

**Session Length: 45-50 Minutes**

### **Learning objectives:**

At the end of this session, participants will:

- Define the purpose of conservation.
- Be familiar with local, regional and national conservation issues and resources.
- Understand the steps required to plan a conservation service project.
- Become acquainted with the OA's Arrowmen Conservation School.

### **Required Materials:**

- Flipchart / Easel & Markers
- Pens/Pencils & Scrap Paper
- *ArrowCorps<sup>5</sup>* Highlight DVD (optional)
- DVD Player and TV or Computer with digital projector (optional)
- Small prizes for participation (optional)
- Handouts and evaluation forms
- Trail Tools for Display (optional)



## TRAINER PREPARATION

### **Type of Trainer**

This session was designed to provide conclave participants with background and information about the importance of conservation service in the Order of the Arrow and the Boy Scouts of America. The trainer for this session ideally will have acted as a squad leader at one of the 2008 *ArrowCorps<sup>5</sup>* national service project sites. The trainer should have successfully completed the Conservation USA Project Leader Course and be highly energetic and leverage his conservation experience in order to create enthusiasm among the participants.

### **Audience**

It is anticipated that the audience for this session will consist of your typical conclave participant: youth and adult members who are not necessarily experienced conservationists. The trainer should remember that this session is designed to introduce the idea of conservation planning and participation and to pass on the enthusiasm of the *ArrowCorps<sup>5</sup>* experience.

### **Follow the Syllabus**

The syllabus has been written to provide maximum delivery flexibility for trainers but care should be taken to follow the contents of the syllabus in order to ensure consistency. It is understood that delivery methods will vary based on the training venues available at each individual conclave site.

### **Use of Resource Materials**

The authors of this session have provided various resources to enhance the presentation.

Constraints in conclave facilities are recognized and so a number of the resources available may not be able to be used at a given site (e.g. a PowerPoint presentation in an outdoor training venue). At a minimum use a flip chart with easel. Flip charts should be pre-prepared based on the samples provided with the resource materials.

A good trainer understands that PowerPoint presentations can be a very powerful and an effective tool to use during a training session. However, trainers should remember that PowerPoint presentations are meant to complement prepared training and not be the crux of the session. Slides are meant to emphasize and illustrate points - care should be taken to not read directly from PowerPoint slides.

### **Physical Arrangements**

Physical arrangements and set up of the training room or location are at the discretion of the session trainer. The session will consist of both lecture and group discussion. Effort should be made to ensure that participants have a place to take notes (e.g. desks or tables) even in outdoor venues.

### **Evaluation Process**

Each trainer should provide all participants the opportunity to complete an evaluation form. However, a minimum of three (mix of youth and adult) per session should be completed. The forms should be given to the individuals at the conclusion of the session. Participant evaluation forms should be collected and reviewed by the trainer and conclave training staff. Evaluations are meant purely to provide immediate feedback to the trainer.

### **Trainer Checklist – prior to the conclave**

- Study this syllabus
- Review support materials provided
- Choose Audio/Visual delivery method and prepare accordingly
- Recruit a training assistant
- Prepare copies of the Conservation Resource Handout (one per participant)
- Prepare copies of Participant Evaluation (at least three per session)

### **Trainer Checklist – after the conclave**

- Review evaluations from all presentations
- Provide any suggestions or recommendations for changes to the section adviser and/or individuals responsible for conclave training.

**SESSION NARRATIVE**

**Introduction:**

**5 Minutes**

**Trainer Tip:** 10 minutes before the session begins and where possible play the 15 min compilation overview video on the *ArrowCorps<sup>5</sup>* Souvenir DVD. When the session begins allow the DVD to conclude.

In the absence of necessary AV equipment, you should have photos and paraphernalia from *ArrowCorps<sup>5</sup>* available for the participants to view prior to the start of the session.

Throughout the summer of 2008 the Order of the Arrow conducted the largest youth-led service project in the history of the United States of America. Roughly five-thousand Arrowmen, Scouts and volunteers from public and private agencies contributed over two-hundred and fifty thousand service hours and \$2 million of actual and in-kind donations across five states.

This project tackled a variety of conservation issues from grassland restoration and invasive species control to fuel reduction and construction of over one hundred miles of new multi-use trail. Partnerships with several government agencies and local clubs and organizations such as the US Forest Service, Bureau of Land Management, Pacific-Crest Trail Association, Backcountry Horsemen of America, and the International Mountain Biking Association (IMBA) helped make *ArrowCorps<sup>5</sup>* a major success.

For those of you who had the opportunity to participate in at least one of the project sites you can attest to the enormity of the project, and the complexity and scope of the prior planning and organization that was required. The national Order of the Arrow committee spent five years working with all of its partners, planning each detail for logistic support and overall project management.

However, as massive as *ArrowCorps<sup>5</sup>* was, we need to understand that a lodge or section can effectively plan and execute similar conservation initiatives on a local level that are just as impressive in terms of their impact and visibility. And they can even be conducted over the course of several weekends. With the proper understanding of conservation theory and techniques you can ensure that the right plan is in place to provide a local lasting *Legacy of Service*.

**Defining and Understanding Conservation:**

**10 Minutes**

Begin PowerPoint/Flipchart Presentation Slide 2/Page 2

In order to understand how to effectively plan initiatives we first need to recognize the purpose of conservation.

Conservation is defined as:

“the careful preservation and protection of something; especially planned management of a natural resource to prevent exploitation, destruction, or neglect.”

You might consider it defined as the management of resources so as to eliminate waste or maximize efficiency of its use.

There is a difference however between the idea of *conservation* and *preservation*. A nature **preserve** is a protected area of importance for wildlife, flora, fauna or features of geological or other special interest,

which generally restricts human interaction. A good example of this would be the Arctic National Wildlife Refuge (ANWR).

When we work towards the conservation of a natural resource, we deliberately provide a means of limited impact and human interaction so that we minimize the potential damage. Examples would include the construction of hiking trails and campsites. These both provide a mechanism through which people can enjoy the outdoors, and yet we can ensure their existence for future generations.

Preservation = No Use

Conservation = Wise Use

Advance PowerPoint/Flipchart Presentation	Slide 3/Page 3
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You may have heard the phrase “all politics is local.” Well the same is true, and even more-so, for conservation. Although *ArrowCorps*<sup>5</sup> may have been a national program the ultimate emphasis on the project planning element was local. The national committee in recognizing this need appointed five youth incident commanders each with an adult adviser to develop the most appropriate plan for their specific environment.

Who here remembers the focus of the project in Mark Twain National Forest?

[Elicit responses from the participants – an answer close to “removal of cedar trees to restore the native grasslands” is acceptable.]

Many people reacted negatively to the idea of removing over one hundred acres of trees. After all, trees are good for the environment right? Well that’s not necessarily true.

In fact there are no true cedars that are native to North America; the term *cedar* is the common name for three or four species of large trees native to mountainous areas of North Africa and Asia. Although this fragrant, durable, red-colored wood is important in construction and cabinetry, it is generally considered an invasive species in the eastern United States, which destroys natural habitats of other plants and mammals.

What we worked with in the Mark Twain National Forest is the *Eastern Red-Cedar* and, although technically a *juniper* and an important timber tree along with the Eastern and Western White-Cedar, it was outcompeting the native forest and fauna. The removal of this tree was important to restoring the natural habitat.

Whereas in southern Missouri this tree is considered invasive, in the western United States, the Rocky Mountain Juniper, a closely related western species, is a welcome addition to the regional habitat.

This is just one example of why we need to understand the local nature of our environments.

What we did in the Mark Twain National Forest and throughout all of the project sites was to execute a very specific set of natural resource management plans based on the needs of the native habitat. The Order of the Arrow, while varied in its membership and expertise, sought out the advice of local forest managers to not only to understand what needed to be done, but also to understand what the best practices were for accomplishing our goal.

**Conservation Issues and Resources:**

**20 Minutes**

Advance PowerPoint/Flipchart Presentation	Slide 4/Page 4
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Resource management professionals currently lack adequate time and manpower to fully manage and protect our country’s natural places. The need to understand and act on the current conservation issues

facing various federal, state, and local resource managers is the building block to establishing a service-based ethic for volunteers at every level of society.

As an organization that thrives on the education of our membership through outdoor experiences, we have a duty to provide these resource managers with qualified expertise and manpower to assist them in their mission.

We can positively influence each volunteer's knowledge of the value of our natural resources by examining the threats to the outdoors, both on a local and national level.

Healthy forests make for a healthy nation. Former US Forest Service Chief Dale Bosworth recently compiled a document outlining four major threats to the nation's forests and grasslands and how to approach them.

They are:

- fires and fuels
- invasive species
- loss of open space
- unmanaged recreation

**Trainer Tip:** Review the attached document “*Four Threats to the Health of the Nation’s Forests and Grasslands.*” and lead the participants through a **brief** discussion of how these threats affect our nation’s forests.

At the conclusion of this discussion, move on to the group activity about local conservation issues.

Conservation Issue Group Activity

Slide 5/Page 5

Now that we know what conservation issues we face as a nation, let's take a moment to look at the local problems we can address in conservation efforts.

[Break the class into four or five-person groups. For each group, assign a person to take notes and provide that person with a pen/pencil and note paper. Let the group know that they have five (5) minutes to identify a conservation-related issue that is local to one of the members of the group and then to devise project ideas that small groups could perform to help solve the issue. Remind them of the four major threats identified by the USFS (fires and fuels, loss of open space, invasive species, and unmanaged recreation) in order to keep the groups on the same thought process.

After five minutes, bring all of the groups together and ask each group to present their problem issue and the results of their project solution brainstorming session. Write down the conservation issue and the solution the group came up with on the flipchart for the rest of the group to see. If a member has said something intriguing or provided a very short answer, PROBE by asking, “Can you give me an example?” or simply ask, “Say a bit more about that?”

Allow time for each group to present and facilitate the discussion in such a manner that allows for the groups to identify any potential challenges to the solutions presented. Try to relate the results found in each group to identify a common theme of service and leadership. Emphasize that even though there were different types of issues and solutions presented, conservation is an important focus of Scouting.]

As the national Order of the Arrow committee sought the advice of the US Forest Service, the Bureau of Land Management and other conservation-based organizations, we too should look to local and regional conservation specialists in planning our own conservation programs.

[Pass out the Conservation Resources Handout to each participant]

Here is a small list of regional and national organizations with which any lodge can partner for information about local environmental issues and possible projects. There are many groups that already run annual conservation initiatives and one of the easiest ways to begin a program in your area is to work with these organizations.

[Review and highlight some of the local or regionally accessible organizations and conservation programs that a lodge could work with. You may refer back to the list of issues created in the Conservation Issue exercise.]

### Conservation Project Planning:

**10 Minutes**

Conservation project planning with outside organizations is considerably different in terms of style from what we as an organization might be used to. What are a few things to consider when we begin to plan a project on Forest Service property in comparison to working at a Boy Scout camp?

[Lead the participants through a discussion about the difficulties when working with outside organizations

Some examples include:

- We need to establish strong lines of communication and build a relationship of trust.
- We need to learn and understand different terminology (e.g. Incident Command System).
- We need to understand management issues and “red-tape” when working on public lands.
- We need to understand the resource manager’s ultimate goals.
- We need to demonstrate commitment to the project.

Write the answers given on the flipchart and PROBE the group for other issues to consider.]

When we plan a conservation project internal to the Boy Scouts of America at a Scout camp, we have an advantage because we all share common goals, experiences, and values through the Scout Oath and Law, Motto, and the OA Obligation. We all understand the leadership structure and we have common terminology. When working with external groups, we need to be much more flexible and prudent in the process of project planning.

Each of the *ArrowCorps*<sup>5</sup> project sites had different challenges to overcome, whether operational or managerial in perspective. However all of them followed a similar five-step planning process.

#### **1.) Assess: Understand the Conservation Need**

The youth incident commander and adult adviser began to work with the local resource managers to determine the priority projects and goals of the local natural resource management plan. This included an assessment and critical analysis of what projects both the resource management professionals and our membership could successfully support and complete.

In the planning process they needed to keep in mind what potential roadblocks existed in terms of determining and achieving the need for capital goods (e.g. tools, machinery), financial requirements (e.g. fundraising needs, government budgets), support facilities (e.g. schools, camping areas), physical & technical competencies (e.g. knowledge of trail construction, certifications to operate chain saws), time constraints (e.g. hours per work day, seasonality) and marketing & recruitment (e.g. local PR, participation).

Ultimately, the chosen projects needed to reflect what our two organizations could actually complete given the established **baseline** scenario. This assumption is critical in the initial planning stages – it can be summed up with the question “What resources and limiters do we expect given what we know about ourselves and our ultimate project goals?”

## **2.) Mobilize: Gather Necessary Resources**

After initially determining the project expectations and goals of each organization, the project leadership teams began to assemble the resources necessary to meet the established **baseline** scenario. For ArrowCorps<sup>5</sup> this included an assumption that the Order of the Arrow would be able to provide up to one thousand Arrowmen at each of the project sites.

Both fundraising and tool requirements are critical in the process of conservation project planning. The OA and the USFS began the process of ensuring that both organizations knew what the delineated areas of responsibility were for each organization. They answered the question “Who is responsible for which elements of the conservation project plan?”

Most importantly, the initial plans in the **baseline** scenario were replaced during this phase of development as resources were determined to be accessible or unavailable.

## **3.) Deliver: Develop and Execute a Conservation Plan**

As all available resources were identified, including the number of participants per project site, the project leadership teams developed their ultimate plan. This included finalizing the available capital goods and support facilities based on real data.

This included the process of developing a detailed calendar and timeline for the project, incorporating details for each task that must be completed prior to and after the actual arrival and departure of participants. Manti-La Sal National Forest for example needed to map the thirty-three mile project area in three separate locations.

Additional revisions were made to the conservation project plan as new resources and constraints became apparent. This step ultimately answers the questions “What resources are actually available and how do we adapt our project goals given the **real** situation?”

## **4.) Review: Measure the Overall Conservation Impact**

Essential to all conservation projects is the ability to conduct an effective evaluation of what the ultimate impact was in comparison to the original project goals and objectives. Each project leadership team developed metrics, or measureable outcomes, that were monitored prior to, during and after the conclusion of each project site.

These metrics are comprised of tangible numbers such as: feet of trail, yards of fence, number of acres. They also include intangible ideas such as how the participants felt about their work. This phase of a conservation project answers the question “What actually happened and how does it compare to the goals of the natural resource management plan?”

## **5.) Report: Pass along the Results**

Whenever you perform projects for outside organizations, it is important to supply them with a formal evaluation of the work completed. When the data had been gathered, each of the

incident command teams compiled a final report that was shared not only with the local resource managers but also with the national Boy Scouts of America executive board.

This final step in conservation project planning is important so that local, regional and national stakeholders understand how the conservation plan was carried out, what the impact was, how to perform similar projects better, and what the future conservation needs are.

**What Now?:****5 Minutes**

Advance PowerPoint/Flipchart Presentation

Slide 9/Page 9

It is impossible in this forty-minute session to communicate all the competencies required to develop and run a lodge-level conservation initiative. While working with outside organizations to partner on projects is a great way to begin a council-based conservation program, the national Order of the Arrow committee ultimately wants to build the internal competencies necessary to manage and develop our own conservation initiatives at the local and regional-level.

In this regard at the 2009 National Order of the Arrow Conference (NOAC), the national committee will be rolling out what has been termed the Arrowmen Conservation School (ACS). ACS is designed to provide lodge and section-level youth officers with the knowledge and training required to develop and execute a localized *ArrowCorps* project. ACS will also provide adult advisers with support-related training to assist youth in mobilizing the necessary resources in project planning and execution. This is built as a follow-on program to supplement the success of the 2008 program of emphasis, *ArrowCorps*<sup>5</sup>.

A successful conservation program at either the lodge or section-level will require a team of motivated and knowledgeable youth members and adult advisers. This 2 ½ day training seminar will incorporate both classroom instruction and on-site fieldwork that will teach job specific skills and certify Arrowmen in specialized areas to develop, support, and execute a conservation program. These areas are:

- Project Leadership (Youth)
- Wilderness Engineering (Youth)
- Environmental Consulting (Youth)
- Conservation Adviser (Adult)

**Trainer Tip:** Use this time to answer any questions about Arrowmen Conservation School. Refer any questions you can not answer to your section chief or section adviser.

**Conclusion:****3 Minutes**

What we hope you take away from this session is an understanding and enthusiasm for beginning to lead your lodge with conservation-minded intentions. *ArrowCorps*<sup>5</sup> was a monumental project in its scope and overall impact, and was guided by the planning process that we outlined. However, remember that even a small project can use the same guiding principles and can be a very effective tool in the conservation of our many natural resources and places.

Completing multiple small projects in order to create a larger impact on a resource is an example of an effective tool in resource management. Without work done at the micro-level, the larger environmental situation will not be positively affected. Even the smallest project can have a much larger impact on the overall environment.

Your willingness to lead a conservation initiative, no matter the size, can have a multiplier effect. And as people participate in these projects their attitudes will change about the area where the project work was performed or the resource that was conserved.

Advance PowerPoint/Flipchart Presentation

Slide 10/Page 10

*"When one tugs at a single thing in nature, he finds it attached to the rest of the world."*

-unknown

At this time, I'd like to ask you to perform an evaluation of this session. The feedback you provide will help to improve this session and the session trainer. This session is being conducted at every conclave in the nation this year. With your feedback we can continue to provide quality sessions to help improve conclave training.

**Trainer Tip:** You may want to provide a small recognition item for those individuals who volunteer to complete the participant evaluation (e.g. patch, wooden nickel). Now is a great opportunity to discuss any remaining points or additional questions before closing the session.

[Distribute and collect the session evaluation forms from participants. If there are any additional questions or there is still time remaining in the session, facilitate a small discussion about how each participant will take what they learned here and apply it in their own lodge.]

**APPENDIX: RECOMMENDED FLIPCHARTS/SLIDES**

The following is a recommended list of flip chart pages that can be used for visual presentation.

**ArrowCorps<sup>5</sup>**

**“Making it Happen Back Home”**

*Your Name*

Page **1**

**Conservation:**  
 “a careful preservation and protection of something; especially planned management of a natural resource to prevent exploitation, destruction, or neglect.”

**Preservation** – no use  
**Conservation** – wise use

Page **2**

**Conservation is Local**

What may be native in one habitat could be invasive in another.

Trail construction techniques vary depending on the type of soil, whether conditions and planned usage.

Page **3**

**Four Major Threats**

Fires & Fuels

Invasive Species

Loss of Open Space

Unmanaged Recreation

Page **4**

**Conservation Issues**

<b>problem</b>	<b>solution</b>

Page **5**

**Regional Organizations**

*List a few regional organizations.*

**Regional Programs**

*List a few regional conservation programs.*

Page **6**

**Challenges in Working with Outside Organizations**

Page **7**

**Five Step Conservation Planning**

1. Assess
2. Mobilize
3. Deliver
4. Review
5. Report

Page **8**

**Arrowmen Conservation School**

NOAC 2009

2 ½ Day Training

Classroom / Fieldwork

Specialize in:

Project Leadership  
 Wilderness Engineering  
 Environmental Consulting  
 Project Advising

Page **9**

## APPENDIX: SOURCE MATERIALS AND RESOURCES

**ArrowCorps<sup>5</sup> Souvenir Video**

**US Forest Service Four Threats**

<http://www.fs.fed.us/projects/four-threats>

**Regional / National Conservation Resources Handout**

**Arrowmen Conservation School FAQ**

**Training Session Evaluation Form**