour as a participant — invasive pull, trail clearing, fire-line prep, or planting. The trip is where the field requirements are earned.

OUTDOOR — A MANAGED FOREST, MILL, OR WORKING-FORESTRY SITE  
WITHIN REASONABLE DRIVE, WITH A PARENT- OR LEADER-SUPERVISED  
SERVICE HOUR BUILT INTO THE VISIT

#### 4 SESSIONS IN THIS PLAN

## SESSION 1 · PHYSICAL CORE

⌚ 60 min target

# Walk the woods and name what you see

*Field identification uses what is in front of you, not a photo.*

## SESSION AIM

Walk a real forested area for the full work portion of the hour. Saints learn the four leaf shapes and four bark patterns from the field card, fill the habitat-check rows on at least six species, and discuss human and wildlife uses for the species they found. The 15-species count runs across the rest of the plan; tonight starts the list.

## 🎯 WALK AWAY WITH

- Has named at least six tree, shrub, or vine species in the field with leaf, bark, and habitat together
- Can explain a human or wildlife use for the species he found, and whether each is native or invasive
- Has the tree-ID field card in his BRC sleeve to extend the list to fifteen before Session 4

## 📦 BRING / SET UP

- A real forested area within walking distance of the meeting site — woodlot, park edge, church property
- The tree-ID field card (one printed per saint)
- A field notebook or BRC packet with the habitat-check sheet open
- A pencil per saint (pens smear in the woods)
- A small bag for collected leaf samples, if the site allows it
- A regional tree guide for cross-checking, but kept in a pack until the saint has tried the field card first

## 🔧 THE HOUR

BLOCK 1 · DISCUSSION **Opener — Two trees you already know**

⌚ 5 min

Stand together at the trailhead. Ask the group: 'Name two trees on your block at home — by name, not by colour.' Two or three saints answer. The point is to mark how thin the everyday list usually is and to set the hour as the moment it gets longer. Move into the woods as soon as the answers slow down.

## SESSION 1 · WALK THE WOODS AND NAME WHAT YOU SEE (PAGE 2 OF 3)

## THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE **Read the field card**

⌚ 14 min

1. Hand each youth the tree-ID field card. Walk the four leaf shapes together — simple oval, lobed, palmate, compound — and the two conifer forms (needles, scales). Each youth points to a leaf in front of him that matches each shape, or notes which shape is absent from this site.
2. Walk the four bark patterns — smooth, furrowed, plated, peeling or shaggy — at chest height on a real trunk for each. Run your hand on the bark; the texture is part of the read.
3. Explain that field identification combines four signals: leaf, bark, silhouette, and habitat. Any one of them alone is unreliable — leaves change with season and shade, bark changes with age. The four read together is how a forester names a tree without a guide.
4. Each youth picks one tree the group has not yet named and reads it aloud through the four signals. The leader confirms or corrects before moving on.

REQ 1A

BLOCK 3 · PHYSICAL **Identify and log — six species in the field**

⌚ 26 min

1. Walk a loop of the forested area at the pace of the slowest youth. Stop at the first tree the group has not yet named. Each youth runs the four signals on the field card and writes the species into row 1 of the habitat-check table.
2. In the third column, record where the tree stood: wet ground, dry slope, edge of a clearing, deep shade. In the last column, mark wet or dry. The habitat tells you why the tree is here — a species' home is part of how you identify it next time.
3. Move to the next un-named tree. Repeat for six species across the loop — aim for a mix of trees, shrubs, and vines, and a mix of leaf shapes if the site offers it.
4. For each species, name aloud one use — what humans take from it, what wildlife eats or nests in it. Note whether it is native or invasive. Most native trees in the eastern and western US are food or shelter for at least one named animal; most invasives outcompete a native that does the same job.
5. Each youth identifies one invasive species on the walk, if one is present. Invasive does not mean bad — it means out of place. The species came from somewhere and displaced something.

REQ 1A

REQ 1B

## SESSION 1 · WALK THE WOODS AND NAME WHAT YOU SEE (PAGE 3 OF 3)

## THE HOUR — CONTINUED

BLOCK 4 · REFLECTION **Plan the list to fifteen**

⌚ 10 min

1. Sit on a log or in a clearing. Each youth counts what is on his habitat-check sheet — usually six. The badge asks for fifteen. The other nine come from the rest of the plan: the field trip in Session 3's wake adds three to five more, and the walks between sessions cover the rest.
2. Each youth names two species he expects to add this week — at home, on the way to school, on a family walk. Specific trees, not 'something I see'.
3. Set the rule for the list: a species counts only when the saint can name the four signals (leaf, bark, silhouette, habitat) himself, without the guide open. Walking the same loop twice is not cheating — it is how a forester learns a site.

## REQ 1A

BLOCK 5 · REFLECTION **Close — Take the card home**

⌚ 5 min

1. Confirm each youth has the field card in his BRC sleeve and the six species written on the habitat-check sheet.
2. Next week is the study plan and the ecosystem-services walk. Bring the card and any species added between sessions.

## AT THE CLOSE · DEBRIEF

1. Which tree on the walk surprised you most when you read it through the four signals?
  2. Which bark pattern was harder than you expected to call from across the path?
  3. What is one tree on the walk between here and home you already know you can add to your list?
- ☒ *Mark 1a as in progress on each saint's BRC — the count starts at six tonight and is confirmed at fifteen in Session 4. Mark 1b once each saint has explained five uses with native or invasive noted (most groups will hit five here; finish in week two if not).*

## SESSION 2 · PHYSICAL CORE

⌚ 60 min target

## Plan the focused study and name the services

*A focused study teaches more than a broad survey.*

**SESSION AIM**

Saints pick a focused-study topic (wood use, growth patterns, or forest damage), name a real site they can revisit, and decide what samples or notes they will collect. The second half names what a forest gives back — clean air, clean water, soil, habitat, community — using a real watershed or air-shed the group lives in. Saints leave with the survey worksheet started and the field-trip target identified.

**🎯 WALK AWAY WITH**

- Has chosen a forest-study focus and a site he can actually revisit
- Can name how a real forest he knows feeds clean air, water, soil, habitat, and community
- Has the forest-survey worksheet started — focus circled, site filled, study plan written

**📦 BRING / SET UP**

- The forest-survey worksheet (one printed per saint)
- A regional map showing watersheds, public forests, and any mill, logging site, or managed forest within reasonable drive
- A growth-ring cookie from a local tree, if available — a slice three to five inches thick reads well from across the room
- Three or four photo references of forest damage (storm, fire, insect, drought) for the focused-study choice — show one example of each
- A list of two or three managed-forest sites, mills, or working foresters the group could visit
- The habitat-check sheets from Session 1 — each youth brings his own

**🕒 THE HOUR****BLOCK 1 · DISCUSSION Opener — Trees added this week**

⌚ 5 min

Round the room, under 30 seconds per saint: 'Name one tree you added to your list this week and one tell that confirmed it.' If a saint has not added one, he names what stopped him. Note the open list — the field trip in two weeks is where most groups finish to fifteen.

## SESSION 2 · PLAN THE FOCUSED STUDY AND NAME THE SERVICES (PAGE 2 OF 3)

## THE HOUR — CONTINUED

BLOCK 2 · CREATIVE **Pick the focused study**

⌚ 18 min

1. Hand out the forest-survey worksheet. Walk the three focus options together: wood use (how a species is cut, milled, or used in the community), growth patterns (rings, age, climate stress, density), forest damage (fire, insect, storm, drought, human).
2. Each youth circles one focus on the worksheet. The right focus is the one that matches a real site he can revisit, not the one that sounds the most interesting on the page. A focus he cannot revisit becomes a book report — that is not what the badge asks for.
3. For wood use, the site is usually a mill, a managed forest, or a working forester. For growth patterns, a recently-cut stump or a stored cookie at the site works; the field trip site will provide one. For forest damage, the site is a visible scar — a burn, a blow-down, an insect kill — within drive distance.
4. Pass the growth-ring cookie if you have one. The wide rings are wet, easy years; the narrow rings are dry, hard, or crowded. A burn scar shows a black line; a drought shows a run of narrow rings together. A ring count tells the age and roughly what each year was like.
5. On the worksheet, each youth writes the site name and what he will collect — samples, photos, ring counts, notes. If he cannot answer either yet, he names which the trip will fill in.

## REQ 2A

BLOCK 3 · SKILL PRACTICE **What the forest gives back**

⌚ 18 min

1. Pull up a map of the local watershed and the local air-shed if you have one. Name the watershed aloud — most saints can name a river or a creek but not the watershed that feeds it. The watershed is the whole drainage; the forest sits inside it.
2. Walk the five services in plain terms: clean air (forests scrub particulates and pull carbon), clean water (roots slow runoff and filter sediment), soil (leaf fall builds and holds it), wildlife habitat (food and cover at every level of the canopy), community (shade, lumber, recreation, beauty, place).
3. For each service, name one place in this watershed where it shows — a stream that runs clear after rain, a hillside where the cleared half slumps and the wooded half holds, a town park, a deer trail. Each youth contributes one example.
4. Discuss what is lost when the forest is cleared. The services do not stop one at a time — water, soil, and habitat usually fail together. The community service is often the last one a town notices it lost.
5. Each youth writes one sentence on his worksheet (or BRC margin) naming the watershed or air-shed he lives in and one service the local forest pays into.

## REQ 2B

## SESSION 2 · PLAN THE FOCUSED STUDY AND NAME THE SERVICES (PAGE 3 OF 3)

## THE HOUR — CONTINUED

## BLOCK 4 · CREATIVE The field trip — what we need to know

⌚ 14 min

1. Walk the two or three field-trip candidate sites the leader brought — a managed forest, a mill, a working forester. Each youth picks the site that fits his focused study, or the group picks one site together that serves the most saints' studies.
2. Write the three management-interview questions onto the worksheet now — the printed prompts are starting points. Each youth adds one question of his own that ties to his focused study: 'How do you decide which trees to cut?' for wood use; 'What is the oldest tree on this site, and how do you know?' for growth patterns; 'What is the biggest recent damage event here, and what did you change after it?' for damage.
3. Set the trip logistics on the board: target date (between Sessions 3 and 4), transport, who is bringing what. Leave the locked-in details to the Session 3 close, but every saint should leave tonight knowing the rough plan.
4. Each youth circles the focus on his worksheet one more time before he leaves. Between now and the trip he should read up on his focus enough that the management interview is a conversation, not a quiz.

## BLOCK 5 · REFLECTION Close — Worksheet started

⌚ 5 min

1. Confirm each youth has the worksheet with focus circled, site filled, study plan written.
2. Next week is the field-prep session — the hazard-tree inventory walk and the trip lock-in. Bring the worksheet and the habitat-check sheet from Session 1.

## AT THE CLOSE · DEBRIEF

1. Which of the three study focuses matches a site you can actually get back to, and why that one?
2. What is the watershed you live in, and what would you notice if the forest above it were cleared?
3. What is the one question you most want to ask the forester or mill operator on the visit?

📝 Mark 2a and 2b on each saint's BRC after this session. The study itself completes at the field site (3a); the watershed reasoning earned tonight covers 2b in full.

## SESSION 3 · PHYSICAL CORE

⌚ 60 min target

## Walk for hazards and lock in the visit

*Hazard inventory is a skill leaders rely on, not a checklist.*

**SESSION AIM**

Saints walk a real camp, park, or church property and inventory hazardous trees on the worksheet — lean, dead crown, base damage — with a specific remedy named for each. The session ends with the forest visit locked in: date, site, transport, roles, and the service-hour project named. Sessions 3 and 4 bracket the off-meeting trip.

**🎯 WALK AWAY WITH**

- Has inventoried at least four hazardous trees in a real outdoor area with a remedy named for each
- Can explain why each remedy fits (remove, prune, fence, monitor) and who would do the work
- Has the forest visit on the calendar with date, site, transport, role, and a service-hour project named

**📦 BRING / SET UP**

- A real outdoor area to inventory — a church campground, the church grounds with trees, a public park, a school yard, a neighborhood block
- The forest-survey worksheet from Session 2 — each youth brings his own
- A measuring tape (25 ft or longer) for trunk diameter and limb height estimates
- A printed contact sheet for the field-trip site — phone, address, who the group is meeting
- A blank role-and-transport board the leader can fill in at the close
- A pencil per saint

**🕒 THE HOUR****BLOCK 1 · DISCUSSION Opener — One week out**

⌚ 5 min

The forest visit is on the calendar for next week. Round the room, one line each: each youth names one piece of his focused study he has already started — a species read up on, a stump found, a damage photo lined up — and one piece he is still scrambling. Note the open items; they will get addressed when the trip is locked in at the close.



## SESSION 3 · WALK FOR HAZARDS AND LOCK IN THE VISIT (PAGE 2 OF 4)

## THE HOUR — CONTINUED

BLOCK 2 · PHYSICAL **Walk the property and inventory hazards**

⌚ 25 min

1. Move outside to the inventory site. Walk the perimeter together at the pace of the slowest youth. Each youth keeps his worksheet open to section 3 (hazard-tree inventory).
2. Walk the four common hazard tells together at the first hazardous tree you find. Lean — the trunk is off-vertical and the lean is recent (look at the base for cracked soil). Dead crown — branches in the upper third have no bark or no leaves. Base damage — bark stripped, fungus shelves, an old wound, a cavity. Storm or insect damage — broken tops, split forks, exposed beetle galleries.
3. Each youth identifies and writes up at least four hazardous trees on the worksheet — species and rough size in the first column, the hazard he sees in the second, the remedy in the third. Use the measuring tape on at least one trunk so the sizing is real, not eyeballed.
4. Walk through the four common remedies as the group inventories: remove (the tree is failing and over a target — picnic table, path, parking), prune (the limb is the problem, the tree is sound), fence (the tree is failing but no one needs to be near it — close the area instead), monitor (the tree is suspect but not urgent — re-walk in six months).
5. Discuss who would do each remedy and what it would cost. Remove and prune on a tree over thirty feet is a certified-arborist job, not a Saturday volunteer one. Fence and monitor are within the reach of a property owner. The point is to know the boundary between what the group can do and what calls for the professional.

REQ 3C

## SESSION 3 · WALK FOR HAZARDS AND LOCK IN THE VISIT (PAGE 3 OF 4)

## THE HOUR — CONTINUED

BLOCK 3 · CREATIVE **Lock in the forest visit**

🕒 15 min

1. Back inside. Confirm the field-trip site, date, departure time, and return time. Each youth writes all four on his worksheet — section 4, the service hour panel — and parents will be notified separately.
2. Walk the visit shape together: a tour of the operation (managed forest, mill, working site), the focused-study time at the site, the three management-interview questions, and one service hour.
3. Pick the service hour now. Common projects on a managed-forest site: invasive pull (honeysuckle, autumn olive, kudzu, garlic mustard), trail clearing after winter, planting young trees, marking deadwood, gathering debris ahead of a controlled burn. The forester names what is needed; the group works it. Each youth writes the project name on his worksheet.
4. Assign trip roles on the role-and-transport board: who drives, who carries the group first-aid, who is the saint-of-the-day liaison with the forester, who keeps the camera. Each youth reads his role back aloud.
5. Run the final gear check: worksheet, BRC packet, pencil, water bottle, work gloves, sturdy shoes, weather layer. Each youth has six days to fix any gap.

## BY TIER

## ENTRY

Take a support role on the trip — water bearer, photographer, or note-keeper for another saint's interview. Carry your own kit but no shared items.

## ESTABLISHED

Carry your own kit plus one shared item (group first-aid, water cooler, or trail-tool bag). Take responsibility for one part of the management interview.

## MENTOR

Help lead the trip — set the meeting time the night before, brief one entry-tier saint on his focused study before the visit, and partner with him at the site.

BLOCK 4 · REFLECTION **Why mismanagement looks like nothing**

🕒 10 min

1. Discuss the question that goes with the visit: how mismanagement or neglect damages a forest ecosystem. The visible damage — a clear-cut hillside, a burn scar — is easy to see and easy to talk about. The harder damage is invisible until it fails: soil exhaustion under a too-frequent harvest, a missing seedling layer because of deer overbrowse, an invasive that has already replaced half the understory.
2. Each youth names one form of mismanagement he expects to ask about on the trip — or one he has already seen on the inventory walk. This is preparation for 4a; the answer comes back in Session 4.

BLOCK 5 · REFLECTION **Close — Calendar set**

🕒 5 min

1. Each youth reads aloud: trip date, departure time, site, role, service project. If any line is unclear, this is the moment to raise it.
2. Bring the worksheet, BRC packet, and habitat-check sheet to the trip. The service hour is required — a saint who cannot make the trip needs a make-up service project before Session 4. The leader books the make-up.

## SESSION 3 · WALK FOR HAZARDS AND LOCK IN THE VISIT (PAGE 4 OF 4)

## 🗨 AT THE CLOSE · DEBRIEF

1. Which of the four hazard tells (lean, dead crown, base damage, storm damage) was hardest to call in the field tonight?
  2. For your highest-hazard tree, who would actually do the work — and what would it cost the property to ignore it?
  3. What is the part of the forest visit you are most uncertain about, and who will you ask before Saturday?
- ☑ *Mark 3c on each saint's BRC after this session — the hazard inventory completes tonight. 3a, 3b, and 3d are earned at the field visit; do not mark them now. Record the trip date, role, and service project in the trek log.*

## SESSION 4 · PHYSICAL CORE

⌚ 60 min target

# Trip review and BRC sign-off

Debrief the visit together and sign off the badge.

**SESSION AIM**

Saints arrive having just finished the forest visit. The session opens with a field report and confirms each saint's focused study and management interview. Saints walk through what they learned about ecosystems and stewardship (4a), connect the forest experience to how they treat natural spaces (4b), and walk the BRC for sign-off. The 15-species count is confirmed against each saint's habitat-check sheet.

**🎯 WALK AWAY WITH**

- Has reported his focused-study findings to the group in his own words
- Can explain how mismanagement damages a forest he visited and what responsible stewardship looks like at his scale
- Has the habitat-check sheet at fifteen species, the worksheet filled, and a signed BRC

**📦 BRING / SET UP**

- Each saint brings: the forest-survey worksheet, the tree-ID field card with the habitat-check sheet, his BRC, and any samples or photos from the visit
- Half-sheets of paper and pens (one per saint for The Charge writing)
- The trek log from the field visit (leader holds the master copy)
- A regional native-vs-invasive reference for any disputed species calls on the habitat sheet

**🕒 THE HOUR****BLOCK 1 · DISCUSSION Opener — Field report**

⌚ 5 min

Go around the circle. Each saint answers in one sentence: what was the visit like? Do not comment or compare; let each saint name his version. The answers usually range from 'longer than I thought' to 'I want to go back'. That range sets up the focused-study reports in the next block.

**BLOCK 2 · REFLECTION Focused-study reports**

⌚ 16 min

1. Each youth presents his focused study to the group in two minutes or less. The shape: what was the focus, what was the site, what did he collect, what did he find. Samples or photos on the table; not a slide deck.
2. After each report, the group asks one clarifying question. The leader confirms the report against the worksheet — focus circled, site named, study notes filled.
3. For wood-use studies, ask how a species moved from a stump to a use. For growth-pattern studies, ask which rings tell the most about climate at this site. For damage studies, ask what the site did, or could have done, to reduce the damage.

REQ 3A

## SESSION 4 · TRIP REVIEW AND BRC SIGN-OFF (PAGE 2 OF 3)

## THE HOUR — CONTINUED

BLOCK 3 · DISCUSSION **Management decisions and stewardship**

⌚ 18 min

1. Each youth reads back one answer from his management interview — the management goal, the hardest tradeoff, or the question he added himself. Listen for patterns: how economics and conservation pull in different directions, what the forester does when they conflict.
2. Discuss what each youth saw of mismanagement or neglect — on the visit, on the inventory walk, or anywhere he has been outdoors. The damage that came up in Session 3 (soil exhaustion, missing seedlings, invasives) is easier to name now that the group has walked a working site.
3. Each youth names what responsible stewardship looks like at his own scale — at home, at the church property, at the next campground he visits. Not the forester's scale. Specific actions a saint can take this month, not next decade.
4. Connect the service hour back. Each youth reads aloud the project he worked on and what it cost the site to have him there — gas, supervision, the forester's time — versus what it gained.

REQ 3B

REQ 3D

REQ 4A

BLOCK 4 · CREATIVE **The Charge — Three keep, one change**

⌚ 13 min

1. Each youth writes for three minutes on a half-sheet, in two columns. Column A: 'Three forestry disciplines I will keep doing in natural spaces — at home, on hikes, at camp.' Column B: 'One way I treated nature differently before this badge, and what I am changing.'
2. Each youth reads both columns aloud to the group. No commentary from the group. The leader listens for who is stretching and who is staying surface.
3. Explain that the real test of the badge is the next outdoor trip, not the visit. Three habits to keep and one to change is the structure that carries the forest knowledge back into ordinary outdoor time.

REQ 4B

BLOCK 5 · REFLECTION **BRC sign-off**

⌚ 8 min

1. Walk the BRC with each saint one at a time while the rest of the group cleans up. Confirm each requirement.
2. For 1a, count the habitat-check sheet. The badge asks for fifteen — if the saint is short, name the two or three species he can add this week and set a one-week follow-up.
3. For 3a, 3b, and 3d, confirm against the worksheet from the visit — focused study filled, management interview answered, service hour worked. Initial all three.
4. Leader and saint each sign the BRC. The saint takes the BRC home.

## SESSION 4 · TRIP REVIEW AND BRC SIGN-OFF (PAGE 3 OF 3)

## 🗨 AT THE CLOSE · DEBRIEF

1. Which tree on your habitat-check sheet are you most likely to teach to a younger saint, and why that one?
2. Where did the forester's tradeoff change how you thought about a forest you already know?
3. Of your three keep-habits, which is the one you are most likely to drop first — and what will you do to keep it?

📝 Mark 1a (count confirmed at fifteen), 3a, 3b, 3d, 4a, and 4b on each saint's BRC after this session. With 1b, 2a, 2b, and 3c already initialled from earlier sessions, the BRC should fully sign off tonight. Any saint short on 1a gets a one-week follow-up scheduled.

## HANDOUT 1 OF 2

## FROM SESSION 1 — READ THE FIELD CARD

# Tree ID Field Card

Print one per saint and carry it on every forest walk. Fill the habitat-check rows in pencil.

## FORESTRY · FIELD CARD

## Identify trees by leaf, bark, and habitat.

Field identification uses what is in front of you, not a photo. Walk the woods with the card open.

### 1 LEAF SHAPES

find the shape, then read the tells



#### Simple oval

Smooth or finely-toothed.  
One leaf per stalk.

#### CHECK

Edge texture, vein pattern,  
leaf attachment (alternate or paired).



#### Lobed

Rounded or pointed lobes.  
Count the lobes and points.

#### CHECK

Round lobes vs sharp points,  
depth of the cut between lobes.



#### Palmate (hand)

Lobes from the stem.  
Maple is the classic.

#### CHECK

Three or five main lobes,  
leaves paired across the twig.



#### Compound

Many leaflets on one stalk.  
Whole stalk is one leaf.

#### CHECK

Odd or even number of leaflets,  
paired or alternate along the stalk.



#### Needles (conifer)

Stays green most of the year.  
Count the needles per branch.

#### CHECK

Needles in twos, threes, or fives;  
single needles flat or four-sided.



#### Scales (conifer)

Flat scaly sprigs.  
Cedar, juniper.

#### CHECK

Whole sprig is flat, not round;  
often blue-grey berries on juniper.

### 2 BARK PATTERNS

read at chest height on the trunk



#### Smooth

Thin, papery, or lightly  
marked. Beech, young

Look for horizontal lenticels.



#### Furrowed

Deep vertical ridges.  
Oak, cottonwood, ash

Run your hand down the trunk.



#### Plated

Blocks separated by  
deep cracks. Pine, locust

Plates may flake at the edges.



#### Peeling / shaggy

Strips lifting off.  
Birch, sycamore.

Colour underneath.

### 3 HABITAT CHECK

fill on the walk, one tree per row

#	SPECIES (LEAF + BARK MATCHED)	WHERE IT STOOD	WET / DRY
1	.....	.....	.....
2	.....	.....	.....
3	.....	.....	.....
4	.....	.....	.....
5	.....	.....	.....
6	.....	.....	.....

Match leaf, bark, and habitat together before you name the tree.

Print this handout for in-person reference during session 1 — read the field card.

HANDOUT 2 OF 2

FROM SESSION 2 — PICK THE FOCUSED STUDY

# Forest Survey Worksheet

Carry this on the trip. Fill the study notes in the field and ask the management questions on site.

## FORESTRY · WORKSHEET

### Document the forest you visit.

Carry on the visit. Fill the study notes in the field; ask the management questions on site.

SAINT ..... VISIT DATE .....

#### 1 FOCUSED STUDY

pick one focus before the trip

My focus — circle one: wood use · growth patterns · forest damage

Site .....

What I collected or examined

*samples, growth-ring count on a cookie, photos of damage, etc.*

What I found — one paragraph

.....

#### 2 MANAGEMENT INTERVIEW

three questions to ask on site

Q1 — What is the management goal here, and over what time horizon?

.....

Q2 — Where do economics and conservation pull in different directions?

.....

Q3 — What is the hardest tradeoff you make on this site each year?

.....

#### 3 HAZARD-TREE INVENTORY

walk a camp, park, or church property

#	SPECIES / SIZE	HAZARD (LEAN, DEAD CROWN, BASE)	REMEDY (REMOVE, PRUNE, FENCE)
1	.....	.....	.....
2	.....	.....	.....
3	.....	.....	.....
4	.....	.....	.....

#### 4 SERVICE HOUR

LOCK IN AT THE SESSION 3 CLOSE

Project .....

*wildfire prevention, invasive removal, trail clearing, public education, or similar.*

Date ..... Site .....

My job on the project .....

☐ I will participate as a worker, not an observer.

Bring this sheet to Session 4 with every section filled in your own handwriting.

Print this handout for in-person reference during session 2 — pick the focused study.