OSU 4-H Program Mission:
To teach subject matter and life skills through an intentional process that helps young people meet key development needs.

Student Energy Art Contest
This is a great way to get youth involved in the learning process. Winners will bring fame (and even some fortune!) to themselves, their teachers, and their schools.

It's a very well organized and fair contest. All students who enter will receive acknowledgement. Anyone with questions can call: 415-435-4574. For more information, go online to:

www.renewableenergymarketing.net/artcontest.htm

Oregon Forest Resources Institute
The Oregon Forest Resources Institute offers an online newsletter (Forestry for the Classroom), information on reimbursement for bus expenses to attend forestry field days, and other forestry resources for K-12 teachers:

www.oregonforests.org

06-07 Hands On Catalog Available
The Hands On Catalog contains listings of curriculum and kits available for teachers to borrow from the OSU 4-H program. Materials are accessible at no charge and for 2 weeks at a time. If you did not receive a copy of this catalog with this newsletter and would like one, call OSU Extension at 572-5263.

New Ag in the Classroom Teacher’s Guide!
The newly revised AITC teacher’s resource guide offers descriptions on an array of educational curriculums and programs available to Oregon teachers. From unit studies to videos, this resource guide has everything you need to bring agriculture to your classroom. It also includes information on the guidelines and eligibility for the K-6 Calendar contest. For more information go online to:

http://aitc.oregonstate.edu/

Oregon Forest Resources Institute

Look for
Activities Inside
Inside you will find a hands-on activity for your classroom. Look for the LEARN symbol in the top left corner of the page.

Have fun!
Dear Coos County Educators,

Greetings from the new Coos Co. 4-H agent! My name is Elissa Wells. I moved here from Roseburg—where I was a Forestry Instructor at the Douglas County OSU Extension Service. I’ll be filling-in as the 4-H school enrichment contact person this year while Tracy (Baune) Martz is at OSU pursuing her Masters degree.

I hope your school year is off to a great start and that this newsletter provides helpful resources and timely information to enrich your classroom activities.

Please contact me anytime you have questions or comments about our newsletter and/or resources. I welcome the feedback and look forward to working with you this year!

Cheers, Elissa Wells

Earth & Sky Partnership Brings Educators Radio Show

Correlated to PLT activities, Earth & Sky is a successful short format science radio program heard by millions of listeners throughout the U.S. and abroad that highlights the wonders of science and nature through daily radio shows.

Check out the radio show correlated to PLT activities at www.earthsky.org click on the "Teachers" in the upper right hand corner. The correlation chart shows which PLT activities are correlated to which radio shows.

You can also just click on a topic under "shows by topic" to see which shows have been correlated to PLT activities. Once you go to a show with a PLT logo, you will find short descriptions for all correlated PLT activities. At this page, you will also see more information and resources related to that topic.

NOAA Ship-Naming Contest

The National Oceanic and Atmospheric Administration (NOAA) ship-naming contest is for students in grades 6-12 in the states of California, Oregon, and Washington. Deadline: December 15, 06.

This is the fourth fisheries research vessel to be built for NOAA since 2003 and the ship will directly support the primary goals of the NOAA Fisheries Service. For more information, go online to: www.education.noaa.gov/shipname/rules.html

NOAA National Marine Sanctuary Program Launches New Education Evaluation Website

The National Marine Sanctuary Program has launched a new website focused on the evaluation of environmental and marine education programs.

The website includes information on how to create program evaluation plans. It also contains an environmental education literature review, tools and techniques for evaluation, examples of objectives and goals, an evaluation glossary, and an online resource guide to evaluation.

Check it out online at: http://sanctuaries.noaa.gov/education/evaluation
Lesson Summary: Students will learn what energy is and be able to identify different energy forms, including kinetic and potential. They will also identify energy connections in the classroom and record their daily energy uses in a journal.

**Grades: 4-6**

### Doing the Activity

1. Introduce students to the word energy. What do they think energy is? Did they use any energy today? List some of the ways they used energy today.

2. Have the students stand next to their desks. Ask one side of the class to run in place for about one minute. Ask them how they feel after they run. They might mention they feel warm. Ask the other students if they had the same feeling. Explain that one of the signs that energy is being used is that heat is produced.

3. Identify and explain potential and kinetic energy. (Potential energy is stored energy. A tractor filled with fuel, snow at the top of a hill, a student sitting at a desk, and water behind a dam are all examples of potential energy. Kinetic energy is energy possessed by a moving object. A tractor moving, snow tumbling down a hill, students moving, and water flowing through a dam are all examples of kinetic energy.)

4. Explain that people cannot see energy, but we can tell it is there. Ask students to name some ways they might be able to tell that energy is there. (Answers could include seeing something move, hearing a sound, seeing light, feeling heat, or noticing something change.)

5. Have students search the classroom for signs of energy. They should look and feel for clues of energy around them. Energy clues could include such things as lights, sunlight, the heater, the intercom, or students moving.

6. Tell students that they will keep a journal of the things they do during a defined time period. Walk the class through a “typical” morning to get them thinking about all of the things they do and the energy involved. What happens when you wake up? Does an alarm go off? What happens next? What about breakfast? How do you get to school?

7. Now have them think about the energy clues we see in the actions we take. For example, when we have toast for breakfast, what are the energy clues? When looking at these clues, you can see how far your class takes them. Students might say it takes energy to toast the bread in the toaster, or they might go into detail, pointing out the energy to grow the wheat, grind the wheat, make and bake the bread, etc.

8. Have students record in their “journal” what they do over a defined time period. Examples: caring for yourself (eating, bathing, etc), having fun (running, watching TV, playing a sport, etc), learning (writing a paper, reading a book, etc), and getting around (walking, riding a bike, etc).

Nov. 8 Project Learning Tree Workshop in Coos Bay!

Teachers who attended a Project Learning Tree workshop in the last 3 years and who attend a free, 4 hour literature-focused course Nov. 8 in Coos Bay, will receive a free 2006 Activity Guide. Substitute reim-bursement is available. If you have not attended a workshop in the last 3 years you can still get a free copy by attending a 6 hour PLT workshop. New activity guides may also be purchased for $29.95 plus $7.95 S&H.

The 2006 version of the PreK-8 Guide improves upon the proven effectiveness of the former guide. We have added the following components to the new guide:

- **Reading strategies**—imbedded within every activity, lists of relevant fiction and non-fiction books to stretch your students’ imagination, knowledge, and vocabulary.

- **Technology connections**—software applications, imaging technologies, and Internet resources to improve technical literacy.

- **Differentiated instruction**—to reach students with varying needs and talents, including those still acquiring English-language skills, and those who are gifted or require additional support.

- **Assessment**—expanded assessment strategies built into each activity and closely aligned with clear objectives.

The 2006 PreK-8 Guide also has a **fresh new look**, a **new activity layout**, and Appendices and Indices that are more user-friendly and reflect the major changes to the guide.