

Important information for parents about how to prepare your scout for any merit badge program at Ellanor C. Lawrence Park!

**Please bring your blue card (your scout master should have signed it).
We do not have blue cards!**



Be sure that you are familiar with the requirements for the merit badge your scout has selected. Some badges can be very demanding and may take considerable time and planning to complete. Some badges are not appropriate for younger scouts.

Most Merit Badges are not designed to be completed in a single session with an instructor, so it is not always possible to walk away with a completed and signed blue card at the end a program. Every badge requires some independent work by your scout. We call this “pre-work” because, if these requirements are performed *prior* to our program, we can complete and sign the merit badge card. Otherwise we will initial the specific requirements covered at the completion of our program and will have qualified counselors review the unmet requirements on an individual basis when your scout has completed them. Note you will have to contact and schedule an appointment with an appropriate staff member to do this. Not all staff members are qualified for all badges.

Please ***prepare for the possibility that you may have to stay for the program and not just drop off your scout.*** We encourage that one or more adults remain. There is no a fee for adults and you are sure to learn something. This will allow the instructor to concentrate more fully on the difficult task of imparting all the required information and assisting the boys individually if necessary, while other adults keep the atmosphere calm and productive. It is also in keeping with the scouting guidelines for youth protection.

Be sure your scout is dressed appropriately for being outdoors for some or all of the program time. Packing water and snacks is wise for long programs and programs scheduled in hot weather months. Lastly, obtaining copies of the scout resource booklet for the merit badge can help prepare your scout working with his counselor and for completing any independent study. Books for the badges can be ordered at your local scouting store or at www.scoutstuff.org .

Thank you! And best wishes for success to your scout.

Forestry: This is **one 4-hour class. PLEASE BRING A CAMERA**

Pre-Work:

Requirement #7. Write about a forester's occupation including the education, qualifications, career opportunities, and duties related to forestry. (See enclosed brochure on careers.)

Read enclosed description of ECL Pilot Study as Pre-Work to assist with completing **Requirement #5a** during the program.

If you have time to familiarize yourself with this reference, you will wow your counselor and help speed the program along:

<ftp://ftp-fc.sc.egov.usda.gov/WHMI/WEB/pdf/Forests.pdf>

Keep reading for more details

FORESTRY MERIT BADGE

BE PREPARED: The Forestry Merit Badge program is four hours long, and covers a lot of material, including time in the field. Bring water and snacks. Wear closed shoes that will protect your feet and provide good support for walking. Dress for the weather—hats and gloves in the cold; sunscreen, bug spray and other anti-tick measures in warm weather.

BRING YOUR BLUE CARD WITH YOU! We do not have blue cards at the park. Your troop leader provides these to you. And please **BRING A CAMERA** to complete requirement #1. It doesn't have to be fancy, a cell phone camera is fine. A clipboard and pencils will also help!

If you prepare adequately, we will have time to complete all of the badge requirements for the badge and sign cards at the end of the program.

PRE-WORK:

- The forestry badge covers a lot of fairly technical material in a short time. This is a great reference guide to review before the program:
<ftp://ftp-fc.sc.egov.usda.gov/WHMI/WEB/pdf/Forests.pdf>
- Please complete requirement # 7: write about a forester's occupation including the education, qualifications, career opportunities, and duties related to forestry. A forestry careers brochure is included below to help you.
- Below you will find a brief description of the Forestry Management Pilot Program that is currently underway at our park. Read this to be prepared to write a report as per requirement 5a. *We will discuss and work on this during the program.*

REQUIREMENTS:

1. Prepare a field notebook, make a collection, and identify 15 species of trees, wild shrubs, or vines in a local forested area. Write a description in which you identify and discuss the following:
 - a. The characteristics of leaf, twig, cone, or fruiting bodies
 - b. The habitat in which these trees, shrubs or vines are found.
 - c. The important ways each tree, shrub, or vine is used by humans or wildlife and whether the species is native or was introduced to the area. If it is not native, explain whether it is considered invasive or potentially invasive.

2. Do ONE of the following:

c. Find and examine two types of animal, insect, or damage on trees. In the field notebook you prepared for requirement 1, identify the damage, explain how the damage was caused, and describe the effects of the damage on the trees. Photograph or sketch each example.

3. Do the following:

Describe contributions forests make to:

- a. Our economy in the form of products.
- b. Our social well-being, including recreation
- c. Soil protection and increased fertility.
- D Clean water.
- E Clean air. (carbon cycling, sequestration)
- f. Wildlife habitat
- g. Fisheries habitat

- h Threatened and endangered species of plants and animals
- i Tell which watershed or other source your community relies on for its water supply.



4. Describe what forest management means, including the following:
 - a. Multiple-use management
 - b. Sustainable forest management
 - c. Even-aged and uneven-aged management and silvicultural systems associated with each type.
 - d. Intermediate cuttings.
 - e. The role of prescribed burning and related forest management practices.
5. With your parent's and counselor's approval, do ONE of the following:
 - a. Visit a managed public or private forest area with its manager or a forester familiar with it. Write a brief report describing the type of forest, the management objectives, and the forestry techniques used to achieve the objectives.**
6. Do the following:
 - a. Describe the consequences to forests that result from FIVE of the following elements: wildfire, absence of fire, insects, tree diseases, air pollution, overgrazing, deer or other wildlife overpopulation, improper harvest, and urbanization.
 - b. Explain what can be done to reduce the consequences you discussed in 6a.
 - c. Describe what you should do if you discover a forest fire and how a professional firefighting crew might control it. Name your state or local wildfire control agency.
7. Visit one or more local foresters and write a brief report about the person (or persons). **Or, write about a forester's occupation including the education, qualifications, career opportunities, and duties related to forestry.**

Ellanor C. Lawrence Park Forest Management Pilot Study

Goals:

Improve the forest/vegetative resources at Ellanor C. Lawrence Park with the ultimate goal being healthy, naturally regenerating native plant systems.

- Create a model for other parks to use that takes into account resource needs and limited budget, staff, etc.
- Work with other agencies who will add to the project and learn in the process.
- Educate the public, stakeholders and decision makers along the way.

Some specific management goals include support of breeding birds; support state rare purple milkweed; retain and recruit new cedars in existing aging North Loop cedar/pine stand to support overwintering habitat for saw-whet owls; reduce white-tailed deer population to promote forest regeneration.

Outcomes: The outcome of this project will be to transform an unhealthy forest that is infested by invasive species and white-tailed deer, unable to properly regenerate, into a healthy, self-sustaining native forest.

Phase 1: Information Gathering and Field Investigation – Summer-Fall 2012

Inventories (counting) species in plant survey plots,. Learn which Non-Native Invasive plants are doing the most harm. Count the deer population and describe the impact on all the plants they eat.

Measure water quality.

Phase 2 - Formulate Management Plan – Summer 2012 through Winter 2013

Develop plan to remove invasives and plant native species in the forest, meadow, and wetland . The focus will likely be on the forest. Develop deer management plan.

Develop a plan to limit human disturbance of plant communities and soils.

Phase 3 - Implement Management Plan – 2012-2014

Lower deer populations to promote plant regeneration and reproduction.

Control or suppression of non-native invasive plant species at targeted locations.

Activities may involve removal of existing trees to foster regeneration and habitat improvement.

Community outreach and education will be critical to project success.

Is a Forestry Career Right for You?

What makes the Great Outdoors great? While nature plays the leading role, it sometimes needs the help of forestry professionals from the Virginia Department of Forestry (VDOF).

But who are these men and women of the VDOF whose mission it is to protect and develop healthy sustainable forest resources for Virginians? How did they prepare themselves to become professional foresters or forestry technicians?

Typically, foresters and technicians have had a lifelong love of the outdoors; a passion for the role the environment plays in our lives, and a desire to serve the citizens of the Commonwealth. They are good stewards of our forests, ensuring this vital resource is available today and in the future. They protect more than 15 million acres of forestland from the ravages of wildfire. They grow and replant more than 33 million tree seedlings each year. They ensure the health and vitality of our trees by keeping detrimental insects and invasive tree species out of our forests. They provide places for contemplation and recreation. They protect the quality of our water and our air. And they establish and maintain natural habitats for thousands of species of wildlife.



CONTACT INFORMATION

Western Region Office, Salem:

Phone: (540) 387-5461 ; FAX: (540) 387-5445
Alleghany, Bath, Bedford, Bland, Botetourt, Buchanan, Carroll, Craig, Dickenson, Floyd, Franklin, Giles, Grayson, Henry, Highland, Lee, Montgomery, Patrick, Pulaski, Roanoke, Rockbridge, Russell, Scott, Smyth, Tazewell, Washington, Wise and Wythe counties

Abingdon Office:

Phone: (276) 676-5488 ; FAX: (276) 676-5581

Central Region Office, Charlottesville:

Phone: (434) 977-5193 ; FAX: (434) 296-3290
Albemarle, Amelia, Amherst, Appomattox, Arlington, Augusta, Buckingham, Campbell, Charlotte, Clarke, Culpeper, Cumberland, Fairfax, Fauquier, Fluvanna, Frederick, Greene, Halifax, Loudoun, Louisa, Lunenburg, Madison, Mecklenburg, Nelson, Nottoway, Orange, Page, Pittsylvania, Prince Edward, Prince William, Rappahannock, Rockingham, Shenandoah, Spotsylvania, Stafford and Warren counties

Farmville Office:

Phone: (434) 392-4159 ; FAX: (434) 392-1550

Eastern Region Office, Tappahannock:

Phone: (804) 443-2211 ; FAX: (804) 443-3164
Accomack, Brunswick, Caroline, Charles City, Chesterfield, Dinwiddie, Essex, Gloucester, Goochland, Greenville, Hanover, Henrico, Isle of Wight, James City, King & Queen, King George, King William, Lancaster, Mathews, Middlesex, New Kent, Northumberland, Powhatan, Prince George, Richmond, Southampton, Surry, Sussex, Westmoreland and York counties

Waverly Office:

Phone: (804) 834-2300 ; FAX: (804) 834-3232



CAREERS IN FORESTRY

*Protecting and developing
healthy sustainable forest
resources for Virginians*



Virginia Department of Forestry
www.dof.virginia.gov

This institution is an equal opportunity provider.

Becoming a Forestry Professional

So, how do you become a forester? For most, the path is through a college or university, such as Virginia Tech, that offers a 4-year, SAF-accredited, degree in forestry. Students take courses in a variety of subjects, such as forest biology, woodland management, outdoor recreation, timber procurement, hydrology, computer applications and spatial analysis. Through their coursework, field studies and internships, they learn the critical skills that will help them help forest landowners and Virginia's forestlands.

The path to becoming a forest technician is a little different. Many technicians have earned a 2-year degree from a community college, such as Dabney Lancaster. Students take such diverse courses as forest measurements, forest & wildlife ecology, dendrology, forest fire control, timber harvesting, sawmilling, wildlife and fisheries management, forest products and urban forestry.

Working as a Forestry Professional

One of the best aspects of forestry work is the diversity of the duties. The range of tasks is wide, and no two days are exactly alike. You might begin one day helping a landowner decide how to best meet his or her goals through the development of a forest stewardship management plan, and end the day helping extinguish a forest fire. You could be out in the field helping a logger implement best management practices to protect the quality of our water, or you might be working with a planting crew involved in reforestation efforts. You could be conducting research to ensure that we don't experience an outbreak of bark beetle infestation, or you might



be helping Smokey Bear teach children about forest fire prevention. In times of crises, you could be delivering food and water to victims of hurricanes or helping people rebuild their lives and their homes after a flood. Regardless of the task, you will be helping people everyday.

The Future of Forestry

Forestry is big business in Virginia. Forestry and related activities contribute more than \$27.5 Billion in benefits to the state's economy each year. And more than 144,000 Virginians are employed in the forest industry. But each year, fewer young people enroll in college-level forestry courses. That

means not as many people are available to fill these jobs. For those who are planning to become forestry professionals, this is good news as it indicates a higher demand for their talents. As demand increases and supply decreases, the best students will likely receive multiple job offers along with very competitive salaries.

50 Careers in Trees

Accountant • Appraiser • Arborist • Botanical Farmer • Broker • Christmas Tree Farmer • Community Educator • Community Project Manager • Cooperative Extension Specialist • Ecologist • Elementary School Teacher • Executive Director • Forest Pathologist • Forester • Fund Raiser or Resource Developer • GIS Professional • Grant Administrator • Grant Writer • Groundskeeper • High School Teacher • Landscape Architect • Landscape Contractor • Landscape Designer or Garden Consultant • Lawyer • Legislator • Lumber Harvester • Lumber Miller • Nature Photographer • Nursery Owner or Manager • Park Planner • Park Supervisor • Professor • Researcher • Salesperson • Silviculturist • Social Forester • Soil Scientist • Special Forest Products Entrepreneur • Transportation Engineer • Tree Inventory Technician • Tree Rentals • Tree Service • Tree Technician • Urban Forester • Urban Planner • Utility Arborist or Forester • Volunteer • Wildland Fire Manager • Wildland Restoration • Writer

Forestry Internships

Internships may be available each summer. Contact the Virginia Department of Forestry Office of Human Resources at (434) 977-6555 to learn more.

For More Information

To learn more about forestry and forestry-related careers, talk to your local VDOF forester and technician or visit www.dof.virginia.gov for more information.