



Forestry



Outdoor Skills



Ecology



Leadership

for Junior Forest Wardens Association

Educational Framework



Educational Framework for the Junior Forest Warden Program

Fourth Edition, Updated and Revised, 2024

Alberta Junior Forest Warden Association

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Foreword

The Junior Forest Warden Program

The Junior Forest Warden program continues to be a unique national outdoor environmental and forestry education program that reflects the needs and interests of young people.

The program is based on solid principles and values and is designed to develop responsibility among Wardens and parents.

This document uses Alberta forests as a model. It reflects the new forestry which incorporates such principles as sustainability and responsible use; ecosystem protection; biodiversity, and holistic forest management and conservation.

The Junior Forest Warden program recognizes that experiential "hands-on" learning that progresses from basic awareness to actualization is the most effective form of education today.

Junior Forest Wardens is a unique experience and an opportunity for parents, Wardens and communities to learn in a healthy outdoor environment.

The choice is yours...join the adventure!

Mission Statement

The Junior Forest Warden Program is a challenging and rewarding outdoor experience designed to develop an awareness, appreciation, respect and responsible use of our natural environment.

For further information, or to order copies of the Junior Forest Warden Leader and Warden Program manuals, please contact:

www.ajfwa.ca

Preface

Educational Framework for the Junior Forest Warden Program

This information details the learning objectives for the Junior Forest Warden program.

Wardens are expected to have a certain degree of proficiency by the end of each age level and before entering the next level. This process enables leaders to design their program based on an expected level of skill and maturity. This process enables leaders to design their program based on an expected level of skill and maturity.

For example, Wardens moving from Blue Tree (Pathfinders) to Green Tree (Trailblazers) would have the background knowledge in Leadership to enable them to increase their skills at the Green Tree level. This process continues through all age levels until the Wardens acquire a high level of knowledge and skill in Leadership upon completing Gold Tree (Challengers).

For Wardens entering Junior Forest Wardens at various ages without prior exposure to the program, this booklet will help the leader to adapt the program accordingly. For example, basic knowledge and skills should be incorporated so Wardens can continue the program once they reach the level of understanding and skill required for a particular activity.

This booklet is divided into four program areas: Forestry, Ecology, Outdoor Skills, and Leadership.

Further divisions are made into the following four age groupings: Pathfinders (Blue Tree), 6-7-8 years old; Trailblazers (Green Tree), 9-10-11 years old; Adventurers (Silver Tree), 12-13-14 years old; and Challengers (Gold Tree), 15-16-17 years old.

This booklet is designed to be used with the program manuals for each age group. The cross-referenced index at the back of the booklet show, for each age group, the learning objectives and corresponding activities found in the Leader program manuals.

Acknowledgements

During the 1980s, Jean Funk, the National Junior Forest Warden consultant, expanded and revised the Junior Forest Warden program to meet the needs of today's youth.

In preparation for this revision of the ***Educational Framework for the Junior Forest Warden Program***, Jean was contracted to review and update the Forestry and Ecology components of the Alberta Program for the Junior and Senior High age groups - Silver Tree (Adventurers) and Gold Tree (Challengers).

Second Edition:

The publisher gratefully acknowledges Jean's contributions to the second edition of the Educational Framework.

The following also provided considerable help: Wally Rude and John O'Brien, Weyerhaeuser Canada; Bernie Galbraith, Curriculum Branch, Alberta Education; and Patty Lemke, Forest Technology, Northern Alberta Institute of Technology.

The publisher also wishes to express appreciation to Alberta Environmental Protection, (formerly Forestry, Lands and Wildlife) for their ongoing support and commitment, and in particular to Editorial Services for providing a review of the second edition.

Third (Current) Edition: Leadership, Education and Development Committee of the AJFWA.

The publisher also extends a warm *thank you* to all Junior Forest Warden Leaders and parents for continuing to provide quality programs for our youth. Without your support, this booklet would not have been possible.

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JFW Values

Our Code

We have been given the earth for our life.
It is a great entail.
It belongs as much to those who come after us as to us,
and we have no right
by anything we do, or neglect to do,
to involve them in unnecessary penalties or
to deprive them of benefits which are theirs by right.

Traditional Version

God has given us the earth for our life.
It is a great entail.
It belongs as much to those who come after us as to us,
and we have no right
by anything we do, or neglect to do,
to involve them in unnecessary penalties or
to deprive them of benefits which are theirs by right.

Our Pledge

As one who believes in the aims of the Junior Forest Wardens,
I pledge myself and my services
to the appreciation and responsible use
of our forests, wildlife and natural heritage.

Our Motto

Keep Our Forests Green

Our Watchword

Watch and Warn

The Four Pillars

JFW programming is based upon four pillars:

- Forestry
- Outdoor Skills
- Ecology
- Leadership

Forestry

Learning Objectives

Wardens will develop an understanding of the contributions that forests make to life on earth; show an awareness of the interdependence of all life on earth, renewable and non-renewable resources used by people, and the impact of people on the environment; and develop the basic understandings, attitudes and skills necessary to protect, manage and renew the forest environment. Wardens will also develop a personal concern and community awareness, as well as practice responsible use of natural resources through community service projects.



Learning Outcome

Forestry	Pathfinders	Trailblazers	Adventurers	Challengers
<p>Forestry Protection Forest protection looks at all aspects of the forest environment, both above and below the soil. Forest protection requires an understanding of the natural processes associated with a healthy, forest community and knowledge of what controls are used to sustain a productive forest.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the parts of a tree. <input type="checkbox"/> Learn how to estimate the age of a tree (tree cookies, tree stumps). <input type="checkbox"/> Describe or show how forests are important to you (and/or) your family, your JFW club and your community. <input type="checkbox"/> Identify 2 insects in your community that can harm trees and show the damage caused by these insects. <input type="checkbox"/> Make a collection, poster, or photo album that shows 2 plant diseases in your local community. <input type="checkbox"/> Describe what you would do if you spotted a forest fire. <input type="checkbox"/> Learn the phone number you would call to report a forest fire. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and make a poster showing the life cycle of 4 different insects. <input type="checkbox"/> Demonstrate the clip and burn method of controlling insects. <input type="checkbox"/> Present a sample collection or display of forest diseases that are common to your community. <input type="checkbox"/> Describe the role weather plays in forest fires. <input type="checkbox"/> Tour a fire tower or fire guard site. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify 6 common insect pests in forests in your province. <input type="checkbox"/> Using 3 insect pests as a sample, do the following: detect, evaluate and control the insect damage in a forest study plot. <input type="checkbox"/> Detect and control 2 types of disease damage in a forest study plot. <input type="checkbox"/> Manage a JFW-club fire drill. <input type="checkbox"/> Teach an activity on fire safety. <input type="checkbox"/> Work in a team to build a fire line. <input type="checkbox"/> Demonstrate how to use hand tools. <input type="checkbox"/> Build and use a 6m (20 ft.) fire tower on your club site. <input type="checkbox"/> Tour one of the following sites: <ul style="list-style-type: none"> o air tanker base, o rap attack crew, o initial attack base, o lightning detection system, o provincial fire centre, o other fire suppression sites. 	<ul style="list-style-type: none"> <input type="checkbox"/> Research the long- and short-term effects of natural and non-natural control method for 3 major Canadian forest insect pests. <input type="checkbox"/> Detect, evaluate and control the disease damage in a forest community plot. <input type="checkbox"/> Develop and implement, through a simulation, a fire suppression plan. <input type="checkbox"/> Through a simulation, demonstrate the management of a campsite fire. Include the proper use and maintenance of hand tools, pumps and hose lines. <input type="checkbox"/> Tour two of the following sites and describe their role in fire suppression: <ul style="list-style-type: none"> o air tanker base, o rap attack crew, o initial attack base, o lightning detection system, o provincial fire centre o other fire suppression sites.

Forestry	Pathfinders	Trailblazers	Adventurers	Challengers
<p>Forest Uses Understanding the interrelationship between people and the environment is a key factor in ensuring that nothing we do, or neglect to do has a major impact on future generations. Wardens will learn to recognize that some aspects of our forests are necessary for people's use and others require nature to take its course.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe or participate in an activity that shows how your family uses wood products. <input type="checkbox"/> "Harvest" and use a tree with your club. <input type="checkbox"/> Create 3 craft projects from forest materials. 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in a land use planning game. <input type="checkbox"/> Describe how the forest is important to you. 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in a land use planning game. <input type="checkbox"/> Describe wood processing techniques for 2 wood products and 2 wood by-products. <input type="checkbox"/> Present a talk, slide show, photo album, etc., of the types of trees and their uses in your province. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop an operation plan for integrated resource management. <input type="checkbox"/> Include in your plan information on participating in a public forum and an analysis of the costs and benefits of the plan.
<p>Forest Management Forest management looks at all aspects of sustainable development. Timber, wildlife, water, weather, recreational use and protection are all important in terms of integrated forest management.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create a poster to show why we need to plant trees. <input type="checkbox"/> Grow a seedling from a seed and care for it for 6 months, or plant and care for 10 trees for 2 seasons. 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe how timber products are used by your community. <input type="checkbox"/> Describe ways to improve tree growth <input type="checkbox"/> . Demonstrate 2 ways to estimate the age of a tree <input type="checkbox"/> Raise a seedling from a seed. <input type="checkbox"/> Plant 20 trees. <input type="checkbox"/> Describe 2 different harvesting methods. <input type="checkbox"/> Participate in the harvesting and use of 2 different kinds of trees. <input type="checkbox"/> Discuss the effects of timber harvesting on fish and wildlife. 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe why silviculture is an important aspect of timber management. <input type="checkbox"/> Demonstrate, using professional assistance, 1 silviculture technique. <input type="checkbox"/> Demonstrate how to measure the volume of a tree. <input type="checkbox"/> Using a forestry inventory map, develop a rotation logging plan. Apply the concepts of sustained yield and annual allowable cut. <input type="checkbox"/> Conduct a regeneration survey by surveying at least 6 circular plots on a 2-to-5 hectare site. <input type="checkbox"/> Participate in or tour a rehabilitation project. <input type="checkbox"/> Tour a wood-harvesting operation or a wood-processing plant; trace the path of a tree from forest to product to export or sale. 	<ul style="list-style-type: none"> <input type="checkbox"/> Perform an operational cruise using aerial photos and maps to interpret the results. <input type="checkbox"/> Use the cruise data to create a logging plan that includes rotation by volume. <input type="checkbox"/> Demonstrate the application of the concepts of sustained yield and annual allowable cut. <input type="checkbox"/> Develop a silviculture plan for your study area.

Forestry	Pathfinders	Trailblazers	Adventurers	Challengers
<p>Wildlife Management Wildlife management and habitat improvement are key components of forest management. Protection and enhancement of both game and non-game species and endangered populations are critical to the interactive management of forests.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Make a mobile or other creative project to demonstrate how your family uses fish and wildlife products.</i> <input type="checkbox"/> <i>Participate in a habitat improvement project.</i> <input type="checkbox"/> <i>Participate in a wildlife observation activity.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Describe the importance of fish and wildlife to you.</i> <input type="checkbox"/> <i>Identify the use of fish and wildlife resources in your community from both an economic and aesthetic viewpoint.</i> <input type="checkbox"/> <i>Participate in a club project on wildlife habitat management.</i> <input type="checkbox"/> <i>Participate in a wildlife observation and classification activity.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Discuss the effects of timber harvesting on fish and wildlife.</i> <input type="checkbox"/> <i>Debate the importance of fish and wildlife to your community.</i> <input type="checkbox"/> <i>Complete your provincial hunter education program.</i> <input type="checkbox"/> <i>Manage part of a club habitat improvement project.</i> <input type="checkbox"/> <i>Participate in a wildlife observation activity.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Develop a habitat management project and present the information to a local group that has the resources to take on the project.</i> <input type="checkbox"/> <i>Determine the impact of timber harvesting, herbicides and linear development (e.g. roads, pipelines) on or over waterways.</i>
<p>Outdoor Recreation Wardens will learn to value the forest for the healthy lifestyle it provides in pursuit of leisure, as well as the esthetic and spiritual values that are part of our natural heritage.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Describe your responsibilities and obligations when travelling and playing in natural areas.</i> <input type="checkbox"/> <i>Discuss activities you can do in natural areas that demonstrate responsible use.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Practice responsibility in natural areas.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Design a recreation management plan for a site your club uses.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Develop a site, trail or program development plan.</i> <input type="checkbox"/> <i>Do 1 of the following: assist in the planning and implementation of a site or trail development project, assist in the management of a recreation area for at least 6 months, or plan and lead a forest recreation program for younger wardens for a 3 month period.</i>
<p>Watershed Management Wardens will learn that the importance of conserving and protecting watersheds at all levels is critical to our survival as a species. Forests play a critical role in both global weather patterns and water supply and we must protect this role at all costs.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Create a poster, story, etc. to demonstrate how water is important to plants, animals and people.</i> <input type="checkbox"/> <i>On a day hike or campout, practice water conservation and demonstrate responsible use of this resource.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Demonstrate ways in which water can be conserved on club campouts.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Describe how leaving a stream-side buffer can reduce erosion and siltation.</i> <input type="checkbox"/> <i>Conduct a water quality experiment.</i> <input type="checkbox"/> <i>Describe how harvesting can affect water yield.</i> <input type="checkbox"/> <i>Describe the uses of water in a forest watershed near you.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Investigate the management issues of one river in Canada, from its headwaters to the ocean.</i> <input type="checkbox"/> <i>Do a presentation on the Clean Water Act for your province.</i>

Forestry	Pathfinders	Trailblazers	Adventurers	Challengers
<p>Range Management Grazing and range management are both a tool and a strategy to ensure sustainable agriculture on public lands.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify plants and animals that depend on grasslands near you. 	<ul style="list-style-type: none"> <input type="checkbox"/> Make a poster or creative project that shows how rangelands are used. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop a plan to produce good forage plants on range land. <input type="checkbox"/> Identify forage crops that grow on local range land. <input type="checkbox"/> Investigate the possibility of integrating timber and range objectives. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify plants and animals that depend on grasslands near you.
<p>Community Service Junior Forest Wardens learn to accept responsibility and the challenge to contribute to and improve their local and global communities. Every activity in our learning circle should be focussed on making our communities environmentally safer places to live.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in a club conservation activity. <input type="checkbox"/> Participate in 1 club community service project. 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in a litter clean-up activity. <input type="checkbox"/> Plan and carry out your own conservation project. <input type="checkbox"/> Participate in a community service project. 	<ul style="list-style-type: none"> <input type="checkbox"/> Manage 1 aspect of a club community service project. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop, present, implement and report on a plan to integrate resource conservation in your lifestyle for a 10 month period.

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Reference Materials for Forestry

The following book and videotapes have been recommended and used by Junior Forest Warden Leaders over the years. Resources are arranged in alphabetical order.

Some of the books and all of the videotapes can be borrowed by contacting your local library or the Junior Forest Warden consultant in your region.

This list is meant to help guide you when purchasing quality books on the various outdoor subjects, and while appearing as an endorsement, AJFWA has no business relationship or arrangement with the publishers or authors. In addition, AJFWA is not to be held liable for any problem arising from the information found within the books listed below.

Books

JFW Recommended Book List

<http://www.jfwa.ca/index.php/program-resources/ajfwa-library>

Feeding Birds in Alberta

Joy and Cam Finley. Aspen House Productions. (1987)

Knee High Nature, Fall in Alberta

Dianne Hayley and Pat Wishart. Knee High Nature. Sherwood Park, Alberta (1989)

Knee High Nature, Spring in Alberta

Dianne Hayley and Pat Wishart. Knee High Nature. Sherwood Park, Alberta (1991)

Knee High Nature, Summer in Alberta

Dianne Hayley and Pat Wishart. Knee High Nature. Sherwood Park, Alberta (1990)

Knee High Nature, Winter in Alberta

Dianne Hayley and Pat Wishart. Knee High Nature. Sherwood Park, Alberta (1992)

Project Learning Tree, Activity Guide K-6

The American Forest Institute, Washington DC, USA (1988)

Project Learning Tree, Activity Guide 7-12

The American Forest Institute, Washington DC, USA (1977)

Project Wild, Elementary Activity Guide. (Revised)

Canadian Wildlife Federation, Ottawa (1988)

The Amazing Paper Book

Paulette Bourgeois, Kids Can Press Ltd (1989)

Who Goes There? Tracks & Signs of Wildlife

Joy and Cam Finley, Aspen House Productions LTs (1987)

Trees and Shrubs of Alberta

Kathleen Wilkinson (2010)

Trees of Canada

John Laird Farrar (1995)

Videos

Alberta's Forests – Building For the Future

An overview of Alberta forests timber and non-timber values

Cardinal River Coals

Video of the coal mining process

From Stump to Ship, remake of a 1930s film

The most complete record of log-lumbering operations of that era known to exist today

Partners in Protection

Fire Prevention

People of the New Forest

Featuring sawmill and kraft pulp mill operations.

The Forest is in Our Hands

Featuring two JFW families.

Who's looking after My Forests

Humourist Charlie Farquarson looks at forest management in Ontario.

www.youtube.com

Outdoor Skills

Learning Objectives

The wardens will increase their knowledge of outdoor living skills and become confident in their ability to use these skills.



Learning Outcome

Outdoor Skills	Pathfinders	Trailblazers	Adventurers	Challengers
<p>First Aid First Aid is a basic skill for all Junior Forest Wardens and leaders. Each club should ensure that all wardens and leaders have current training and practice first aid on a regular basis.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the steps to take for rescue breathing. <input type="checkbox"/> Demonstrate an example of how to control bleeding from a cut or wound. <input type="checkbox"/> Make and use a basic first aid kit. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate rescue breathing. <input type="checkbox"/> Complete a St. John's Ambulance or Red Cross first aid course. <input type="checkbox"/> Make and use a first aid kit. 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete a St. John's Ambulance or Red Cross emergency first aid course. <input type="checkbox"/> Demonstrate how to manage an accident and how to get help. <input type="checkbox"/> Construct and demonstrate how to use a first aid kit. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate a complete body search to identify primary and secondary signs and symptoms of an injury. <input type="checkbox"/> Conduct and manage an environmental accident simulation dealing with at least 5 of the following: <ul style="list-style-type: none"> ◦ altitude sickness ◦ thermal injury ◦ head and spinal injury ◦ triage situation ◦ emergency evacuation ◦ casualty needing CPR ◦ crisis intervention ◦ multiple casualty. <input type="checkbox"/> Complete a CPR, Standard First Aid, instructor and/or Advanced or Industrial First Aid course. <input type="checkbox"/> Construct and demonstrate the use of a first aid kit based on the course completed.

Outdoor Skills	Pathfinders	Trailblazers	Adventurers	Challengers
<p>Fire Lighting Techniques Fire lighting skills are part of the survival techniques taught in the JFW program. Knowledge of fire safety and fire suppression are critical to protecting people, wildlife and our forests.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Gather tinder, fuel and kindling for a campfire. <input type="checkbox"/> Show the correct way to light a match. <input type="checkbox"/> Demonstrate a fire layup, light the fire and put it out. 	<ul style="list-style-type: none"> <input type="checkbox"/> Build a cooking fire and cook a meal on it during 2 different seasons. <input type="checkbox"/> Put out a fire properly. <input type="checkbox"/> Build a flint and steel fire. <input type="checkbox"/> Build a no-trace fire. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the fire triangle while building a proper cooking fire. <input type="checkbox"/> Prepare a 3-course meal over an open fire. <input type="checkbox"/> Build and maintain a warming fire. <input type="checkbox"/> Build, use and put out a "no impact" cooking fire. <input type="checkbox"/> Demonstrate how to make 3 types of fires, at least one in winter or during wet, windy weather. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate and explain the mechanisms and physics of basic fire suppression. <input type="checkbox"/> Construct an emergency fire using at least 2 of the following techniques: friction, spark, or the use of natural materials in wet/windy conditions.
<p>Outdoor Clothing Risk of hyperthermia is a factor in all Junior Forest Warden activities. By teaching Wardens how to dress appropriately for the activity and the weather, Wardens and leaders practice prevention, and accept responsibility for their own personal safety.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Show how to dress for windy, cold and rainy weather. <input type="checkbox"/> Show how to dress for warm weather. <input type="checkbox"/> Pack clothing for 2 day hikes (1 in winter, 1 in another season). 	<ul style="list-style-type: none"> <input type="checkbox"/> Present a display, talk or other presentation on outdoor clothing. <input type="checkbox"/> Show how to get warm or how to cool off through the proper use of clothing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate how to use outdoor clothing to manage heat loss and heat gain. <input type="checkbox"/> Describe 3 types of clothing fabrics and the qualities of each. <input type="checkbox"/> Give a 10 minute outdoor clothing lecture at school or to a Pathfinder group. 	<ul style="list-style-type: none"> <input type="checkbox"/> Present a lecture, model or activity on selecting, wearing and maintaining outdoor clothing. Include a variety of materials and fabrics and the principles of each clothing selection. <input type="checkbox"/> Research and give a presentation on current high tech brands and materials of outdoor clothing.
<p>Shelter In an outdoor survival situation, the ability to find or make a shelter can mean the difference between comfort and discomfort, or surviving and not surviving.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Explain why shelter is important. <input type="checkbox"/> Show types of natural shelter to use in case of an emergency. <input type="checkbox"/> Demonstrate how to stay dry during inclement weather. 	<ul style="list-style-type: none"> <input type="checkbox"/> Build 2 types of natural shelters. <input type="checkbox"/> Demonstrate how to locate sites for shelters. <input type="checkbox"/> Describe when to use different types of shelters. 	<ul style="list-style-type: none"> <input type="checkbox"/> Construct and use a lean-to. <input type="checkbox"/> Construct and use 3 types of snow shelters and/or shelters from natural products combined with plastic and nylon. <input type="checkbox"/> Demonstrate 2 techniques for low-impact emergency shelters for use in natural areas. <input type="checkbox"/> Demonstrate the proper location of shelters, considering survival and natural hazards. <input type="checkbox"/> Explain qualities and desirable features of trail tents. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate a minimum of 5 natural shelters in 3 topographic areas. <input type="checkbox"/> Construct and explain heat retention principles in lean-to shelters, snow shelters, willow shelters, and fabric shelters. Describe their disadvantages, hazards and recommended safety procedures.

Outdoor Skills	Pathfinders	Trailblazers	Adventurers	Challengers
<p>Navigation The ability to use a compass and read a map accurately is an important skill in travelling in the woods.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Walk a straight line bearing with a compass. <input type="checkbox"/> Explain how to get from point A to B by drawing a simple map. 	<ul style="list-style-type: none"> <input type="checkbox"/> Show the proper use of a compass, including declination. <input type="checkbox"/> Identify natural features from a topographical map. <input type="checkbox"/> Use map-and-compass skills to select a route. <input type="checkbox"/> Compete in orienteering activities or a competition. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the features on topographic map and plot a course. <input type="checkbox"/> Demonstrate orienting a map to the terrain. <input type="checkbox"/> Demonstrate orienting a map with a compass. <input type="checkbox"/> Demonstrate techniques for setting a bearing and proper pacing. <input type="checkbox"/> Demonstrate the use of a map and a compass on a trip in order to prove proficiency in staying found. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the use of topographic and forest cover maps and/or aerial photos in terms of aspect, characteristics and terminology. <input type="checkbox"/> Demonstrate route selection using a map, compass and aerial photos. <input type="checkbox"/> Demonstrate orientation of a map relative to terrain and compass. <input type="checkbox"/> Demonstrate map-and-compass travel techniques in darkness and/or during whiteout conditions. <input type="checkbox"/> Teach basic map-and-compass techniques to younger Wardens.
<p>Outdoor Safety It is critical for outdoor safety to learn the potential hazards, how to prevent them, and how to treat them.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe 5 potential hazards to people while in the outdoors. <input type="checkbox"/> Learn how to prevent sunburn. <input type="checkbox"/> Learn how to prevent heat loss. <input type="checkbox"/> Describe how much water you should drink when camping, hiking, skiing etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe how to avoid hypothermia and frostbite. <input type="checkbox"/> Explain why dehydration is a problem. <input type="checkbox"/> Demonstrate how to give first aid to a person with hypothermia. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate how to cope with 2 of the following in a camping and survival situation: sunburn, frostbite, hypothermia, dehydration, and wildlife problems. <input type="checkbox"/> Describe emergency techniques to acquire water during a simulated survival situation. <input type="checkbox"/> Describe 6 natural indications of a storm and demonstrate the actions that should be taken. 	<ul style="list-style-type: none"> <input type="checkbox"/> Treat and stabilize a hypothermia or hyperthermia victim. <input type="checkbox"/> Deal with the following simulations: frostbite, snow blindness and severe sunburn. <input type="checkbox"/> Establish an evacuation system and base camp for an environmental accident.

Outdoor Skills	Pathfinders	Trailblazers	Adventurers	Challengers
<p>Responsible Hiking and Camping As part of the Junior Forest Warden program, Wardens and leaders are expected to use the outdoors responsibly. This role includes taking responsibility for personal safety and health.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify 5 foods to take on a day hike, and why. <input type="checkbox"/> Explain why we should not litter. <input type="checkbox"/> Practice safe waste disposal techniques (e.g. latrines, dishwater disposal and garbage). <input type="checkbox"/> Identify safe locations for waste disposal. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan a 3 day trail menu for a backpacking or ski touring trip. Include the preparation, cost and energy level of the foods chosen. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop a cost-effective menu ((not freeze-dried items) for a group of 6 for a week-long ski or backpack trip. <input type="checkbox"/> Demonstrate food packaging techniques for a weekend campout. Describe how the packaging considers spoilage, food preservation and protection from wildlife. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan, package and prepare menus for 4 day hikes and 2 campouts. <input type="checkbox"/> Describe the characteristics, strengths and weaknesses of dehydrated, freeze-dried and vacuum-dried food. <input type="checkbox"/> Based on estimated calorie needs, plan a menu for a day outing. <input type="checkbox"/> Conduct a research project on the body's use of carbohydrates, fat and protein on an outdoor experience, in relation to fitness and performance.
<p>Knots and Lashings Learning common knots and lashings and determining when to use them are skills that will aid in shelter construction, survival techniques, first aid and outdoor recreation activities.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Tie 3 different knots and/or lashings. <input type="checkbox"/> Make a project using 3 knots and/or lashings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate and name the use of 6 knots. <input type="checkbox"/> Demonstrate and name the use of 2 lashings. <input type="checkbox"/> Show the proper use of 4 knots of your choice in an emergency situation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Make a shelter or an outdoor tool using cords and demonstrate the proper use of 3 knots and 2 lashings. <input type="checkbox"/> Construct a knot display board which includes the name and use of at least 8 knots. <input type="checkbox"/> Make cord out of natural materials. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate proper care and maintenance of 3 types of rope. <input type="checkbox"/> Demonstrate the use of 6 different knots, showing how and when they are used. <input type="checkbox"/> Build an observation tower with natural materials and cordage. <input type="checkbox"/> Perform 3 different lashings and 2 different splices.

Outdoor Skills	Pathfinders	Trailblazers	Adventurers	Challengers
<p>Survival Making and learning how and when to use a survival kits is taught through the aid of survival simulations.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Make a basic survival kit.</i> <input type="checkbox"/> <i>Demonstrate how to use the survival kit.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Show how to make and follow an emergency plan.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Describe the 7 enemies of survival.</i> <input type="checkbox"/> <i>Describe 8 priorities in survival.</i> <input type="checkbox"/> <i>Practice a pattern for staying alive for 1 full day. Demonstrate proficiency in the use of map and compass, shelter, fire, selection of food sources, natural navigation aids, emergency first aid, signals, and dealing with boredom.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Clearly identify the difference between survival philosophy and outdoor recreation.</i> <input type="checkbox"/> <i>Identify the 7 enemies of survival and construct a survival pattern and plan for an incident.</i> <input type="checkbox"/> <i>Through a simulated exercise, perform a 2 day survival camp using the pattern for staying alive. Demonstrate proficiency in fire lighting, basic navigation, first aid, natural food selection, shelter construction, signals, and body heat retention.</i>
<p>Search and Rescue From searching for a lost article, to participating in a search and rescue simulation, Wardens learn an invaluable skill.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Search for and find a lost article.</i> <input type="checkbox"/> <i>Demonstrate or explain how not to get lost while on a day hike or campout.</i> <input type="checkbox"/> <i>Show how you would stay safe if lost in the woods.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Describe what you would do if one of your JFW friends gets lost on a day hike.</i> <input type="checkbox"/> <i>Describe 6 things you would do if you were lost.</i> <input type="checkbox"/> <i>Lead a search for a lost article.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Using maps of the area, develop and lead a search-and-rescue plan to locate a missing member of the group.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Establish search grids with map and compass.</i> <input type="checkbox"/> <i>Develop and manage emergency response plans and organize a minimum of 4 people to conduct a preliminary and secondary search program.</i>
<p>Outdoor Equipment Learning the proper use of camping equipment contributes to a safe campout.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>No requirements for this age group.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Learn how to use your JFW club equipment. Learn and practice the following basics: using your JFW knife, knife safety, and knife care and maintenance.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Demonstrate how to light a camp stove.</i> <input type="checkbox"/> <i>Demonstrate how to light a lantern.</i> <input type="checkbox"/> <i>On a campout, describe the advantages and disadvantages of using stoves and fires.</i> <input type="checkbox"/> <i>Describe how to select 2 of the following: daypack, backpack, sleeping bag and tent.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Maintain and repair 3 camping equipment items of your choice.</i> <input type="checkbox"/> <i>Give a presentation on the selection of 3 different types of outdoor equipment.</i>

Outdoor Skills	Pathfinders	Trailblazers	Adventurers	Challengers
<p><u>Day Hikes and Campouts</u></p> <p>Through participating, planning and leading a variety of day hikes and campouts, Wardens have the opportunity to practice the skills they have learned, in real-life situations.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Participate in 6 day hikes.</i> <input type="checkbox"/> <i>Participate in 3 campouts.</i> <input type="checkbox"/> <i>Participate in 2 of the following activities:</i> <ul style="list-style-type: none"> <i>hiking,</i> <i>canoeing, or</i> <i>snowshoeing.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Participate in 9 day hikes.</i> <input type="checkbox"/> <i>Participate in 6 campouts.</i> <input type="checkbox"/> <i>Show that you understand the basics of 3 of the following:</i> <ul style="list-style-type: none"> <i>hiking,</i> <i>canoeing,</i> <i>snowshoeing, or</i> <i>cross-country skiing.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Participate in 9 day hikes.</i> <input type="checkbox"/> <i>Participate in 6 campouts.</i> <input type="checkbox"/> <i>Demonstrate an intermediate level of skill in 2 of the following and a beginner level of proficiency in 1 of the following:</i> <ul style="list-style-type: none"> <i>hiking,</i> <i>canoeing,</i> <i>snowshoeing, or</i> <i>cross-country skiing.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Participate in 10 day hikes.</i> <input type="checkbox"/> <i>Participate in 8 campouts.</i> <input type="checkbox"/> <i>Demonstrate an advanced level of skill in 2 of the following and an intermediate level of proficiency in 1 of the following:</i> <ul style="list-style-type: none"> <i>hiking,</i> <i>canoeing,</i> <i>snowshoeing, or</i> <i>cross-country skiing.</i>

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Reference Materials for Outdoor Skills

The following book and videotapes have been recommended and used by Junior Forest Warden Leaders over the years. Resources are arranged in alphabetical order.

Some of the books and all of the videotapes can be borrowed by contacting your local library or the Junior Forest Warden consultant in your region.

This list is meant to help guide you when purchasing quality books on the various outdoor subjects, and while appearing as an endorsement, AJFWA has no business relationship or arrangement with the publishers or authors. In addition, AJFWA is not to be held liable for any problem arising from the information found within the books listed below.

Books

Bush Arts

Mors Kochanski. Lone Pine Publishing. (1989)

Canadian Hiker and Backpackers Handbook; Your How-to Guide for Hiking the Trails Coast to Coast

Ben Gadd (2008)

Edible and Medicinal Plants of the Rockies

Linda Kershaw (2000)

Edible and Medical Plants of the Rockies and Neighbouring Territories

Terry Willard. Lone Pine.

General Outdoor Interest, Handbook of the Canadian Rockies

Ben Gadd. Corax Press

Handbook of the Canadian Rockies

Ben Gadd (1995)

Junior Forest Warden Woodstravel Guide (revised)

Mors Kochanski. Junior Forest Wardens (1993)

Lost in the Woods, Child Survival

Colleen Politano. Porthole Press Ltd. (1984)

Northern Bush Craft

Mors Kochanski. Lone Pine Publishing. (1987)

Videos

Carving Swedish Woodenware, Carving Techniques

Jogge Sundqvist. DVD available

Lost in the Woods

Video of Colleen Politano's child survival book of the same name

Ecology

Learning Objectives

The Wardens will develop an appreciation for the beauty and uniqueness of all living things by observing and comparing the differences in colour, form, texture, arrangement or design of objects in the environment, and demonstrating knowledge, skills and attitudes regarding the diversity of the environment, including the life found within.



Learning Outcome

Ecology	Pathfinders	Trailblazers	Adventurers	Challengers
<p>Enjoying the Outdoors By participating in activities designed to foster appreciation, curiosity and excitement, Wardens develop an understanding of our natural world.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in 3 nature walks. <input type="checkbox"/> Watch a sunrise. <input type="checkbox"/> Make 5 craft projects with things you have found in the forest. 	<ul style="list-style-type: none"> <input type="checkbox"/> Make 5 craft projects from natural materials found in the forest. <input type="checkbox"/> Make a project (e.g. poster, display) that shows what you most enjoy about forests and natural areas. 	<ul style="list-style-type: none"> <input type="checkbox"/> Lead 1 nature awareness activity for younger Wardens. <input type="checkbox"/> Present a slide show, video recording, talk or photo album on why natural areas are important to you. 	<ul style="list-style-type: none"> <input type="checkbox"/> Lead 3 nature awareness walks for younger Wardens. <input type="checkbox"/> Present a nature project or activity session to a teen group (slide show, photo album, video, recording of a walk, etc.).
<p>Classification Wardens learn to identify, classify and investigate living things.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Make a leaf collection from trees that live near you. <input type="checkbox"/> Learn the names of 5 trees. <input type="checkbox"/> Identify the leaves from 5 trees. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify 3 plants that grow in forests that you can eat. <input type="checkbox"/> Identify some endangered species in your province and describe what you can do to help them. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify trees using a dichotomous key. <input type="checkbox"/> Present, in dichotomous key format, materials from one major group of plants or animals. <input type="checkbox"/> Identify some endangered species in your province. <input type="checkbox"/> Participate in a provincial species count. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teach others how to use a dichotomous key. <input type="checkbox"/> Describe the bioecological classification system of a local area. <input type="checkbox"/> Identify species for a local area. <input type="checkbox"/> Participate in a national species count.

Ecology	Pathfinders	Trailblazers	Adventurers	Challengers
<p><u>Interrelationships</u> Wardens develop an understanding of the interdependence of living things and the relationships between species and their environment.</p>	<ul style="list-style-type: none"> ❑ Show (on a hike or in a drawing) the homes of 3 animals and 3 plants. ❑ Describe what plants and animals need in a home. 	<ul style="list-style-type: none"> ❑ Describe what a habitat is. ❑ Discuss how human actions modify the environment. Research and chart these effects during a campout. 	<ul style="list-style-type: none"> ❑ Examine an aerial photo and a soil pit to determine the relationship between glaciation, and current vegetation and habitat types. ❑ Define an ecosystem. ❑ Discuss the interactions of plants and animals. ❑ Describe how the environment affects populations of plants and animals. ❑ Discuss how human actions can modify the environment. ❑ Do a project showing one of the following: tree reproduction and growth, insect reproduction and growth, or forest disease reproduction and growth. 	<ul style="list-style-type: none"> ❑ Investigate the diversity and interrelationships of ecosystems. ❑ Describe the indicators of ecological health for a local area. ❑ Describe the interrelationships of forests and climates. ❑ Discuss how food webs and food chains demonstrate the flow of energy through a community. ❑ Describe the succession pattern of 3 forest regions in Canada.

Ecology	Pathfinders	Trailblazers	Adventurers	Challengers
<p>Change Wardens learn to recognize change in living things by learning about weather and the effects that people can have on an environment.</p>	<ul style="list-style-type: none"> ❑ <i>Observe and record 2 different trees in 3 different seasons. (Design a poster to show the changes).</i> ❑ <i>Maintain a weather chart on 1 day hike and 1 campout.</i> 	<ul style="list-style-type: none"> ❑ <i>Describe several effects of fire on the environment.</i> ❑ <i>Identify 4 types of clouds and describe what they indicate about the weather.</i> ❑ <i>Construct simple weather instruments and use them to predict the weather on club campouts.</i> 	<ul style="list-style-type: none"> ❑ <i>Do a project showing 1 of the following: the forms of weathering, the results of erosion, the water cycle, or changes to soil.</i> ❑ <i>Tour a meteorological (weather) station.</i> ❑ <i>Participate in a study of the fire weather index.</i> ❑ <i>One two 3-day club campouts, use a weather chart, predict the weather and chart how the weather affects forest plants and animals.</i> 	<ul style="list-style-type: none"> ❑ <i>Do one of the following:</i> <ul style="list-style-type: none"> ◦ <i>demonstrate how the biomass of a forest affects the rate of fire burn and damage, or</i> ◦ <i>interpret the long and short-term effect of insects and disease on the forest environment.</i> ❑ <i>Describe why fire is a natural process in the forest.</i> ❑ <i>Discuss the ecological role of insects and disease.</i> ❑ <i>Illustrate the greenhouse effect and teach the concept to younger Wardens.</i> ❑ <i>Discuss the effects of micro climates on living organisms.</i> ❑ <i>Predict weather systems and their effects on an area.</i>

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Reference Materials for Ecology

The following book and videotapes have been recommended and used by Junior Forest Warden Leaders over the years. Resources are arranged in alphabetical order. Some of the books and all of the videotapes can be borrowed by contacting your local library or the Junior Forest Warden consultant in your region.

Books

Animal Tracks of Alberta

Ian Sheldon. Lone Pine. (2001)

Animal Tracks of Western Canada

Joanne Barwise. (1989)

Birds of Alberta

Chris Fisher. Lone Pine. (1998)

Compact Guide to Alberta Birds

Acorn, Fisher, Bezener, Kennedy, Kagume and Adams. Lone Pine.

Compact Guide to Birds of the Rockies

Holroyd and Coneybeare. Lone Pine.

Fungal Pharmacy – Medicinal Mushrooms of Western Canada

Robert Rogers. Prairie Diva Press

Knee High Nature, Fall in Alberta / Spring in Alberta / Summer in Alberta / Winter in Alberta

Dianne Hayley and Pat Wishart. Knee High Nature. Sherwood Park, Alberta

Mammals of Alberta

Pattie and Fisher. Lone Pine.

Plants of Alberta

Royer and Dickinson. Lone Pine.

Plants of the Rocky Mountains

Linda Kershaw. (2000)

Plants of the Western Boreal Forest and Aspen Parkland

Johnson, Kershaw, MacKinnon and Pojar. Lone Pine

Project Learning Tree, Activity Guide K-6

The American Forest Institute, Washington DC, USA (1988)

Project Learning Tree, Activity Guide 7-12

The American Forest Institute, Washington DC, USA (1977)

Project Wild, Elementary Activity Guide (revised)

Canadian Wildlife Federation, Ottawa (1988)

Sharing Nature with Children

Joseph Cornell. Dawn Publications. (1979)

Videos

The Giving Tree

Video of Shel Silverstein's popular book. www.youtube.com

Leadership

Learning Objectives

Wardens will demonstrate the following abilities: to plan, execute and evaluate their program, based on the JFW 3 R; to manage tasks and demonstrate appropriate attitudes, skills and understanding to work cooperatively; to plan, execute and evaluate programs for younger people through the presentation of activities and by role-modeling expected behaviour; to demonstrate skills, willingness and confidence to participate purposefully in world-wide natural resource concerns; and to demonstrate skills, willingness and confidence to initiate and manage community service projects.



Learning Outcome

Leadership	Pathfinders	Trailblazers	Adventurers	Challengers
<p>Planning Wardens will learn how to plan, carry out and evaluate their club program.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Help to plan 3 club activities or projects. <input type="checkbox"/> Help to plan 1 club day hike. 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate on a planning committee to plan a 1-year program for your group. <input type="checkbox"/> Assist with the preparation of 5 club activities or projects. <input type="checkbox"/> Participate in evaluating 5 club activities or projects. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coordinate the planning, preparation and evaluation of 1 of the following programs: <ul style="list-style-type: none"> ◦ Forestry, ◦ Ecology, ◦ Woodstravel/ Outdoor Skills, or ◦ Leadership for your group, for at least 6 months. <input type="checkbox"/> Coordinate 1 part of your group's administration for at least 6 months. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate confidence and competence in performance and productivity. <input type="checkbox"/> Develop a personal action plan for an activity, leadership opportunity, etc., and carry out the plan. <input type="checkbox"/> Demonstrate how your plan includes the purpose, objective, principles and area of study. Describe how the standards incorporated into the JFW program are met.
<p>Responsibility Through planned activities and participating in their club's program planning, Wardens will learn how to manage tasks and gain confidence in accepting responsibility for their actions.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Make a poster that demonstrates how to solve a problem. <input type="checkbox"/> Solve 3 problems by yourself. <input type="checkbox"/> Make a poster that shows what the 3 Rs are. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use the 3 Rs to decide how to solve a problem. <input type="checkbox"/> Think of 3 things you could do to help your JFW club. Suggest them to your leader, get approval, do them, and discuss the results with your club. <input type="checkbox"/> Plan, complete and report on 1 at-home or at-club project or activity. <input type="checkbox"/> Display projects you have done at the club or in the community. 	<ul style="list-style-type: none"> <input type="checkbox"/> Lead small groups in completing 5 different tasks. <input type="checkbox"/> Initiate, plan, implement and report on 2 home or club projects. 	<ul style="list-style-type: none"> <input type="checkbox"/> Discover and practice personal values and principles. <input type="checkbox"/> Keep a personal logbook based on personal values and principles. <input type="checkbox"/> Understand, and teach to younger Wardens, the values and principles of JFWs. <input type="checkbox"/> Become competent in, and teach to younger Wardens, conflict resolution techniques such as Pinch Theory and Nibble Theory. <input type="checkbox"/> Practice role-modeling techniques.

Leadership	Pathfinders	Trailblazers	Adventurers	Challengers
<p><u>Cooperation</u> Wardens will develop appropriate attitudes and skills to work cooperatively.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Complete 10 tasks that are helpful to your club. <input type="checkbox"/> Complete an assigned activity or project at home. 	<ul style="list-style-type: none"> <input type="checkbox"/> Work in a small group to plan and complete 5 projects. 	<ul style="list-style-type: none"> <input type="checkbox"/> Contact, work with and thank community resource people for 2 club activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Be familiar with, and teach to younger Wardens, a number of ice breakers, initiative tasks and cooperative games. <input type="checkbox"/> Work on a committee involved in the planning of a community event.
<p><u>Leadership of Others</u> Wardens will learn teaching strategies to assist them in teaching others. They will also learn the skills, confidence and willingness to participate in resolving global environmental concerns.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No requirements for this age group. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coordinate some part of a club program or event. <input type="checkbox"/> Lead a group of 2 to 4 Wardens, in planning and completing a project. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coordinate a special event for your club. <input type="checkbox"/> Plan and lead 2 activities for younger Wardens. <input type="checkbox"/> Assist in leading a day hike for younger Wardens. 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand how a leader changes. <input type="checkbox"/> Participate in a leadership facilitation process. <input type="checkbox"/> Identify the differences between high and low self-esteem and leadership styles. <input type="checkbox"/> Learn the different ways that people learn and practice adapting this knowledge when teaching others. <input type="checkbox"/> Understand the differences between a traditional teacher, and a facilitator in leadership situations. <input type="checkbox"/> Demonstrate proficiency in the following leadership techniques: active listening, feedback skills, sharing circles, and debriefings. <input type="checkbox"/> Facilitate change in outdoor programs and leadership situations. <input type="checkbox"/> Discover a personal leadership style, practice it, and exercise adaptability and flexibility when leading others.

Leadership	Pathfinders	Trailblazers	Adventurers	Challengers
<p><u>Community Service</u> By participating in community service projects, Wardens will gain an inherent feeling of their role and importance in community enhancement and development.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Complete 5 group activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in 2 community service projects. <input type="checkbox"/> Plan and lead 1 part of a group or club project. 	<ul style="list-style-type: none"> <input type="checkbox"/> Research and lead 1 part of a club community service project. <input type="checkbox"/> Plan and lead 1 part of 2 different community service projects. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the purpose and opportunities of Outreach, Long Lake Camp, Leaders in Training, Counsellors in Training, Out-trips, Junior Forest Rangers, and club programs. <input type="checkbox"/> Work on or facilitate a committee to research, plan and implement 2 club projects. <input type="checkbox"/> Work on or facilitate a committee to research, plan and implement 2 provincial projects or programs.

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Reference Materials for Leadership

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This list is meant to help guide you when purchasing quality books on the various outdoor subjects, and while appearing as an endorsement, AJFWA has no business relationship or arrangement with the publishers or authors. In addition, AJFWA is not to be held liable for any problem arising from the information found within the books listed below.

Books

Sharing Nature with Children

Joseph Cornell. Dawn Publications. (1979)

Song Books

JFW Online Store.

Youth Safe Outdoors

Manual for Volunteer Sector

Publishers

We provide this information to allow clubs and individuals to contact the publishers directly for group or volume discounts.

Lone Pine Publishing

10144 81 Avenue
Edmonton, Alberta
T6E 1W9

Prairie Diva Press

Box75179
Ritchie PO
Edmonton, Alberta
T6E 6K1

Wild Rose College of Natural Healing

400, 1228 Kensington Road NW
Calgary, Alberta
T2N 4P9

Corax Press

Box 1557
Jasper, Alberta
T0E 1E0



