



## *IV. Topics to Model and Discuss*

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In addition to introducing the PLT materials, your PLT workshop should be a vehicle for helping teachers learn new teaching strategies and techniques. Consider organizing your workshop with a focus on a theme or topic, such as:

1. Education Reform and PLT
2. Constructivist Teaching
3. PLT and Thinking Processes
4. Learning Styles
5. Multiple Intelligences and PLT
6. Cooperative Learning
7. Early Childhood Education and PLT
8. Using PLT to Teach Technology
9. Using PLT to Support Differentiated Instruction
10. Focus on Reading with PLT
11. Addressing Controversial Issues
12. Leading Successful Outdoor Activities
13. A Focus on Urban and Community Forests

These topics are described below, with suggestions for addressing them in a workshop.

### **1. Education Reform and PLT**

During the past two decades, many systemic reforms have taken place in schools. In general, these reforms have focused on new approaches to teaching and learning, site-based governance, new roles for teachers, and accountability.

The PLT program has responded to these changes, and has evolved accordingly. Consider highlighting in your workshop how PLT supports these educational reform measures. For example:

- **New Methods of Teaching and Learning.** The most recent revision of the PreK-8 Guide strengthened the activities' grounding in the "constructivist" approach to teaching and learning. This approach is founded on the premise that learning is a dynamic process in which learners fit new information together with what they already know.

As you model activities in your workshop, point out how PLT activities employ a constructivist approach by beginning with a question or other task to help students engage their current knowledge, and then build on that knowledge through active learning. (For more information, see the following section, Constructivist Teaching.) In addition, you might have

participants identify how they would use or modify a specific PLT activity to incorporate other new approaches in their teaching.

- **Site-Based Governance.** PLT is an ideal resource for educators whose districts or schools embrace site-based governance. In your workshop, help participants see how PLT’s storylines, conceptual framework, indices, and state standards correlations can help them design units of instruction that meet state or district standards.
- **New Roles.** The wide variety of PLT activities allows the educator to explore new roles. To help your workshop participants see and explore this aspect of PLT, model activities that demonstrate different teacher roles – such as direct instruction, inquiry, leading, managing, or facilitating – and have participants identify and compare the roles.
- **Accountability.** All PLT lessons include assessment opportunities to help teachers determine whether their students have learned the concepts addressed. By using these assessments, educators can be confident that the activities also meet the specific grade level standards indicated in PLT correlations to state standards. During the curriculum planning time of your workshop, suggest that participants select the assessments they would use with specific activities to ascertain their students’ understanding of the concepts.

**Source:** Based on “How Does Project Learning Tree Support Systemic Reform?” by Bill Andrews, former Education Program Consultant, Office of Environmental Education, California Department of Education. *Branch*, Spring 1998.

## **2. Constructivist Teaching**

Constructivism, also known as constructivist teaching or learning, is the learning philosophy that has been guiding the revision of today's education. Its teaching-learning strategies are aligned with how educational researchers now believe students learn best.

Constructivism differs from the more “traditional” classroom teaching model, which emphasizes that students learn because teachers teach. Instead, constructivism views knowledge as a mental construct that is built on and added to by the learner. Thus, learners do not passively absorb knowledge, but dynamically adapt their understanding of new experiences in light of what they already “know.” Educators are responsible for facilitating learning experiences that enable students to manipulate materials, consider points of view, participate in group work, and focus on learning concepts.

Constructivism also includes another component: authentic assessment of student progress. Rather than paper-and-pencil tests as the only measure of student learning, assessment can include demonstrations of information, discussions, position papers, checklists of science process skills, and videotapes of presentations.

During your workshop, you can help educators ensure that their students are “constructing” attitudes, knowledge, and skills while participating in PLT activities. Following are some suggestions.

- While planning your workshop activities, adapt them to have as much of a local emphasis as possible so that participants can incorporate their experiences to their local situation. Point out to participants that PLT activities are meant to be flexible in this way.
- Model asking participants their ideas about a concept before doing an activity that teaches the concept. Discuss how this technique helps assess students' prior knowledge and helps students make sense of the new concept based on what they already understand.
- Help participants identify ways the activities you conduct would enable students to build on their own experiences and knowledge.
- After conducting an activity, invite participants to brainstorm a list of open-ended questions they might ask their students. These kinds of questions encourage inquiry, and help students clarify their own thinking.
- During the curriculum planning time, have participants identify ways they could measure their students' learning using authentic assessment as part of a unit.

**Source:** Adapted from “Constructivism: A List of Teaching Strategies” by Dr. Darleen Stoner, Professor, Environmental Education, California State University, San Bernardino.

### **3. PLT and Thinking Processes**

Two essential skills needed by students are critical thinking and the ability to problem-solve. Rather than being taught *what* to think, students need to be taught *how* to think, and to develop a process for “thinking through” an issue.

PLT activities can help teach essential thinking processes because they provide opportunities for students to practice these processes. Following are specific science thinking processes from *Science Framework for California Public Schools*, California Department of Education (1990) that also apply in other subject areas.

**Observing** is the process by which we use our senses to gather information and construct a view of the world and how it works.

**Communicating** through language and symbols enables us to convey ideas to others in the present and for the future.

**Comparing** builds on the process of observing, and deals with the concepts of similarities and differences.

**Ordering** is the process of putting objects or events in a linear format.

**Categorizing** puts objects or events together in groups or classes using a logical rationale.

**Relating** involves seeing relationships between and among things — relationships such as interactions, dependencies, and cause-and-effect events.

**Inferring** deals with matters and ideas that are remote in time and space — not experienced directly.

**Applying** is the process that puts knowledge to use — sometimes in a practical sense, or sometimes tying together information into a theory or framework.

Teachers participating in your workshop will appreciate you helping them to:

- **Be aware of thinking processes that are involved in PLT activities.** Emphasis on thinking processes, as well as content, will help educators in PLT workshops to teach PLT concepts more effectively and provide the necessary rationale for using PLT in meeting district or school curriculum objectives. Help teachers identify thinking processes in the activities you present.
- **Identify thinking processes specifically.** Being specific about the processes involved in a particular activity will help teachers identify how it fits into their curriculum. For example, encourage teachers to recognize when students will compare renewable to nonrenewable resources, relate the presence of trees to local temperatures, or predict the effects of deforestation on soil erosion.
- **Recognize nonverbal evidence of thinking and problem solving.** While evaluating or assessing learning is an important part of teaching, results of written products and tests dominate student records of achievement. Teachers need assistance in identifying ways to give credit for and to record nonverbal behaviors that indicate thinking and learning. When debriefing PLT activities during the workshop, ask teachers to list nonverbal behaviors students might exhibit that would indicate their understanding and learning.
- **Recognize ways to adapt activities to various cognitive levels.** Children progress through cognitive stages acquiring the specific thinking processes. They do not skip stages. An awareness of general age ranges and their corresponding expectations for thinking ability is useful in adapting activities to specific grades. Teachers appreciate help in analyzing parts of an activity for thinking process requirements as well as knowledge requirements. “What’s going on in the students’ head?” should be a frequent question for teachers to ask when familiarizing themselves with PLT activities.
- **Appreciate knowledge students bring with them to a learning situation and help construct or reconstruct knowledge through experiences.** Teachers know that students do not come to an activity, lesson, or unit with a blank slate. Students have ideas, notions, and explanations for the world around them. These ideas work for them even though the interpretations may be alternative forms compared to those you accept as logical or true. Teachers appreciate your examples of typical “alternate understanding” that students may have about concepts or issues, and will want to explore with you any experiences they might provide to students that enable them to construct or reconstruct their knowledge.

**Source:** Adapted from a handout prepared by Dr. Karen Reynolds, Department of Education, San Jose State University for the “Advanced Training for PLT Facilitators Workshop,” January 1989.

## **4. Learning Styles**

Learning style indicates how a person learns and likes to learn. Each style reflects genetic coding, personality development, motivation, and environmental adaptation. Style is relatively persistent in the behavior of individual learners. It can change, but does so gradually and developmentally. Learning style has cognitive, affective, and environmental elements. No learning style is better than another, each is simply different.

There are many different models of learning styles, but in general most models identify four different learning styles. Bernice McCarthy, in her 4MAT system, characterizes the four learning styles as shown below on "**Teaching to Learning Styles.**"

### **Learning Style 1: Imaginative Learner**

I like to: learn through personal experience; have meaning in what I learn; learn about things I value and care about; express my beliefs, feelings and opinions; and understand how what I learn affects me. I function best when interacting with others. My goal is to make the world a better place. My favorite question is "Why?"

**Teach by:** Giving them a reason; having them create and analyze an experience.

### **Learning Style 2: Analytic Learner**

I like to: get new and accurate information; deal in facts and right answers; know what the experts think; formulate theories and models; and have things exact and accurate. I function best when adapting to experts. My goal is to add to the world's knowledge. My favorite question is "What?"

**Teach by:** Teaching it to them; integrating the experience and the material; giving them the facts.

### **Learning Style 3: Common Sense Learner**

I like to: do things; have ideas clear and understandable; find out how things work; test theories in the real world; and make things useful. I function best using kinesthetic awareness. My goal is to make things happen. My favorite question is: "How?"

**Teach by:** Letting them try it; giving them prepared materials and have them add "something of themselves" to it.

### **Learning Style 4: Dynamic Learner**

I like to: connect things together; do things that matter in life; teach other people what I know; take some risks; and make what is already working work better. I function best by acting and testing experience. My goal is to challenge complacency. My favorite question is: "So what?"

**Teach by:** Letting them teach it to themselves and someone else; having them analyze for relevance and originality, then share with each other.

During your workshop, you can help educators use PLT and learning styles in the following ways:

- Model using the four different learning styles in your presentation. When planning your workshop, identify the learning style most prominent for each workshop element. You need not represent the styles equally, but be sure to exemplify each one.
- Using the previous teaching to learning styles information, help each of the participants identify which learning style seems to best describe him or her. Keep in mind that most learners use a combination of styles.
- Suggest that participants identify a particular student or other person they know that seems to fit each of the learning styles. Make sure that participants understand that the point of this exercise is to help them have a concrete picture of each of the styles, not to stereotype their students.
- Encourage participants to identify which styles are prominent in each PLT activity presented at the workshop. Ask participants to suggest ways to extend each PLT activity presented to get at some of the other learning styles.
- During the lesson planning time, have participants identify a group of lessons that focus on different learning styles to teach together as part of a unit.

**Sources:**

Keefe, James W. (ed.). *Profiling and Utilizing Learning Style*. Reston, VA: National Association of Secondary School Principals, 1988.

McCarthy, Bernice. *The 4MAT System: Teaching to learning styles with right/left mode techniques*. 2nd ed. Oak Brook, Ill: EXCEL, 1981.

## **5. Multiple Intelligences and PLT**

The theory of multiple intelligences, developed by Howard Gardner and his associates, holds that every individual possesses several different and independent capacities for solving problems and creating products. Gardner has named these capacities "intelligences" and has scientifically identified eight of them, grouped into four categories described as language-related, personal relationships, object-related, and naturalistic intelligences.

The language-related intelligences include the verbal/linguistic and musical/rhythmic. These two intelligences are "object free," meaning that thoughts are represented through sound based communication and symbolic representations of those sounds.

The personal relationships group consists of interpersonal and intrapersonal intelligences. These are the people-centered intelligences. They reflect the personal vision of self, expectations of others, accepted norms of thinking and acting, and the cultural pressures that shape behavior.

Object-related intelligences include bodily/kinesthetic, visual/spatial, and logical/mathematical. This designation means that the basic concepts and procedures are rooted in physical manipulation of concrete objects that result in a defined product. "Rules of the game" for using the objects to solve a problem or make a product are important to this group.

Gardner describes the naturalist intelligence as an ability to differentiate the patterns and characteristics among natural objects in the environment, recognize flora and fauna, make distinctions in the natural world, and observe and classify plants. Charles Darwin is often cited as an example of a person who possesses a naturalist intelligence.

As with other instructional strategies, PLT has already incorporated many of the key aspects of multiple intelligences theory into its activities. Try tapping into these multiple intelligences in your workshops.

One of the simplest ways to include the notion of multiple intelligences in your workshop is to ask participants to "represent" the data they have collected during a PLT activity using one of the eight intelligences. Each group can be invited to use the intelligence with which they are most comfortable or you can assign a different intelligence to each group. By doing this, you encourage them to really let their personalities shine! Some will dance, sing, draw pictures, make models, create graphs, or do calisthenics to report their findings.

**Source:** Adapted from an article in PLT's the *Branch* prepared by Cindy Ybos and Patty Watts, Louisiana PLT. 1998.

## **6. Cooperative Learning**

Cooperative learning is a model of instruction in which students work together in small groups to achieve a common learning goal. PLT activities can help a teacher implement cooperative learning because many of the lessons can be conducted with cooperative groups. There are many different models of cooperative learning, and teachers should set up and use it in the way they feel most comfortable.

Teachers who use or are interested in using cooperative learning will appreciate your addressing the following in the workshop:

- **The cooperative learning potential of PLT activities.** Whenever possible, model using cooperative learning in a particular lesson by setting it up for teachers to experience it that way during the workshop. After presenting each lesson (as cooperative learning or not), have teachers discuss how the lesson could be modified to better facilitate cooperative learning. Use Appendix 11 of the PreK-8 Guide, “Successful Cooperative Learning Steps,” as a lead-in to the discussion.
- **Grouping issues.** In cooperative learning, the teacher must decide on how the groups will be formed, how large the groups should be and how long groups should stay together. For example, the groups may be randomly formed or assigned by the teacher, and groups may stay together for only one class period, or for six weeks. Model different ways of grouping in the workshop, then discuss the advantages and disadvantages of various ways of grouping, of group sizes, and of the group duration.
- **Structuring the learning task.** For each PLT activity experienced in the workshop, help teachers identify how the learning task could be structured so that it is truly cooperative, with successful completion of the task requiring each group member’s participation.

## **7. Early Childhood Education and PLT**

The introduction of environmental education at the early childhood level reaches children at a key developmental period in their lives. Early experiences with the natural world have been linked with the development of imagination and a sense of wonder and curiosity.

Exploring nature is a sensory experience. By inviting children to touch, hear, taste, and view their surroundings, they experience the natural world directly. These vital experiences in the early childhood years have the potential for influencing life-long attitudes, values, and patterns of behavior towards the natural world.

More than thirty PLT activities can be used as-is or modified for early childhood education, especially those activities that emphasize curiosity, discovery, wonder, self-expression, celebration, and hands-on experiences. In addition, educators will have the most success introducing environmental education to young learners if they:

- Keep experiences simple.
- Infuse environmental education into all aspects of the early childhood program.
- Provide options.
- Keep children actively involved, remembering that they learn from play.
- Integrate music and movement, art, and literature into activities.
- Focus on relationships and the wonders and mysteries of nature.
- Let children use their imaginations to express dramatic and creative interests
- Involve use of all the senses.
- Go outside often – around the school, neighborhood, nearby park.
- Model interest, caring, and respect for the natural environment.
- Take fears seriously. Reassure children that may be hesitant to try something new.
- Praise and celebrate and have fun.

When planning for a PLT workshop for early childhood educators, make use of the many activities included in the PreK-8 Guide. Check Index 2 – Grade Level Index for ideas of which activities to model. Choose activities that include options for learning through hands-on experiences either outside or in the classroom. Demonstrate activities that use art, music, books, and even snacks! Be sure to allow time to discuss how teachers would use or modify an activity for their group or setting.

## **8. Using PLT to Teach Technology**

In today’s world of information technologies, teachers and students alike need to learn and practice using a variety of technological tools. Planning a workshop to introduce PLT activities and technology connections can be a welcome invitation to educators hoping to bring both EE and technology to their classrooms.

As of 2006, the PreK-8 Guide provides a variety of ideas for integrating technology into activities. Appendix 8 on “Technology Connections” provides an overview of technology use within the context of PLT, and a description of the following technology tools:

- Word Processing Software
- Spreadsheet/Database Software
- Presentation Software
- Graphics Software
- Graphic Organizer Software
- Digital/Video Cameras
- Peripherals
- Internet Resources

Within the activities, the technology icon highlights the suggestions for using technology, while the PreK-8 Guide’s Index 4 – The Technology Connections Index provides a quick reference to activities that use specific technology tools. Consider demonstrating these technology tools as you model activities in your workshop. See Appendix C for a sample workshop agenda that links PLT activities with technology tools.

## **9. Using PLT to Support Differentiated Instruction**

Through differentiated instruction, teachers are able to provide challenges for gifted learners, while ensuring that lessons are comprehensible and accessible to those still acquiring English language skills and to students with learning disabilities. PLT's *PreK-8 Environmental Education Activity Guide* provides educators with a curriculum that facilitates teaching to a variety of levels and enables students to become a community of learners.

Although teachers have always addressed students who fall within a continuum of abilities, the movement toward inclusion in the classroom has brought together students representing a greater range of differences than ever before. For this reason, it is not uncommon to see students in one classroom learning the same key concepts but accessing the information through a wide and creative range of divergent activities. Teachers who differentiate instruction incorporate paired and cooperative team activities, hands-on learning, the use of realia (tangible, 3-dimensional physical objects of, or from, the real world), alternative and authentic forms of assessment, adapted instructional strategies, and accommodations into their lessons.

All Project Learning Tree activities apply current “best-practices” in differentiating curriculum; however, several activities were reviewed and identified as particularly appropriate for the diversity of the classroom. Appendix J “20 Activities with Differentiated Instruction” provides a list of these PLT activities in the PreK–8 Guide.

Activities in the PreK-8 Guide that include differentiation are noted with the appearance of this icon  in the sidebar. In addition, the sidebar lists the methods that are used in the activity to enhance differentiating instruction. Within the activities, suggestions are made as to how to incorporate the methods listed in the sidebar. These suggestions are highlighted throughout the activity by the differentiated instruction  icon.

Differentiating instruction methods used in the activities throughout the PreK–8 Guide include:

- highlighting key vocabulary
- creating links to prior knowledge
- utilizing paired/cooperative learning
- providing nonlinguistic representations
- using realia and hands-on learning
- making curricular and personal connections
- developing oral, reading, and writing skills, and
- incorporating higher order thinking opportunities.

Please see Appendix 7, Differentiated Instruction, in the PreK-8 Guide for a description of each of these methods and for additional information on this topic. The following sections are also included in this appendix: “Working with Exceptional Students,” “English Language Learners (ELL),” and “PLT and the Gifted Student.”

## **10. Focus on Reading with PLT**

PLT supports the important role that reading plays in the classroom. Activities accompanied by literature can provide students with a meaningful way to expand their learning and imagination, while providing educators with tools needed to address current education initiatives. PLT has made reading connections a leading feature of the *PreK-8 Environmental Education Activity Guide*.

For each activity, a list of three to seven relevant books is provided at the end of the activity in a highlighted box, entitled “Reading Connections.” These books were selected to assist teachers in meeting reading goals and to build upon concepts learned in the activities. Authors, titles, annotations, grade level recommendations, and ISBN numbers are provided for each book.

Additional books correlated to each activity, but not found in the highlighted box, can be found at PLT’S website [www.plt.org](http://www.plt.org) under the PreK–8 Guide’s resources. There are two lists found at the website; one is categorized by author and the other by PLT activity.

Several of the PLT activities include a “read-aloud.” Research indicates that reading aloud motivates children to want to learn to read, assists in vocabulary and language development, and increases content knowledge. Reading a story aloud also presents great opportunities for classroom discussions, role plays, shared readings, art and crafts, and singing songs. In these read-alouds, educators are given additional techniques for effectively expanding upon the reading with their students. In “Trees as Habitats,” for example, a “read aloud” is included with the book, *Good-Night Owl!* Use of this book has been integrated into the activity and discussion questions have been added.

Read-alouds include stories for teachers to read aloud or for students to read themselves, depending on the grade level. With these stories and the discussion questions provided in the activities, educators can introduce new vocabulary and concepts, expand on content knowledge, and assess student comprehension. Activities that have stories within them include “Sounds Around,” “The Forest of S.T. Shrew,” “Tale of the Sun,” “Nothing Succeeds Like Succession,” “Earth Manners,” and “A Look at Lifestyles.”

For more information on how PLT supports reading, please see “Reading Connections” in the Introduction of the PreK-8 Guide.

## **11. Addressing Controversial Issues**

When teaching about the environment, many educators avoid interesting topics and issues because they are reluctant to deal with controversy in the classroom. If you wish, your PLT workshop can provide ways for educators to examine ways to teach and cope with controversial topics. You might, for example:

- Help participants identify potential controversial issues imbedded in the PLT activities you present.

- Lead a discussion about the benefits and pitfalls of teaching about controversial issues. Help participants identify ways for handling each of the pitfalls. You might use Appendix 12 of the PreK-8 Guide, “Teaching Controversial Issues,” as a discussion starter.
- Invite resource specialists to the workshop to help explain their perspectives on the topic. Help participants discuss arguments for and against each perspective. See Section III for information on inviting a resource specialist.
- Encourage participants to brainstorm a list of possible concerns that parents, administrators, the community, or the participants themselves would have about teaching a particular controversial issue. Then help them brainstorm ways to address each of the concerns.
- During the lesson-planning portion of the workshop, allow time for participants to begin a plan for addressing a controversial issue that relates to a unit of study.

## **12. Leading Successful Outdoor Activities**

Taking students outdoors allows them to personally experience and examine the natural world. These experiences are critical for helping students understand the world around them and can have a positive impact on students’ behavior and academic performance (learn more about PLT’s Every Student Learns Outside initiative at [www.learnoutside.org](http://www.learnoutside.org)). This being said, many educators still shy away from outdoor activities because these activities present management or other problems. For example, when students leave their familiar classroom for an outdoor activity, they often assume that the classroom rules no longer apply.

To help educators become more comfortable with leading successful outdoor activities, provide ways of addressing this issue in your workshop. Following are some suggestions.

- At the workshop introduce participants to the outdoors, and help them see the importance and advantages of working outside. After each outdoor activity, discuss how the activity and the learning would have been different if it had been conducted indoors.
- Have participants brainstorm a list of the pluses and minuses of leading outdoor activities. Divide participants into small groups and have them think of ways to turn the minuses into pluses.
- Have participants read Appendix 14 of the PreK-8 Guide, “Teaching Out-of-Doors,” and brainstorm other techniques to add to the list.
- To help participants feel more comfortable working outdoors, invite a resource specialist to answer questions and provide information about the outdoor site, such as the names of trees or interesting natural history.
- Share positive educator stories from the Every Student Learns Outside website at [www.learnoutside.org](http://www.learnoutside.org).

### **13. A Focus on Urban and Community Forests**

The trees around our homes and schools, along streets, and in parks and other public places are part of what is called the “urban forest.” This complex community of animals and plants includes trees established by people, as well as the remnants of native vegetation.

Together both the native and non-native trees shape the quality of life in urban environments, and perform important functions, such as:

**Temperature Control.** Urban areas are often called “heat islands” because the buildings, asphalt, and concrete can significantly increase the air temperature. Trees help to reverse this effect, and act as nature’s air conditioners. In fact, tree-covered areas can reduce temperatures as much as 25 degrees in the summer.

**Air Quality.** Traffic, construction, industrial, agricultural, and other activities in urban areas create airborne dust, and raise levels of carbon dioxide and other pollutants. Trees can help air quality in two ways: their leaves collect dust, and growing trees also take up carbon dioxide during photosynthesis and store it in the form of glucose and cellulose, thus reducing ambient levels. However, trees are also sensitive to air contamination—discolored leaves or die-back of branches and leaves are signs of stress.

**Wind Control.** A dense planting of trees can reduce wind speed around buildings, playgrounds, and streets and offers protection against soil erosion.

**Sound and Light Controls.** Planted along streets or near homes, schools, and parks, trees filter light and sound by acting like a shield to slow or reflect light and sound waves.

**Wildlife Cover.** Many kinds of wildlife depend on the urban forest habitat to provide food and shelter necessary for their survival.

When planning a PLT workshop that focuses on the urban forest, consider the following:

- Collaborate with community organizations, agencies, or advocates working on urban forest issues to establish a local partnership and to bring in a local perspective.
- Host the workshop in an urban park, at a school with established or new trees, or in conjunction with a new tree planting to help you link all elements of PLT’s philosophy of “awareness to action.”
- Highlight activities that provide a deeper understanding of how the “forest” co-exists with the urban setting, helping educators see the value of studying the trees on their school grounds and getting students outside.
- Invite a member of a native plant organization, an arborist, or landscape architect to help with your workshop, or to identify trees around the workshop site.
- Gear the PLT activities you choose toward:
  - Developing an awareness of trees and urban forestry.

- Increasing understanding of the importance of urban trees and their influence on temperature, air quality, wind, light and sound controls and habitat for wildlife.
  - Examining the interdependence of the natural and built environment within urban forests.
  - Developing a sense of personal responsibility for the urban forest.
- Integrate information on PLT’s Urban and Community Forestry Education Resources, found by going to [www.plt.org](http://www.plt.org) and clicking on Special Initiatives/Urban Forestry. The website includes an annotated bibliography and links to websites of urban and community forestry organizations and similar organizations to help enhance the teaching of the PLT activities that are related to urban and community forestry. Additional information on this initiative can be found in Appendix 6 “PLT Urban and Community Forestry Education Resources” in the PreK-8 Guide