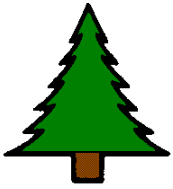


Webelos Forester

(Lilli's notes for OWL)

1. Webelos worksheets available at <http://usscouts.org/advance/cubscout/webbadges.asp> (show Webelos Forester worksheet).
2. Identifying trees:
Never too early to learn about dichotomous keys!
(*Pacific Coast Tree Finder*, *Pacific Coast Berry Finder*)
distribute Leaf Quiz (but it is NOT a good way to learn trees)
3. Tree rings:
light wood is fast growth (spring & summer) dark is slow (winter)
Scouter Mom website has
<http://scoutermom.com/wp-content/uploads/The-Layers-of-a-Forest.pdf> and
<http://scoutermom.com/wp-content/uploads/Tree-Ring-Diagram1.pdf>.
4. Wood as a Building materials
Soft wood comes from conifers (evergreens) and usually grows relatively rapidly (fir, pine, cedar, redwood)
Hardwood comes from deciduous trees like Ash (flexible), Birch, Maple, Oak, Walnut
5. Planting trees:
<http://www.arborday.org/trees/video/howToPlant.cfm> [Arborday.org](http://www.arborday.org) has videos and discussion of which trees for what or where.
When: Late Fall (dormant) or early Spring is best to avoid stress from heat & drought
Where: not under power lines or too close to buildings or into pedestrian ways. . .
What type of tree: hardiness zones; will it survive? Is it appropriate?
How: <http://www.wikihow.com/Plant-a-Tree>



Forester

Webelos Activity Badge Workbook

The work space provided for each requirement should be used by the Webelos Scout to make notes for discussing the item with Akela, not for providing the full and complete answers. Each Webelos Scout must do each requirement.

No one may add or subtract from the official requirements found in the ***Webelos Handbook*** (Pub. 33452)

This workbook was updated in June 2012.

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: Workbooks@USScouts.Org

Comments or suggestions for changes to the **requirements** for the **activity badge** should be sent to: Advancement.Team@Scouting.Org

Webelos Scout's Name: _____ Pack No. : _____

Do five of these:

- 1. Make a map of the United States. Show the types of forests growing in different parts of the country. Name some kinds of trees that grow in these forests.

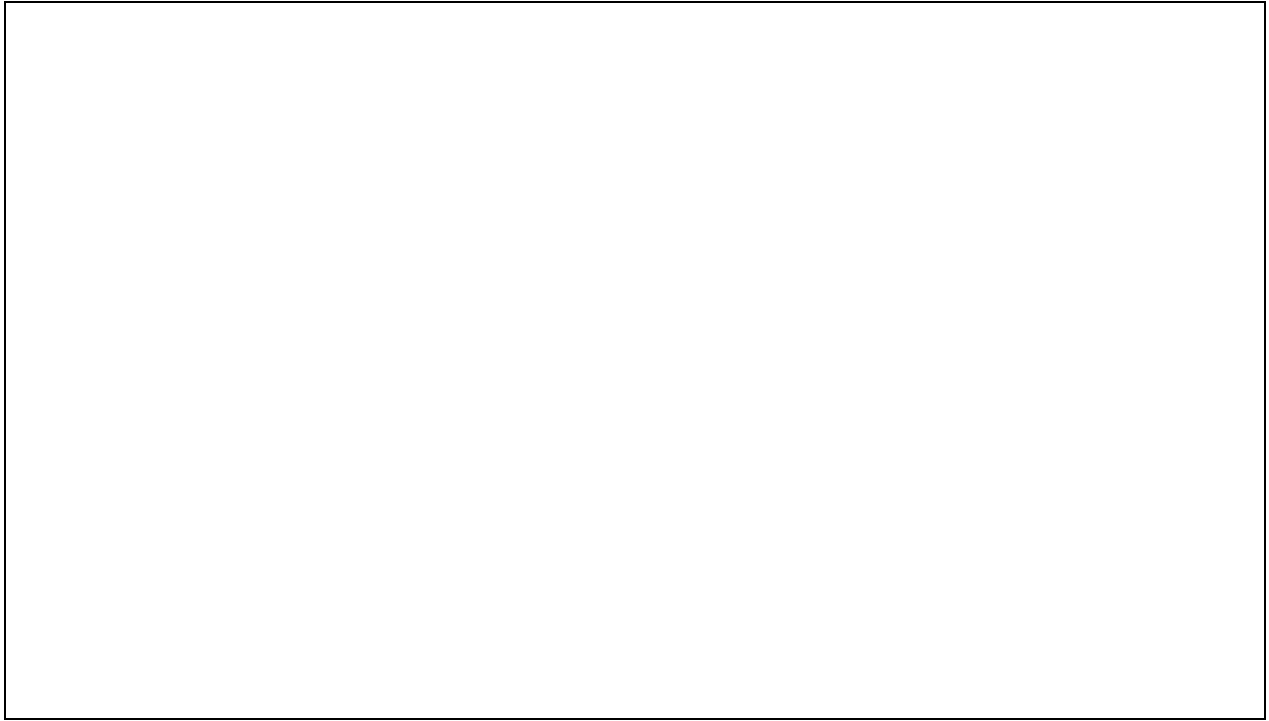


Forest Type

Trees that grow in that type of forest

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- 2. Draw a picture to show the plant and tree layers of a forest in your area. Label the different layers. (If you don't live in an area that has forests, choose an area that does and draw a picture of that forest.)



- 3. Identify six forest trees common to the area where you live. Tell how both wildlife and humans use them. (If you don't live in a region that has forests, read about one type of forest and name six of its trees and their uses.)

Tree Type	How do wildlife and humans use them?
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

- 4. Identify six forest plants (other than trees) that are useful to wildlife. Tell which animals use them and for what purposes.

Plant Type	Which animals use them and for what purposes?
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

- 5. Draw a picture showing
 - how water and minerals in the soil help a tree grow
 - how the tree uses sunlight to help it grow

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- 6. Make a poster showing a tree's growth rings or examine the growth rings of a tree stump. Explain how the rings tell its life history

- 7. Collect pieces of three kinds of wood used for building houses. Tell what kinds of wood they are and one place each of them might be used

1. _____

2. _____

3. _____

- 8 Plant 20 forest tree seedlings. Tell how you planted them and what you did to take care of them after planting.

- 9 Describe both the benefits and the harm wildfires can cause in a forest ecosystem. Tell how you can prevent wildfire.

- Tell how you can prevent wildfire. _____

- 10 Draw your own urban forestry plan for adding trees to a street, yard, or park near your home. Show what types of trees you would like to see planted.

Requirement resources can be found here:
http://www.meritbadge.org/wiki/index.php/Forester#Requirement_resources

Important excerpts from the [‘Guide To Advancement’](#), No. 33088:

Effective January 1, 2012, the ‘Guide to Advancement’ (which replaced the publication ‘Advancement Committee Policies and Procedures’) is now the official Boy Scouts of America source on advancement policies and procedures.

- [Inside front cover, and 5.0.1.4] — **Unauthorized Changes to Advancement Program**
No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements. (There are limited exceptions relating only to youth members with disabilities. For details see section 10, “Advancement for Members With Special Needs”.)
- [Inside front cover, and 7.0.1.1] — The [‘Guide to Safe Scouting’](#) Applies
Policies and procedures outlined in the ‘Guide to Safe Scouting’, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects. [Note: Always reference the online version, which is updated quarterly.]
- [4.1.0.3] — **Who Approves Cub Scout Advancement?**
A key responsibility for den leaders is to implement the core den meeting plans as outlined in the Den & Pack Meeting Resource Guide, No. 34409. For Wolf, Bear, and Webelos advancement, den leaders take the lead in approving requirements, though their assistants, and also parents who help at meetings, may be asked to play the role of “Akela” and assist. Parents sign for requirements that, according to meeting plans and instructions in the handbooks, take place at home. For the Bobcat trail and Tiger Cub achievements, parents (or adult partners) should sign in the boy’s handbook; the den leader then approves as progress is recorded in the den’s advancement record.
- [4.1.0.4] — **“Do Your Best”**
Advancement performance in Cub Scouting is centered on its motto: “Do Your Best.” When a boy has done this—his very best—then regardless of the requirements for any rank or award, it is enough; accomplishment is noted. This is why den leaders, assistants, and parents or guardians are involved in approvals. Generally they know if effort put forth is really the Cub Scout’s best.
- [4.1.2.2] — **Cub Scout Academics and Sports Program**
More than just a recognition opportunity, this program develops new skills, improves those existing, and otherwise enriches Cub Scouting. Details can be found in the Cub Scout Academics and Sports Program Guide, No. 34299. Activities include subjects like science, video games, collecting, and chess; and sports such as baseball, skateboarding, and table tennis. Each has two levels—a belt loop and a pin. Belt loops, which can be earned more than once, are awarded when each of three requirements is met. Cub Scouts may then continue with additional requirements and earn the pin. Archery and BB gun shooting are included, but can only be conducted at a council presented activity with certified supervisors.

Additional notes of interest:

- Webelos Scouts may complete requirements in a family, den, pack, school, or community environment.
- **“Akela”** (Pronounced “Ah-KAY-la”) — Title of respect used in Cub Scouting—any good leader is *Akela*. *Akela* is also the leader and guide for Cub Scouts on the advancement trail. The name comes from Rudyard Kipling’s Jungle Book. (See “Law of the Pack.”)
- **“Law of the Pack”** —
The Cub Scout follows Akela.
The Cub Scout helps the pack go.
The pack helps the Cub Scout grow.
The Cub Scout gives goodwill.

Reading a Tree's Rings

The outer bark is the protective outer layer of the trunk

The inner bark is the layer of the trunk through which the tree's food flows - it is located between the outer bark and the cambium. When this short-lived layer dies, it is called cork.

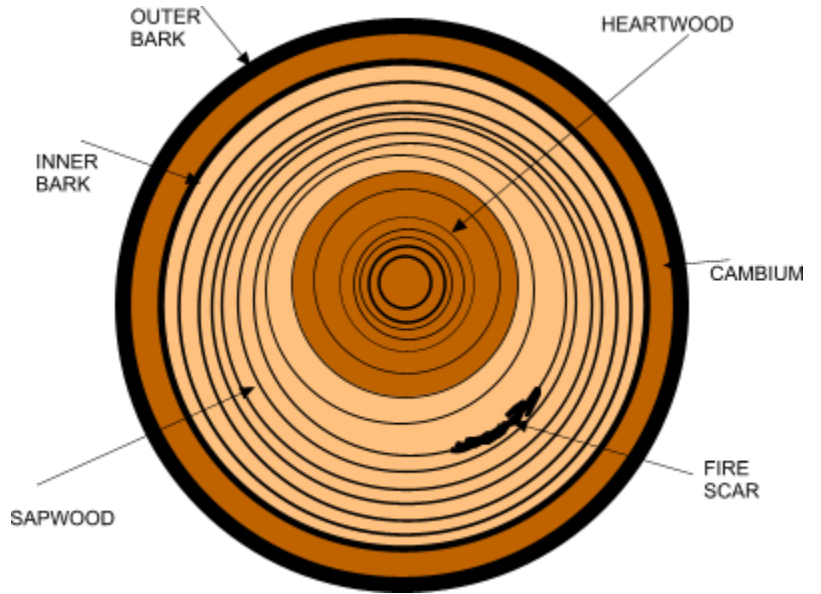
The cambium a single layer of living cells in the trunk that is located between the sapwood and the inner bark.

The heartwood is the core of the trunk, which contains very strong, dead tissue that supports the tree

The sapwood carries water and minerals between the roots, trunk, and branches. It is usually lighter in color than the heartwood.

Each ring represents one year. Larger gaps between the rings indicate more growth in a year. This could be due to more light due to thinning or better growing conditions (temperature, rain, etc.)

Draw your own tree ring diagram below:



Leaf Quiz

Can you recognize TREES by their LEAVES?

Leaf Quiz

IDENTIFY EACH LEAF IN THE SQUARES BELOW IT. LETTERS IN LARGE SPACES SPELL OUT A MESSAGE WHEN WRITTEN IN THE SQUARES ON THE BOTTOM OF THIS PAGE. THE CLUES SHOULD HELP YOU!

1. EXAMPLE:

NOTE: THE LARGE "C" IS THE FIRST LETTER OF THE MESSAGE BELOW. THE OTHER LARGE LETTERS FOLLOW IN SEQUENCE.

<p>2.</p> <p>...FROM LITTLE ACORNS GROW</p>	<p>3.</p> <p>LIKE IN BALES, MAN</p>	<p>4.</p> <p>WHAT'S LEFT OF A FIRE</p>	<p>5.</p> <p>ONE VARIETY IS SLIPPERY</p>	<p>6.</p> <p>SEEN' RED</p>
<p>7.</p> <p>ALSO CALLED SHADBUSH. HAS RED BERRIES</p>	<p>8.</p> <p>TALLEST TREE IN THE WORLD! RELATED TO THE GIANT SEQUOIA</p>	<p>9.</p> <p>SOCRATES DRANK IT—HIS LAST DRINK</p>	<p>10.</p> <p>ITS FLOWERS RESEMBLE THE DUTCH KIND</p>	<p>11.</p> <p>LIKE GETTING ALL DRESSED UP</p>
<p>12.</p> <p>A CONIFER—SOUNDS LIKE A WOOD USED FOR MODEL PLANES</p>	<p>13.</p> <p>ALSO CALLED PLANE TREES</p>	<p>14.</p> <p>HAS THREE DIFFERENT-SHAPED LEAVES ON EACH TREE. ROOTS USED TO MAKE A TEA</p>	<p>15.</p> <p>ITS NUTS ARE GOOD TO EAT</p>	<p>16.</p> <p>ALSO CALLED TUPELO AND PEPPERRIDGE</p>
<p>17.</p> <p>ALSO A BIBLICAL PLAGUE</p>	<p>18.</p> <p>THINK OF WAFFLES AND PANCAKES</p>	<p>19.</p> <p>ALSO CALLED AMERICAN BASSWOOD</p>	<p>20.</p> <p>WHAT SCOUTS ARE (WITHOUT A U)—ALSO CALLED QUAKING ASPEN!</p>	<p>21.</p> <p>THIS THE BLACK VARIETY. THE WHITE IS CALLED BUTTERNUT</p>

SCORE YOURSELF
 19-21 YOU'RE A REAL WOODSMAN.
 13-18 VERY GOOD.
 6-12 YOU MUST BE A CITY BOY.
 0-5 TURN IN YOUR AXE.

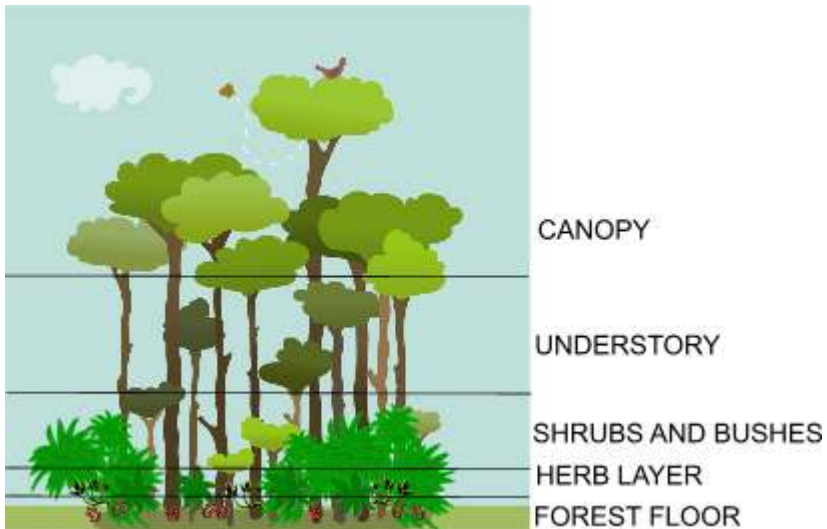
HERE'S THE MESSAGE:

C

- ANSWERS:**
- 1. PAPER BIRCH
 - 2. OAK
 - 3. COTTONWOOD
 - 4. ASH
 - 5. BLM
 - 6. RED CEDAR
 - 7. SERVICE BERRY
 - 8. REDWOOD
 - 9. ASPEN
 - 10. TULIP
 - 11. SPRUCE
 - 12. BALSAM FIR
 - 13. SEQUOIA
 - 14. SASSAPARILLA
 - 15. BEECH
 - 16. PEPPERTREE
 - 17. LOCUST
 - 18. SOUVENIR
 - 19. SOUTHERN
 - 20. QUAKING ASPEN
 - 21. BUTTERNUT

The Layers of a Forest

Use the information in the diagram below to draw and label your own forest layer picture at the bottom of the page.



The **canopy** is the uppermost layer, at the tops of the tallest trees.

Next comes the **understory**, where smaller trees grown.

Beneath the understory, is a layer of **shrubs and bushes** with many stems.

Next is the **herb layer**, which has the plants which are not woody.

The final layer is the **forest floor**, which is covered with leaves and fallen branches.

Draw and label your picture here:

Forest Layers

There are layers in the forest, yes indeed.
Yes indeed!

There are layers in the forest, yes indeed.
Yes indeed!

Emergent, canopy, understory and the floor.
There are layers in the forest, yes indeed.
Yes indeed!

The emergent's home to birds, and butterflies.
Butterflies!

The emergent's home to birds and butterflies.
Butterflies!

The trees are so high that they almost touch the sky.
The emergent's home to birds and butterflies.
Butterflies!

The canopy is like a big umbrella.
Big umbrella!

The canopy is like a big umbrella.
Big umbrella!

Monkeys, sloths, orangutans,
eat all the fruit that they can.

The canopy is like a big umbrella.
Big umbrella!

The understory's home to many snakes.
Many snakes!

The understory's home to many snakes.
Many snakes!

They eat cats and bats and rats,
And they like the gnats for snacks.
The understory's home to many snakes.
Many snakes!

The forest floor is dim and dark and wet.
Dark and wet!

The forest floor is dim and dark and wet.
Dark and wet!

Oh, the ants go marching by,
As they watch the birds up high.
The forest floor is dim and dark and wet.
Dark and wet!

Source: Fun in the Rainforest by D. DePauw (1993)

Tune: If You're Happy and You Know it, . . .