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1. CONSERVATION FUND'S NATIONAL FORUM ON CHILDREN & NATURE

As a result of the Conservation Fund meeting in September 2006, with leaders from public agencies, corporations, the media, and health and environmental organizations on how to reconnect children with nature, a commitment was made to elevate this issue to the national agenda through a National Forum on Children and Nature. Launched on June 21, 2007, the Forum will identify 20 nationally significant demonstration projects in four key areas of health, education, the built environment, and media/culture that, individually and collectively, will provide substantial steps toward improved children's health and environmental stewardship and models for future action.

The Forum will use a two-phased project endorsement process. Phase I applications are due October 31, 2007. Visit the Web site for details.

http://www.conservationfund.org/children_nature

2. SPIRIT OF COMMUNITY AWARDS FOR STUDENT VOLUNTEERS

Deadline: October 31, 2007

The Prudential Spirit of Community Awards, the largest youth recognition program in the United States based solely on volunteer service, is accepting applications from young volunteers for the program's 13th annual competition. The awards honor outstanding community service, over the last 12 months, by young people in grades 5-12 at the local, state, and national level. Apply online.

<http://www.prudential.com/spirit>

3. GREENWORKS! SERVICE LEARNING GRANTS

Application Deadline: October 31, 2007

Through GreenWorks!, Project Learning Tree's (PLT) service-learning program, grants up to \$5,000 are available to schools and youth organizations for environmental neighborhood improvement projects that involve youth with their community. Visit the Web site for grant guidelines and an application.

http://www.plt.org/cms/pages/21_22_18.html

4. STUDENT FIELD TRIP GRANT PROGRAM

Deadline: November 1, 2007

The Target Field Trip Grant program will award grants to schools across the United States for field trips in the spring of 2008 such as museum, environmental, or science projects; artistic and cultural experiences; and civics or community service projects. Up to 1,600 grants of up to \$1,000 each will be awarded in February 2008.

<http://sites.target.com/site/en/corporate/page.jsp?contentId=PRD03-002537>

5. ENVIRONMENTAL CHALLENGE EDUCATION PROGRAM

Submission Deadlines for each Challenge are:

Challenge #2 (Water) - November 5, 2007

Challenge #3 (Air) - December 5, 2007

Challenge #4 (Climate) - January 7, 2008

Deadline has passed for Challenge #1

The Lexus Environmental Challenge program is designed to educate and empower middle and high school students across the United States to take action to improve the environment in their communities. Middle and high school teams comprised of five to ten students and one teacher advisor are invited to participate in one or more of the challenges. Winning teams will each receive a total of \$3,000 in scholarships and grants and will be invited to participate in the Final Challenge, where fourteen finalists and two grand-prize-winning teams will be selected. Each of the 14 finalists will receive a total of \$50,000 in grants and scholarships, and the two grand-prize-winning teams will each receive \$75,000, to be shared by the students, teacher advisor, and school.

<http://www.lexus.com/about/corporate/community.html>

6. TOYOTA TAPESTRY GRANTS

Deadline: January 28, 2008

Toyota TAPESTRY Grants for Science Teachers is pleased to announce the 18th year of the program. Toyota TAPESTRY Grants recognize outstanding educators who are making a difference by demonstrating excellence and creativity in science teaching. This year 50 large grants and a minimum of 20 mini-grants, totaling \$550,000, will be awarded for K-12 science. Apply online.

<http://ecommerce2.nsta.org/toyota/>

7. THINKQUEST WEB SITE COMPETITION

Deadline: April 2, 2008

The Oracle Education Foundation ThinkQuest is for students (ages 9-19) and their teacher-coaches worldwide to take part in an international project learning competition. Students team-up with peers in other regions to develop Web sites on educational topics. The program is designed to help participants develop important skills such as teamwork, critical thinking, self-direction, problem solving, and technology skills. <http://www.thinkquest.org/>

8. EARTH DAY NETWORK'S NATIONAL CIVIC EDUCATION PROJECT

The National Civic Education Project (NCEP) is Earth Day Network's grant program which supports urban high school teachers as they promote civic and environmental education in their schools. Through the NCEP, teachers and their students take civic action to improve the environmental health of their schools and communities. http://www.earthday.net/programs/CEP_intro.aspx

9. ECO OPTIONS SERIES

Ed Begley, Jr. from "Living with Ed" highlights four green living workshops. Considered an environmental leader in Hollywood for years, these workshops are close to his heart.

To view workshops, go to:

[http://www.homedepotclinics.com/celebrityworkshops/?](http://www.homedepotclinics.com/celebrityworkshops/)

10. TRAINS, PLANES, OR AUTOMOBILES?

This September 2007, Nature Conservancy article *The Greenest Way to Get Away*, shows the differences in CO2 emissions by each vehicle. Unless you are biking or hiking, read this article.

<http://support.nature.org/site/PageServer?pagename...>

11. BACKYARD GREEN INVENTORS WANTED

Trippin' the Green Fantastic TV program is seeking grassroots green inventors – everyday folks creating their own ingenious solutions to environmental conundrums. The hosts hop aboard Lady a veggie oil fueled SUV and trek across America on an adventure to find the homespun eco inventions. Send a brief description of your savvy invention, along with why your project is deserving of national attention. Include your city and state in the subject line. Photographs would also be a big help, but aren't mandatory. Contact:

greeninventors@peacepoint.tv

http://www.treehugger.com/files/2007/07/trippin_the_gre.php

12. CONSTRUCTIVE WAYS TO TEACH ABOUT CLIMATE CHANGE

This October 3, 2007, *Edutopia* article "Truth and Consequences: Teaching Global Warming Doesn't Have to Spell 'Fear'," by Kevin Sweeney, discusses approaches to take when teaching children about global warming. Sweeney was to speak to a fifth-grade classroom about climate change and heard concern raised by other parents over instilling fear in these students. Sweeney received advice from friends to "focus less on the details and more on a framework." Read the article for practical advice.

<http://www.edutopia.org/global-warming-fear>

13. GREEN JOBS ACT OF 2007

Passed by the House on June 27th, the Green Jobs Act of 2007 is legislation that will help train American workers for "green collar" jobs in the renewable energy and energy-efficiency industries that are key to efforts to combat global warming and address the growing labor demand for this industry. H.R. 2847, introduced by Rep. Hilda Solis (D-CA) and John Tierney (D-MA), would authorize up to \$125 million to establish these national and state job training programs.

http://solis.house.gov/list/press/ca32_solis/wida6/greenjobscomm.shtml

14. OH NO . . . APHIDS

Aphids may be small but can be a big problem for plants.

Whether you call these animals aphids plantlice, greenflies, or blackflies they're definitely not welcome on your garden and yard plants.

Aphids are small insects that insert their tiny, sharp mouthparts into stems and leaves to suck plant juices. They produce lots of young and populations can quickly explode. At first, females only give birth to as many as 10 females per day - these mature in 7-10 days. Only later do they produce any males.

Aphids excrete a sugary substance called "honeydew". Ants love honeydew. Some ants actually "farm" aphids - the ants protect the aphids and in return have a constant source of honeydew.

<http://www.enaturalist.org/unit/271>

Source: Electronic Naturalist

15. GO BATTY!

Why would you want to invite bats into your yard?

Simple! They eat insects—lots and lots of insects. They'll help keep bugs from bugging you. And, they're fun to watch, too.

How do you invite bats to the neighborhood?

Put up a bat house!

Bat-House Tips:

- You can build your own bat house or buy one.
- Visit Bat Conservation International online at www.batcon.org for ideas, building plans, and ready-made houses.
- Mount the house on a building or pole, not on a tree. (Bats usually avoid houses on trees.)
- Be sure the bat house isn't lit by bright lights at night.
- Hang the house in a sunny place. Bats need warm temperatures.
- Paint it black or a dark color to absorb heat.
- Put up the house by early spring, so that bats will find it by summer.
- If bats don't move in during the first year, don't give up! They may come next year or the next.

- Discover more about bats, including the ones featured in this month's *Ranger Rick* article at globio.org/rr/bats and globio.org/rr/centralamerica.

Source: National Wildlife Federation

16. PUMPKIN SEED SONG

Here's a fun song to sing while carving a Halloween jack-o'-lantern.

(Sung to the tune of "Frère Jacques")

I see one seed.
I see two seeds.
I see three.
I see four.
Pumpkins have many seeds.
Pumpkins have many seeds.
Are there more?
Are there more?

Source: National Wildlife Federation

17. EDUCATING YOUNG PEOPLE ABOUT SCIENCE THROUGH INSECTS

The Entomological Foundation offers free educational materials to educators to help in implementing entomology into their current science-based programs. If you would like to receive any of the materials listed below, please send a note to April Gower at the Foundation letting her know which materials and how many of each you would like to receive. You can contact April at april@entfdn.org or call her at (301) 459-9083. (April used to work at National 4-H Council.)

Insect Pests 4-color Poster

The 4-color, glossy poster is roughly 2' x 2.5' and depicts more than 30 insect pests including the Fruit Fly, Mosquito, Spider Beetle, Lesser Grain Borer, House Cricket, and Paper Wasp. A great teaching tool for pest identification. (up to 2 per educator)

Ants 4-color Poster

The 4-color, glossy poster is approximately 3' x 2' and showcases more than 10 ants. A great way to introduce students to ant identification. (up to 2 per educator)

Insect Appreciation Digest (1st ed. by Dr. F. Tom Turpin)

(1 per educator) 144 pgs. Chapters include an introduction to Entomology and Entomologists, Insect Collection, Insect Structure and Function, Insect Biology, Interaction with Humans, and Insects and Human Culture. Each chapter ends with 3 to 5 questions for students.

Insect Facts 4-color Bookmarks

For more information about the Entomological Foundation, go to <http://www.entfdn.org/index.php> .

18. STANDING AND TRIGGER CONTROL

We've all been there-on the two hundred yard line and in our three-minute prep period. As you stand there looking through your sights, you just can't seem to make them stay in the center of your target or even close for that matter. You know that your three minutes are running out quickly, so what are you going to do?

More Details

<http://www.odcmp.org/1007/default.asp?page=USAMU_STANDING>

Source: SGT Brandon Green, USAMU Service Rifle Team Member

19. ENERGYTEACHERS.ORG

An online community for educators to share ideas about energy-related curriculum, including topics about the environmental impact of energy production and use. <http://energyteachers.org/>

20. WEIGHTLESS FISH

Most fish can float effortlessly without sinking.

The idea of weightless life is not new with the space program; fish achieved it long ago. Most fish have gasbladders (often called swimbladders) that counteract gravity and permit them to float effortlessly at any desired depth.

The gasbladder is a gas-filled - not air-filled - sac located in the upper part of the body cavity. It responds to variations in depth, providing constant, neutral buoyancy. Without it, a fish would have to swim continuously simply to maintain its level or risk sinking to the bottom. Fish that lack gasbladders, tend to be bottom dwellers, or have other ways of staying afloat. <http://www.enaturalist.org/unit/270>

Source: Electronic Naturalist