

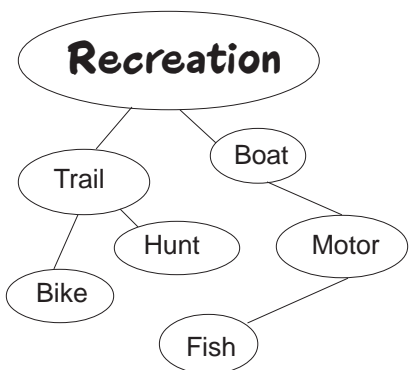
Recreational Use Survey

National, state, county, and city forests contain thousands of acres of land open to recreational opportunities. These areas usually contain features, such as trees, wildlife, rivers, and lakes, that people value and want to conserve. Some may also be of educational or historical value.

There may be a recreational place that your students and their families enjoy on a regular basis. Many of these places may be located within the community where they live; others may be located great distances away. Surveying the attitudes of your students is a good way to record and graph where students and their families travel to enjoy recreational areas and the activity they participate in the most.

Doing the Activity

1. Ask the students what they think of when they hear the word *recreation*. Have them brainstorm components that make up a recreational area. Have the students work together at the board to create a word splash around the word *recreation*. Feelings, descriptive words, site names, and activities will be used to make up the word splash.
2. In small groups, have students develop a set of survey questions that will identify:
 - ✦ Favorite recreational areas and characteristics
 - ✦ Favorite recreational activities
 - ✦ Frequency of visitsSurveys can include any information about recreational opportunities that interest the students. Have students record several possible questions. *Focus on the use of forested areas important for recreational activities!*
3. Assist groups with narrowing the number of questions to a reasonable number. Create survey



Method

Students survey teachers and fellow classmates to find out about recreational opportunities.

Key Concepts

Forests are one of our favorite places to recreate: hiking, camping, wildlife watching, skiing, boating, snowmobiling, swimming, biking, horseback riding, fishing, and hunting.

Objectives

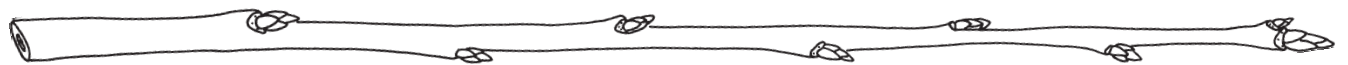
- describe the characteristics of the students' favorite recreational areas
- develop a recreational survey
- graph the results of the students' survey

Subjects & WI Academic Standards

Science:
A.4, B.4, C.4, H.4
A.8, B.8, C.8, F.8, G.8

Social Studies:
A.4, A.8

Math:
A.4, B.4, E.4
A.8, B.8, E.8



Standards cont.

English/Language Arts:
B.4, C.4, E.4, F.4
B.8, C.8, E.8, F.8

Environmental Education:
A.4, B.4, C.4
A.8, B.8, C.8

Materials

none

Preparation

Time

none

Activity Time

1 50-minute class period to develop survey, homework time, and 1 50-minute class period to compile data

Setting

classroom

forms. Ask groups to determine who their target audience will be.

- Require each student to return five surveys completed by other students or staff members from the school building.
- Survey information should be compiled in a simple data table using the top five responses for each question.
- Instruct each group to select at least one item from the survey to be graphed.
- Students should present the compiled survey results to the class.

RECREATIONAL SURVEY

Name _____ Grade _____

- Where does your family go on vacation?
- What do you do while you are there?
- How often do you visit areas that are forested?
- How often does your family go on vacation?
 - once a year
 - twice a year
 - once a month
 - every weekend

Assessing Student Understanding

The teacher will assess the groups based upon the quality of their surveys and presentations. All students will be graded on participation.



Reprinted with permission from *Wisconsin's Millennium Tree: Sustainable Forestry Activities For Elementary School Students* © 1999. The complete activity guide can be downloaded from DNR's EEK! website (www.dnr.state.wi.us/EEK/)

Extending the Learning

Investigate the Impacts of Recreation

Recreation isn't all fun and games! The activities we choose to do often have a negative impact on the forest. Mountain biking can cause erosion on trails. Snowmobiling can disturb forest animals. Overeager wildlife watchers can interfere with nesting songbirds. The list goes on! Talk with your students about how some of their favorite recreational activities can affect the forest. Is there anything your students can do to eliminate or reduce the negative impacts of their recreation?

Visit with a Recreation Specialist

Invite a person from your county or city parks department to talk about local recreational opportunities. How do they plan for recreation on the land they are responsible for? Do they manage any forested lands? Are forests treated differently? Are there any local issues involving recreational land use? Are there ever conflicts between groups of recreational users? How are conflicts settled? Is there a master plan for the parks and other green spaces in your community? Ask your visitor to share briefly the master planning process and the ways citizens are involved in land use planning. If there is a hot local issue regarding recreational use of land, watch the local papers and plan to attend a planning meeting with your students.

Find out about master planning on state-owned properties by visiting the Wisconsin Department of Natural Resources website (www.dnr.state.wi.us/master_planning).

Finding Out More!

A Matter of Space is a 12-minute video produced by the USDA Forest Service. The National Forests have been a setting for almost every kind of outdoor activity one could imagine, but the forests have also experienced a meteoric rise in popularity of outdoor recreation. This film looks at some popular activities on National Forests and goes "behind the scenes" to examine some problems those activities cause. The video is available from the Forest Service Video Library for the cost of return postage.

Contact: Forest Service Video Library, c/o Audience Planners, 5341 Derry Ave., Suite Q Agoura Hills, CA 91301, (800) 683-8366. www.r5.fs.fed.us/video/recreation.htm

