Section VI

Ensuring Continued Success

This section provides strategies for ensuring the long-term sustainability of your Schoolyard Habitats project.

- Creating a Maintenance Plan
  Creating a Field and Care Guide
- Monitoring Projects
- Parent Involvement
- Schoolyard Habitats Certification

Creating a Maintenance Plan

Having a Schoolyard Habitats maintenance plan in place before summer break will help to ensure that this new habitat will be thriving when the school community returns to classes in the fall. The most critical time for a Schoolyard Habitats site is during its first year when newly planted trees, shrubs and plants are becoming established. This means that extra care needs to be taken to ensure that plants receive the proper amount of water, that they are not mowed or accidentally pulled out, and that they are protected from pesticide spraying.

If a school is lucky enough to have a staff member in charge of grounds keeping, they may be able to assist with this task. However, do not assume that they will be willing or able to do this without asking and planning ahead. Arrangements for weekend care may still be needed.

Many schools devise a schedule for student/parent/community volunteers to help with habitat care at different weeks throughout the summer. Some schools promote an "Adopt Our Habitat" campaign within the community to request assistance. This requires someone to coordinate and remind volunteers, but may be an effective way to keep students, parents, and volunteers involved in the project.

Alternatively, if the school has summer classes, maintenance of the site may be a good outdoor project for one or more classes.

However summer maintenance is provided, those involved may need training to understand what to do and what to observe when monitoring the health of the habitat.

Make sure those responsible for habitat maintenance during the summer:

- Know where to find and access supplies, equipment and water they will need
- Know the boundaries of the planting area so that it will not be mowed
- Can identify which plants are part of the habitat and which are weeds that should be removed
- Can identify insect pests (such as aphids) and know non-toxic methods to remove and deter them
- Can identify beneficial insects such as ladybird beetles (a.k.a. ladybugs), butterflies, and earthworms
- Have the number of a contact person to call if there are problems with the habitat

Ask those maintaining the site to keep a log of when the habitat was cared for, to note wildlife sitings, and to document any observational notes about problems with unhealthy plants or vandalism.

Engaging students in the *Creating a Field and Care Guide* (p. x) activity is a great educational opportunity, and will leave your maintenance volunteers or staff with an excellent resource to guide their efforts.

Considerations for creating your Schoolyard Habitats Maintenance Plan:

What are the watering needs of the trees, shrubs and plants in your habitat area?
Remember that regular watering is extremely important in the first few summers of your project as young plants struggle to set their roots in their new homes.

How often will the habitat site need to be weeded?
Keep in mind that your "weeding" schedule will help to ensure that invasive exotic species do not take over your project and that beneficial native plants have the opportunity to thrive and provide habitat for local and migratory wildlife.

How often will mulch need to be applied to the area?
Maintaining a two-to-three-inch layer of mulch around the plants in your site will help to lessen the number of weeds in the area and will increase moisture retention.

Do feeders need to be filled? Cleaned?
If you decide to leave out feeders for birds, remember to assign the task of keeping them filled and clean. Also keep in mind that any bird baths will need to be cleaned regularly, every couple of days is advisable in hot summer months. These are ideal tasks for neighbors that have expressed an interest in your Schoolyard Habitats project.

Remember to answer the following additional questions in your maintenance plan:
Who? When? How often?

Creating a Field and Care Guide

Summary

Students create a guide to the habitat site that includes a map and instructions on maintaining the site.

Grade Level:

K-8

Time:

2 to 5 class periods (time depends on the number of elements included in the guide and the number of participants contributing)

Subjects:

Language Arts, Art, Science, Geography

Skills:

Classification, description, generalization, research, synthesis

Learning Objectives:

Students will be able to:

- Write a guide to the plants and other features found in their Schoolyard Habitats sites
- Create guidelines for site maintenance
- Describe site features to future students and community members

Materials:

- White or colored paper
- Scissors
- Stapler
- Glue
- Pens, pencils, colored pencils, markers
- Regional field guides and other resources
- Care instructions that accompanied plants when purchased
- Pictures of plants, if available
- Field guides to local wildlife
- 3-ring binder

Note: If the class has access to typewriters or computers, consider having them type the text and insert graphics into the document. Laminating the pages will make the guide last longer. In any case, bind the final product in a 3-ring binder so that additions and changes will be easy to make over time.

Background

Creating a field and care guide for their Schoolyard Habitats site is a great way for students to apply all that they have learned, while creating a useful, educational tool for others. The guide can be used as a learning resource for other classes, school visitors, parents, and community members who want to take group or self-guided walks through the site.

This field guide will also include instructions on how to care for the Schoolyard Habitats site. During the school year, many students can participate in the maintenance

and care of the site. The maintenance section will help streamline procedures and help during holidays and summer when people unfamiliar with the site may be helping out. In this activity, all students involved in the project will pool their knowledge to ensure the stewardship of the site.

In addition to providing detailed instructions about caring for the wildlife habitat site, participants may want to add creative pieces to the guide, such as artwork, poetry, photos of plants, wildlife and the site (before and after), a special note to caretakers, and a dedication page.

This guide can also serve as a culminating assessment for student understanding of their habitat project.

Procedure

1. Divide the class into groups, or divide the work between various classes in school. Each group or class will produce one section.

Sections should include:

- **Habitat Map**

  Ask students to draw a map of the Schoolyard Habitats site that someone else could use to locate specific features. For older

students, this is an opportunity to teach students to map to scale; for younger students emphasize the importance of details in the maps. Students may want to color code or create a key for their maps, clearly indicating pathways, types of gardens, locations of birdfeeders, maintenance supplies, and entrance.

- **Plant List and Care Instructions**

  Much of this work will have been done during the plant selection activity, but have students organize and expand the plant information. For each tree, plant or flower in the habitat, groups should create one or two pages. Include plant names (common and scientific), pictures (can include photos, drawing, dried leaf, leaf rubbing, etc.), description (can include height, spread, type of leaves, flower color, plant uses, how it benefits wildlife, etc.), and plant care and growth requirements (soil, light, moisture, and pruning needs).

- **Special Features**

  This section can include descriptions of features other than plantings that have been included in the Schoolyard Habitats site. This is where students can describe the purpose and success of ponds, bird feeders, compost bins, and any other unique features.

- **Wildlife Sightings**

  This section may require setting aside time for first-hand observations.

  Alternatively, create a journal that all habitat visitors can use to record what kinds of wildlife they saw at the site. Students may also want to poll other students in the school for a list of all wildlife seen at the site. A small amount of information, such as hints on where to look for the animal will help visitors trying to locate wildlife.

- **General Habitat Maintenance**

  Students should compile descriptions of the general Schoolyard Habitats maintenance needs, including how often these tasks must be done and any special equipment needed. For example, students may need to write down how often they refill a birdbath and how often they must clean it.

- **Seasonal Habitat Maintenance**

  In this section include maintenance tips for different seasons. In winter, feeders may need to be filled more often. In summer, water supplies might need to be replaced daily instead of twice a week.

- **Cover Design, Artwork and Acknowledgments**

  The cover and artwork pages (which may be interspersed throughout the guide) are ideal places to feature student creativity. Consider leaf prints, painting with berries from the garden or using dried flowers in a collage. To highlight how the site has impacted students personally, they may want to add short creative writing pieces or poetry written about the site. The acknowledgment page should include the names of all those who helped create the Schoolyard Habitats site, as well as all of those who donated time or materials to the project. You may want to include a photograph of the students and other members of the Habitat Team.

2. Once sections are complete, put into a 3-ring binder. To ensure the only copy you have is not destroyed, make color copies and/or laminate the pages. You may want to store a copy in a "visitor's box" near the site, and keep another in the school lobby, office or library.
3. Tell other teachers and community members where the notebook is kept (preferably in an area that others can access).

   Add new pages as they are created, and the site develops over time.

Monitoring Projects

Monitoring the health, behavior, population size etc. of wildlife in the schoolyard is a meaningful way for students to act as scientists, collecting, recording, and analyzing data, while becoming keenly aware of the behavior of certain schoolyard species on a long-term basis. Over the years, this accumulated data will provide an excellent resource for future classes to assess the impact that schoolyard enhancements have had on local wildlife populations.

Many schools with streams and/or ponds on site also choose to engage students in on-going studies and monitoring of water quality over the years. Again, this provides both an excellent educational opportunity and a clear way to assess the effectiveness of efforts to restore local aquatic habitats.

Below are a number of resources to assist you with on-going schoolyard monitoring:

Butterflies

- **Journey North**
  www.learner.org/jnorth

  Free on-line program throughout North America. Classrooms can track the spring migrations of various species. Students share information with other students and scientists online; website provides supporting curriculum and resources for educators.
- **Monarch Watch**
  www.monarchwatch.org

  Based in the University of Minnesota, this project supports monarch monitoring and classroom instruction.

Birds

- **Project FeederWatch**
  www.monarchwatch.org

  Program run by the Cornell Laboratory of Ornithology provides curriculum, resources, and support for bird monitoring and online data exchange.
- **North American Bluebird Society**
  www.nabluebirdsociety.org

  This non-profit conservation, education and research organization, promotes the recovery of bluebirds and other native cavity-nesting bird species. Though the Transcontinental Bluebird Trail (TBT) program, students and school communities create nest box trails, monitor their boxes, and share information and data collected from their trail.

Amphibian and Reptile Resources

- **A Thousand Friends of Frogs Hamline University www.cgee.hamline.edu/frogs/**

  Hamline's Center for Global Environmental Education maintains this site. Contains information on and many activities related to the study of amphibians.

- **Frogwatch USA www.frogwatch.org**

  Contains information on participation in frog survey program.

- **North American Amphibian Monitoring Project (NAAMP) www.im.nbs.gov/ amphibs.html**

  This site contains information on the worldwide amphibian decline, protocols for call surveys, and terrestrial surveys, as well as a teacher's toolbox.

Mammal Monitoring Resources

- **International Wolf Center www.wolf.org**

  The International Wolf Center allows you to track radio-collared wolves in Northern Minnesota through their site.

- ***Track Finder.* Miller, Dorcas. Nature Study Guild, Rochester, NY, 1981.**

  A small, concise field guide to common animal tracks.

- ***Tracking and the Art of Seeing: How to Read Animal Tracks and Signs,* Rezendes, Paul, Camden House Publishing,Charlottle, VT, 1992.**

  An excellent resource on animal tracks, scat, and other signs. It contains illustrations and photographs of tracks, scat, rubbings, and various other signs for many species.

Vegetation Monitoring Resources

- ***Field and Laboratory Methods for General Ecology, 4th Edition*, Brower, James E., et. al., McGraw-Hill, 1998. ISBN 0-697-24358-3.**

  Laboratory reference for collecting and analyzing ecological data, including a variety of sampling methods for plants and animals.

- **GLOBE (Global Learning and Observation to Benefit the Environment) www.globe.gov**

  A worldwide science and education program coordinating the work of students, teachers, and scientists to study and understand the global environment. The GLOBE Program Manual, which can be downloaded from their website, includes a 180-page section on monitoring large-scale land cover types and biomass. Includes protocols, learning activities, and reference materials.

Water Monitoring Resources

- **Adopt-a-Watershed. www.Adopt-A-Watershed.org**

  Provides resources, training and information for communities interested in both restoring and monitoring the health of their local watershed.

- The **GLOBE** Program Manual (see above) includes a useful section on Hydrology, the study of water.

- **GREEN-Global Rivers Environmental Education Network www.earthforce.org/green/**

  This is a project that involves students in monitoring water quality and evaluating issues in their community.

- **Mississippi Headwaters River Watch www.mississippiheadwaters.org/**

  This organization assists students and community members in monitoring waterways and shorelines along the Mississippi River and its tributaries.

- **Save Our Streams www.saveourstreams.org/**

  SOS educates citizen volunteers and community organizations to clean, monitor, and protect Maryland's waterways. SOS addresses the root causes of stream pollution by educating and supporting citizens to perform commonsense projects to solve them. They also help to build bridges between community organizations, government and businesses.

Parent Involvement

In a recent survey by the National Parent and Teacher's Association, parents of public school students answered many questions about their level of involvement in their children's schools. Their answers provide useful insights into successfully engaging parents in Schoolyard Habitats projects.

Ninety-one percent of parents surveyed agreed that it is "extremely important" for them to be involved in their children's schools. However, not all parents are able to be as involved as they would like. The survey identified several key barriers to parental involvement, the most frequently noted of which is parents lack of availability during school hours. Several other barriers noted include: inadequate communication between the school and parents; lack of transportation or childcare; parents uncertainty as to the ways in which they can contribute; language and cultural differences; and parents feeling unwelcome and/or intimidated by their child's school. The #1 response in answer to the question of how schools could improve their efforts to get parents involved was "more and better communication between schools and parents."

What does this tell us in light of planning and carrying out Schoolyard Habitats work? First, remember that most parents do want to be involved in their child's education. Remove the barriers that frequently thwart interested parents from volunteering and contributing to the life of the school.

Regularly update the parent community about the status of the Schoolyard Habitats project. Many important tasks necessary for the success of Schoolyard Habitats projects can be accomplished in the late afternoons and on the weekends, which are more convenient times for parents working during school hours. Identify the skills needed at each stage of the project, and publicize these short and long-term opportunities for volunteering and contributing. Think creatively when assessing the possibilities for parents contributions: for instance, is there a bilingual parent who would be willing to translate your Schoolyard Habitats updates for non-English speaking parents? Which parent has the woodworking skills you are seeking to help with building nest boxes? A survey of relevant parent skills and interests will help connect parents with appropriate projects.

Be proactive in identifying and removing barriers for parents. Consider: will providing an hour of childcare help more parents attend Habitat team meetings? Will providing bus passes help more parents participate in your upcoming weekend planting day? Parents understand that volunteering matters: let them know they are welcome, that they have valuable skills and knowledge to contribute, and that the school is willing to take extra steps to help them get involved. Keep communication with parents—and the entire school community—clear, accessible and consistent, and everyone will benefit.

Schoolyard Habitats Certification

We strongly encourage schools to certify their Schoolyard Habitats projects with the National Wildlife Federation. We want to hear about your project and give you the recognition you and your school community deserve. We look forward to receiving your application for certification as an official Schoolyard Habitats sites, and to welcoming your school into our dynamic network of certified schools.

Frequently asked questions about the certification process

■ ***How do I know when I'm ready to certify my habitat project?***

You are ready to certify after a team has been involved in planning and providing at least a few types of food, water, cover, and places to raise young on your schoolgrounds, and when the site is being used as a teaching tool.

■ ***What are the benefits of certifying?***

Certifying your site will bring media attention and national recognition for your school community's hard work. Also, once you are certified, you can enjoy the Schoolyard Habitats listserv and quarterly newsletter, and be eligible to order a Schoolyard Habitats sign for your outdoor classroom. Certification brings your school into a dynamic network of certified schools, and gives you access to special resources and information from the National Wildlife Federation.

■ ***How many other people have certified their schoolgrounds?***

Over 3,000 schools, representing thousands of students, parents, teachers, administrators, and community members, are currently certified as official Schoolyard Habitats sites, representing 50 states and a few sites abroad.

■ ***How do I apply?***

Simply fill out the application and mail it in to our office. Be sure to include photos, if available. (Applications can also be downloaded from our website at www.nwf.org/schoolyardhabitats). Within 4-8 weeks, you will hear from us regarding your certification. We look forward to learning about your project, and to welcoming you into the Schoolyard Habitats network.

■ ***Can I include photographs?***

Yes! Please do. Photos help us learn more about your project; we can also inspire and educate others by posting photos of Schoolyard Habitats projects around the country on our website. We especially enjoy "before" and "after" photos, to get a better sense of your progress. A photo release form must accompany photos which include people's faces. The form follows the SYH application in this manual (p 164); feel free to copy as necessary, and submit these forms with your completed application and photographs.

NATIONAL WILDLIFE FEDERATION®

Certified WILDLIFE Habitat™

Attracting Wildlife

Rick Lewis

Photodisc

Attracting Birds, Butterflies and Other Wildlife is a fun way to enjoy nature right in your own yard or garden. Imagine your garden teeming with singing birds, colorful butterflies and beautiful plants and water features that attract wildlife.

It's easier than you might think.

National Wildlife Federation can help!

Components of Habitat

There are five basic elements of a Certified Wildlife Habitat™:

Food

Native plants provide wildlife with nectar, seeds and berries used by an exciting variety of wildlife. Feeders can supplement natural food sources.

Water

All animals need water to survive and some need it for bathing or breeding as well.

Cover

Wildlife need places to find shelter from bad weather and predators.

Places to Raise Young

Wildlife need special habitat for bearing and raising young.

Sustainable Gardening

How you manage your garden can have an effect on the health of the soil, air, water and habitat for native wildlife as well as the human community.

5 Simple Tips to Get Started

1. **Plant a shrub that flowers** for pollinators and produces berries for birds and other animals.
2. **Put out a birdbath.** Even small water features will be used by wildlife.
3. **Provide cover with dense shrubs,** wildflower gardens, rock walls and evergreens.
4. **Hang a birdhouse,** plant host plants for butterfly caterpillars or install a frog pond to provide places to raise young.
5. **Put away the chemicals.** Natural gardens are better for you and your family as well as wildlife.

NATIONAL WILDLIFE FEDERATION®

Visit **www.nwf.org/gardenforwildlife** for more great tips on attracting wildlife!

Resources You Can Use: Creating and Enjoying Your Wildlife Habitat

Tip Sheets for Creating and Maintaining a Certified Wildlife Habitat

Find this free downloadable information at www.nwf.org/backyard/tipsheets.cfm

The Gardener's Guide to Global Warming

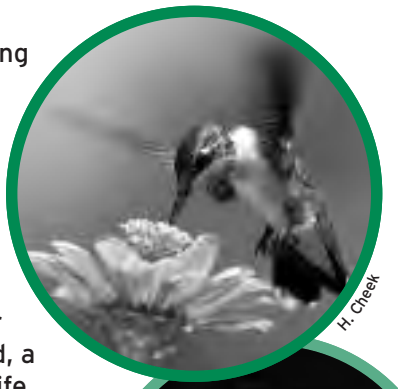
This free downloadable NWF report describes how global warming is affecting growing seasons and plants today, and offers ways gardeners can help confront the problem – right in the garden. www.nwf.org/gardenersguide

Attracting Birds, Butterflies and Other Backyard Wildlife
by David Mizejewski, NWF Naturalist and Media Spokesman
$12.95

This 127-page book is full of habitat tips, illustrated projects and over 170 full-color photos that can help you and your family create the kind of thriving natural wildlife habitat you've always wanted. Available for purchase through NWF at www.nwf.org/wildlifebook, or through your local bookstore.

Get Certified!

National Wildlife Federation® has been helping people nurture wildlife for over 30 years. Once you provide the basic elements of habitat, you can submit your garden for official certification!



Who Can Certify?

Any site can be recognized as a certified habitat, regardless of size. Whether it's your backyard, a community garden, a schoolyard, a rooftop garden or a business, National Wildlife Federation® wants to recognize all efforts to restore habitats for wildlife.

Certifying a site is as simple as providing the four habitat components – food, water, cover, places to raise young – and practicing sustainable gardening techniques such as eliminating pesticides, conserving water and planting native species.

Why Certify?

Aside from offering wildlife a wonderful place to thrive, you'll be eligible for the following benefits, including:

- A certificate for your wildlife habitat
- A free one-year membership to NWF and subscription to **National Wildlife**® magazine
- A subscription to the Habitats e-newsletter
- An optional press release for your local newspaper announcing your certification
- Inclusion in NWF's National Registry of Habitats
- Eligibility to order and post an attractive yard sign to display your commitment to wildlife conservation and the environment.

Ready to Certify Your Habitat?

Visit **www.nwf.org/certify** where you can certify your wildlife habitat directly online. Before you know it, your yard or garden space will be a thriving habitat, enjoyed by you, your family and wildlife!

> "My yard is proof that you don't have to be an expert to create habitat. Just following the basic guidelines has made my yard come alive."
>
> - Janet Allen, Syracuse, NY

www.nwf.org/gardenforwildlife

Need a paper application? Call 1-800-822-9919.

Habitat Certification Application

Use this form to certify a wildlife friendly space in your yard, school, or anywhere in your community. Do your best to answer the questions and we'll make suggestions if something is missing. If your habitat meets the requirements, you'll receive a personalized certificate suitable for framing and become a member of the National Wildlife Federation
(a $15 value), receiving our award-winning National Wildlife magazine. For questions call 1-800-822-9919 or certify online at **www.nwf.org/certify**.

Have you ever certified before? ____ Yes ____ No If yes, what is your habitat # _____?

If yes, have you moved ____ or is this for a second property ____?

If you are filling out this application for someone else, please write their name in the space provided below:

Name _____ Organization (if applicable) _____

Name(s) to Appear on Certificate (if different from above) _____
Maximum 30 characters, spaces included.

Address of Habitat _____

City _____ State/Province _____ Zip Code _____

Telephone _____ Email Address _____

Mailing Address (if different from above) _____

In what type of area is your property?

___ Urban ___ Surburban ___ Rural

What is the size of your property?

___ < 1/8 acre ___ 1/8 - 1/4 acre
___ 1/4 - 1 acre ___ 1 - 5 acres
___ 5 - 10 acres ___ > 10 acres

Check the option that best describes your habitat.

___ Home ___ Apartment/Balcony
___ Workplace ___ Park/Community Garden
___ Farm ___ Place of Worship
___ School/Educational Setting

FOOD SOURCES: Plants provide the basic foods for wildlife. Feeders can be used as a supplemental source of food. Remember that some creatures will become food for others in a balanced habitat. Encourage a natural diversity of wildlife in your yard to ensure a healthy ecosystem. How do you provide food for wildlife? (Minimum requirement: 3)

Plant Foods: ___ Seeds ___ Nuts ___ Pollen ___ Berries ___ Fruits ___ Foliage/Twigs ___ Nectar ___ Sap

Supplemental Feeders: ___ Seed ___ Suet ___ Squirrel ___ Butterfly ___ Hummingbird

WATER SOURCES: Wildlife need a clean water source for drinking and bathing. How do you provide water for wildlife? (Minimum requirement: 1)

___ Birdbath ___ Water Garden/Pond
___ Lake ___ River
___ Stream ___ Butterfly Puddling Area
___ Seasonal Pool ___ Rain Garden
___ Ocean ___ Spring

PLACES FOR COVER: Wildlife need places to find shelter from the weather and from predators. How do you provide cover for wildlife? (Minimum requirement: 2)

___ Wooded Area
___ Dense Shrubs/Thicket
___ Bramble Patch
___ Evergreens
___ Ground Cover
___ Brush/Log Pile
___ Rock Pile/Wall
___ Burrow
___ Cave
___ Meadow/Prairie
___ Roosting Box
___ Water Garden/Pond

PLACES TO RAISE YOUNG: In order to provide complete habitat, you must provide places for wildlife to engage in courtship behavior and to mate, and then to bear and raise their young. How do you provide places to raise young for wildlife? (Minimum requirement: 2)

___ Mature Trees
___ Dead Trees/Snags
___ Meadow/Prairie
___ Dense Shrubs/Thicket
___ Nesting Box
___ Water Garden/Pond
___ Wetland
___ Burrow
___ Host Plants for Caterpillars
___ Cave

SUSTAINABLE GARDENING PRACTICES: How you manage your garden or landscape can have an effect on the health of the soil, air, water and habitat for native wildlife as well as the human community. What sustainable gardening techniques do you employ to help conserve resources? (Minimum requirement: 2)

Soil and Water Conservation:

___ Riparian Buffer
___ Capture Rain Water from Roof
___ Xeriscape (water-wise landscaping)
___ Drip or Soaker Hose for Irrigation
___ Limit Water Use
___ Reduce Erosion (i.e. ground cover, terraces)
___ Use Mulch
___ Rain Garden

Controlling Exotic Species:

___ Practice Integrated Pest Management
___ Remove Non-native Plants & Animals
___ Use Native Plants
___ Reduce Lawn Areas

Organic Practices:

___ Eliminate Chemical Pesticides
___ Eliminate Chemical Fertilizers
___ Compost

To apply, please send:

❑ Completed application - REQUIRED
❑ $15 non-refundable application fee - REQUIRED

TO: NATIONAL WILDLIFE FEDERATION ◆ P.O. Box 1583 ◆ Merrifield, VA 22116-1583
Allow 4-6 weeks for processing. Please keep a copy of this application for your records.

Printed on paper that contains 50% recycled content, 25% post consumer waste.

NATIONAL WILDLIFE FEDERATION®

PHOTO RELEASE

Schoolyard Habitats® Program

I understand that photographs are sometimes taken of Schoolyard Habitats® Program participants by participants, participants' family members, and NWF staff. I hereby grant permission to National Wildlife Federation, to use, copyright, publish, and republish, in any form:

1. Any photograph(s) taken of myself or any minor of whom I am the parent or guardian, participating in the Schoolyard Habitats Program held on_____[day, month and year of the program]; or

2. Any photograph(s) taken by myself that I voluntarily submit to the National Wildlife Federation. The submission of any photograph in support of a Schoolyard Habitats Program is not required for processing an application and I have voluntarily chosen to submit this (these) photograph(s).

I understand that such photographs may be used or published by NWF for purposes of advertising and promoting NWF's Schoolyard Habitats program or for any other purpose that NWF deems appropriate, in any and all media including, but not limited to, printed and electronic media. Neither my name, nor the name of the minor(s), if applicable, shall be published in connection with NWF's use of any photograph(s). I further understand that no payment will be made for NWF's use of such photographs and that it is not possible for NWF to return any original photographs that I may send to NWF on my own initiative.

I/we will be participating in the National Wildlife Federation's Schoolyard Habitats Program at: _____. I/we have read the above terms carefully and acknowledge my/our informed consent to its terms.

Participant _____ Date _____

(and Parent or Guardian, if participant is under 18)

Please complete the following information (please print clearly):

Adult Participant's Full Name _____

Minor(s) Participating in the NWF Schoolyard Habitats Program under my supervision (if applicable):

Minor's Full Name _____

Minor's Full Name _____

Minor's Full Name _____

Minor's Full Name _____