

2019

National Tree Day Educational Toolkit



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1. Tree Canada – Growing better places to live

Tree Canada is the non-profit organization dedicated to improving the lives of Canadians by planting and nurturing trees. Through our programs, research and educational efforts, we have helped restore tree cover in areas hit by natural disasters, guided communities in managing their urban forests, helped green 660 schoolyards and organized urban forest conferences. To date, with our community partners and sponsors, we have planted more than 82 million trees.

2. Why trees are important to children

Trees help students learn and with their development

Trees in the schoolyard give children the opportunity to experience a healthy outdoor environment as part of their daily routines. Many studies have emphasized the benefits of schoolyard greening, creating an educational environment connecting students to nature and sustainability with “place-based learning, hands-on curricula, and imaginative play”. Greener school grounds directly impact children’s health and well-being by increased physical activity¹, improved mental health² and reduced symptoms of ADHD³.

Trees help students connect with nature

Green schoolyards will teach the next generation about how to co-exist with nature and live mindfully. They will inspire students to engage in and learn more about locally and organically grown food, wildlife habitats, nature-based creativity, and sustainable practices. Public school districts are among the largest landowners in cities and/or towns around the globe. Choices made by school district developers on how they create and manage their landscapes can directly impact whether younger generations will grow up in a concrete world or a greener one.

Trees reduce the effects of climate change, naturally cooling the schoolyard

Besides making the environment more attractive, trees can also provide shade over schoolyard play structures – a welcome and cooling reprieve from the heat on warm summer days. Deciduous trees (hardwoods) are good shade providers while also allowing the sun to warm up the soil in the winter

¹ Dymont & Bell, 2007

² Xiaoqi & Thomas, 2017

³ Faber Taylor & Kuo, 2011

when the leaves are gone. Evergreens are great windbreaks all year long with their dense crowns and persistent needles. Trees absorb carbon dioxide (CO₂), removing and storing the carbon while releasing clean oxygen back into the air (one large tree can provide a day's oxygen for up to four people). Shade from trees can help us feel up to 15°C cooler on hot summer days and reduce air conditioning costs by 20% to 30%.

3. What is National Tree Day

National Tree Day serves as an annual celebration for all Canadians to appreciate the essential benefits that trees provide us – clean air, wildlife habitat, reducing energy demand and connecting with nature. On March 2, 2011 a private members motion in the House of Commons declared the Wednesday of National Forest Week, National Tree Day.

Why recognize and celebrate National Tree Day at school?

National Tree Day provides a timely opportunity for school educators and students to prioritize trees as part of integrated learning environments in the fall. By conducting outdoor lessons and events focused around trees, students will discover and appreciate the benefits of trees first-hand and over the seasons.

4. About this Toolkit

As part of our strategic vision and mission, educating Canadians on the value and benefits of trees is of great importance to Tree Canada. The goal of this **Toolkit** is to provide educators with a selection of tree-related activities and learning ideas. Many components of this kit were compiled from a previous education initiative with the National Community Tree Foundation in 1994. This up-to-date version is the beginning of a more robust education programming for Tree Canada. Activities and suggestions in the kit are flexible and have the school educator in mind, providing a background on tree related topics and opportunities for further exploration to expand the lessons based on curriculum requirements or specific interests.

Tree Canada would like to help you and your students celebrate National Tree Day on **Wednesday, September 25th, 2019**. As part of our celebration, we invite you to look over our educational kit of ideas and activities that you can incorporate into your lessons this fall. The goal is to highlight the importance of trees with a specific emphasis on National Tree Day. The kit is divided into activities based on age groups as well as curriculum subjects with each section containing links to interactive websites and videos.

The Young Explorer – Ages 5 to 7: Activities are focused on opportunities to explore the local environment. Observation and sensorial exercises are suggested through simple classroom experimentations.

The Young Researcher – Ages 8 to 10: The collection of data and the preservation of information through a variety of record-keeping techniques are developed and reinforced within this section. Suggestions are also given for sharing discoveries. Information-gathering activities may be easily adapted to database and spreadsheet applications.

The Young Decision maker – Ages 11 to 16: Critical thinking skills are developed with exploration of issues while connecting experiences of others with personal experience as an opportunity to examine issues from various points of view.

Each section presented in this kit is intended to meet the capabilities of a different age group with a sampling of activities that could be incorporated into your class lessons.

Teachers are encouraged to build on these activities and lead up to **National Tree Day** with a closing activity or reward (see section 8).

5. The Young Explorer: Ages 5-7

Outdoor excursions provide so many opportunities to connect students to nature. To expand students understanding of trees as they relate to our everyday lives, teachers will want to ensure that students can observe trees in their natural setting. A short excursion into the schoolyard is an excellent way to stimulate experiential learning experiences and incorporate the lesson as part of an integrated learning environment.

There are many studies that demonstrate the benefits of taking the classroom outside. Teachers are encouraged to use these activities as a starting point for outdoor lessons with their students. Concentration, focus, productivity and information absorption are all increased when students spend time outside.

Science Lesson

Tree Grab Bag

Learning Outcomes:

- Students will identify tree parts through touch
- Make connections between objects they feel and their knowledge of trees
- Build on their vocabulary of texture words

Background information:

This lesson gives student opportunities to touch a variety of objects that come from trees. Through the sense of touch, they will discover tree parts and attempt to identify them.

Materials required:

- Paper bags
- Natural tree parts: acorns, pinecones, fruit, broad leaves, needles, twigs, branch, bark, root, etc.
- Large picture of a tree
- Magnifier

Activity Description:

Guess the tree part: Present the picture of the tree and ask the students to describe what they might find if they were to visit a real tree. Show the students one of the bags and tell them each bag contains a different part of the tree. Demonstrate the game by having a child come forward, reach into the bag, touch the object and attempt to describe it. Pass the bag around the groups and ask each child to give one word to describe how the object feels. Add each word to a list. After everyone has had a turn, ask who can name the object.

Take the object out of the bag and discuss where it belongs on the tree, while adding new descriptive words. Once all objects are discussed, use the magnifier to further explore and discover each object.

Lay the picture flat on the floor and ask the children to place the objects in the proper position on the tree.

Extension Activity:

- Do-it-yourself bags: Divide students into groups and take the activity outside where they select their own tree objects and have fun trying to guess each other's objects.
- Visit a tree in a different season and compare descriptions with previous visits.
- Have the students draw a tree based on what they learned from the tree parts, encourage them to use colors and details about wildlife that depend on the tree.

TIP: Remind your students that trees are living things and must be treated carefully. No picking or taking things off the tree.

Curriculum:

- Communication: descriptive words, knowledge sharing and fact discovery
- Science: tree parts and living systems within a natural environment

Music: Songs and Poems to inspire

1. [*Beautiful Trees*](#) – Jim Henson Company (as seen on Sid the Science kid)
2. [*Trees*](#) – Fran Avni:
3. *Pledge of the Lifelong Tree Planters Club*: See section 8

Literature: suggested reading

1. [*Picture a Tree*](#) by Barbara Reid
From bare branches tracing the sky to an explosion of colour, a place for adventure or a friend to shelter us from the sun—a tree can be so many things. With lyrical text and her signature Plasticine magic, Barbara Reid captures these majestic beings: in every season, growing and changing, interacting with the people and animals around them.
2. [*We Planted a Tree*](#) by Diane Muldrow
As the trees flourish, so do the families. While trees all over the world help clean the air, enrich the soil, and give fruit and shade. With a nod to Kenya's successful Green Belt Movement, Diane Muldrow's elegant text celebrates the life and hope that every tree—from Paris to Brooklyn to Tokyo—brings to our planet.
3. [*Who Will Plant a Tree*](#) by Jerry Pallotta
A squirrel buries an acorn. A dolphin pushes a coconut into an ocean current. A camel chewing a date spits out the seed. What do they all have in common? Each one, in its own way, has helped to plant a tree. In myriad ways and diverse environments, Mother Nature is given a hand in dispersing seeds that eventually grow into trees. From the apple seeds falling off the sticky fur of a black bear to the pine seed carried by an army of ants marching to their anthill, creatures great and creatures small participate in nature's cyclical dance in the planting of a tree.
4. *The Lorax* by Dr. Seuss
Twelve-year-old Ted (Zac Efron) lives in a place virtually devoid of nature; no flowers or trees grow in the town of Thneedville. Ted would very much like to win the heart of Audrey (Taylor Swift), the girl of his dreams, but to do this, he must find that which she most desires: a Truffula tree. To get it, Ted delves into the story of the Lorax (Danny DeVito), once the gruff guardian of the forest, and the Once-ler (Ed Helms), who let greed overtake his respect for nature.
5. [*The Giving Tree*](#): Shel Silverstein
"Once there was a tree...and she loved a little boy."
So begins a story of unforgettable perception, beautifully written and illustrated by the gifted and versatile Shel Silverstein.

6. The Young Researcher: Ages 8-10

From the age of eight onwards, most children start thinking along abstract lines, predicting what would happen and draw conclusions from what they see. This spirit of enquiry can be stimulated and encouraged by showing children how to handle the information they collect. The collection, organization and interpretation of data can be incorporated into tree discovery activities, allowing for a greater understanding of the complexities of the life source that the tree both is and supports.

By providing hands-on activities and experiential learning surrounding the lifecycle of a tree, a greater attachment and concern can be engrained into their worldview. These experiences are essential for creating new stewards of the environment and advocates for trees.

Science Lesson

Getting to know trees

Learning Outcomes:

- Students will use a variety of senses to identify a tree
- Develop a nurturing attitude towards trees and appreciate the aesthetic value of trees

Background information:

Students use their senses to become connected to a specific tree. The goal of the activity is to teach them how trees provide food, wood, oxygen and a sense of well-being. Trees also provide food and shelter to a wide variety of plant and other animal species. This understanding of the benefits of trees will foster stewardship among students. Use the questions and suggestions below to guide your discussions around trees.

1) Tree Growth

a. What do trees need to grow?

Water, Sun, Nutrients, Air (CO₂) for making wood from leaves/chlorophyll, but roots need oxygen too!

b. How do roots grow?

Pretend to be a baby tree and put your fingers in the dirt. Is it easy or hard? Is the soil wet, or dry? Does it stick together or is it crumbly? What colour is it?

c. How does the tree absorb energy?

Reach up for the sun. Is there lots of light, or just a little (in the forest)? What happens when a tree falls in the forest? Do other trees get a chance to reach the sun, creating diversity? Is it a good thing to have a tree down once and a while?

2) Fallen Trees

a. Why did the tree fall?

Look for some wood from a fallen tree. Is there anything different about this area? Why did the tree fall? Can you see any signs of what made it sick/fall down?

b. What kinds of animals use the fallen tree?

Feel the wood of the tree on the ground. How does it feel from wood at home? Why is it spongy? Can we find insects using the rotting wood?

c. What grows on a fallen tree?

Fungus (mushrooms) help break down wood, changing it from “hard” and fibrous to weak. What uses this kind of wood now?

3) Tree Age

a. When do trees grow most?

Spring is better than summer. May-June is early wood, July-August is late wood. The lines are made from Spring Growth (big, light coloured line) and Summer wood (dark, thin line). These two lines together make one year.

b. How old is the tree?

Count the years on the tree rings from the centre outwards. If the centre is gone, try counting back from the edge in years. What year were the students born and how big the tree was or when the teacher was born?

c. How old is your forest?

Observe the trees in the forest, how do they compare to the stump? What is the approximate age of the forest and what did the area look like at that time?

Materials Required:

- Blindfolds and stethoscopes (optional)

Activity Description:

Using your senses: Take the class to an area where there are trees to explore. Divide students into pairs and have one partner blindfold the other. The guide will lead the partner to a tree, and they must use their senses (except sight) to develop a notion of where the tree is located. They must then explore the tree by feeling for certain details such as: bark texture, temperature, smell, sounds associated with the tree (if a stethoscope is available, the partner can listen to the tree).

The guide then leads the partner back to the starting point and the blindfold is removed. That person then attempts to locate the tree using memories of details noticed previously. The guide can help using the “warm” and “cold” method. When the tree has been found, hug it! Ask the students to explain what they noticed about the tree and write a haiku about the sensory exploration of their tree.

Extension Activities:

- Choose a special tree: Instead of a blindfold, have each student choose a tree to explore. Determine what kind of animals would live in the tree. Lie on your back and look up to observe the canopy and notice the pattern of the branches and leaves, the light that shines through and texture of the bark. Notice where the tree is growing, what can be noted about the habitat. Ask the student to sketch the tree with as much detail as possible.
- Have the student create a tree poster or report to record what they found out about their tree and why they think its unique.
- Adopt a tree: At the beginning of the school year have each student ‘adopt’ a tree to get to know over the year. Make an adoption certificate with species, location and name. Students can observe and record changes throughout the year in a logbook. Tree events such as: when the leaves begin to fall, significant storms, buds began to open, green shoots, birds and nests, etc.

TIP: If the location is appropriate, have students record their comments in journals on-the-spot. Impressions are often more vivid and personally reflective if captured immediately instead of returning to the classroom right away.

Curriculum:

Social Interactions: Trust building and communication, encouragement and purposeful talk to fellow students

Science: Observations and measurement, accurate record keeping

Music: Songs and Poems to inspire

1. [*Rocks and Trees*](#) – Arrogant Worms
2. [*You can count on Trees*](#) – [*Scoil na Cailini*](#)
3. *Pledge of the Lifelong Tree Planters Club*: See section 8

Literature: suggested reading

1. [*Wishtree*](#) by Katherine Applegate
Trees can't tell jokes, but they can certainly tell stories. Red is an oak tree who is many rings old. Red is the neighborhood "wishtree" — people write their wishes on pieces of cloth and tie them to Red's branches. Along with her crow friend Bongo and other animals who seek refuge in Red's hollows, this "wishtree" watches over the neighborhood. You might say Red has seen it all. Until a new family moves in. Not everyone is welcoming, and Red's experiences as a wishtree are more important than ever. <https://www.wishtreebook.com/>
2. [*Going on a Tree Hunt*](#) by Jodi Sturiz Bird
A boy and his mother identify various types of trees by their leaves and seeds. This is done through fun images and stories depicted by the two of them. A great introduction to nature and starting point in both observation and knowledge of the trees around them
3. [*The people who hugged trees*](#) by Deborah Lee Rose
An environmental folk tale about a girl who protected the trees for the sake of her village.
4. [*The Great Kapok Tree: A Tale of the Amazon Rainforest*](#) by Lynn Cherry
The author and artist Lynne Cherry journeyed deep into the rain forests of Brazil to write and illustrate her gorgeous picture book *The Great Kapok Tree: A Tale of the Amazon Rain Forest* (1990). One day, a man exhausts himself trying to chop down a giant kapok tree. While he sleeps, the forest's residents, including a child from the Yanomamo tribe, whisper in his ear about the importance of trees and how "all living things depend on one another" . . . and it works. Cherry's lovingly rendered colored pencil and watercolor drawings of all the "wondrous and rare animals" evoke the lush rain forests, as well as stunning world maps bordered by tree porcupines, emerald tree boas, and dozens more fascinating creatures.

7. The Young Decision Maker: Ages 11-16

Learning how to handle issues is an important aspect of education. All aspects of an issue need to be well understood to encourage responsible and informed decision-making. The exploration of issues important to members of a community is an excellent vehicle to assist in the development of personal values and decision-making skills. The exploration of issues adds to the ongoing development of critical

thinking skills by connecting experiences of others with personal experiences to examine various points of view.

Science Lesson

Schoolyard Survey

Learning Outcomes:

- Students will observe organisms in the schoolyard
- Investigate and understand live ecosystems existing in their schoolyard

Background Information:

In this activity, students will survey their existing schoolyard to determine which species inhabit the area and if there are any distinct habitats other than lawns. Students will have the opportunity to determine if some areas could be converted into wildlife habitats. This could be developed into a long-term project as a naturalization plan of the area. Schoolyards could be considered habitats to a variety of invertebrates such as insects, worms and centipedes. Small mammals and birds may be attracted to the taller grassy areas of the schoolyard boundaries and corners.

Trees on public and even private property are typically covered under by-laws preventing the property owner from felling trees without good reason. Students may wish to better understand the tree-protection laws by connecting with their local municipality.

Materials Required:

- A site map of the schoolyard
- Clipboards for each student group

Activity Description:

Have students examine the schoolyard site map and discuss what kind of plants and animals they have seen in various areas. Consider examining different images of plants and invertebrates to identify them to prepare students for the survey.

Divide students into groups and have them walk the schoolyard with the plan in hand to search for plants and wildlife. Remind the students that webs, holes and distinctive smells are all signs of wildlife. Survey the distinctive organisms to determine specific adaptive features. Facilitate a discussion about their findings:

- What did they find the most of?
- Were they surprised by their findings?
- What adaptations of organisms were observed?
- What suggestions do they have for increasing the variety of wildlife?

Have them complete the activity by researching their findings of the plants and wildlife living in their schoolyard to better understand each of the species, habitat and invasiveness. Have them present their detailed map of the schoolyard.

Extension Activities:

- Challenge small groups of students to make a plan for a schoolyard that increase plant and wildlife diversity, add shaded areas without losing play space. Have them research the best plants to add to their school yard based on soil and climate zones. Have student look into applying for a *Greening Canada's School Grounds grant* with [Tree Canada](#)
- Discover the [benefits of naturalization of schoolyards](#).

Evaluation and Curriculum:

Observation and research: record sightings on a map, observe adaptations and research on findings.

Contribution to group discussions and propose ideas for change.

Music: Songs and Poems to inspire

1. *The Trees* - Rush
2. [The gift of the trees](#) - Xavier Rudd

Literature: suggested reading

1. [The Brilliant Fall of Gianna Z.](#) by Kate Messner
Gianna Z. has less than one week to collect twenty-five leaves for a science project, or else she might lose her spot at cross-country sectionals. Finishing her project will be enough of a hurdle, but with a grandmother who keeps losing her teeth, a father who drives her to school in the family hearse, and an arch-nemesis intent on stealing her spot on the team, Gianna will need a stroke of brilliance to make everything fall into place.
2. [The Golden Spruce](#) by John Vaillant
On a bleak winter night in 1997, a British Columbia timber scout named Grant Hadwin committed an act of shocking violence - he destroyed the legendary Golden Spruce of the Queen Charlotte Islands. With its rich colours, towering height and luminous needles, the tree was a scientific marvel, beloved by the local Haida people who believed it sacred. THE GOLDEN SPRUCE tells the story of the sadness which pushed Hadwin to such a desperate act of destruction - a bizarre environmental protest which acts as a metaphor for the challenge the world faces today.

8. Resources to help you celebrate National Tree Day

In addition to the activities provided in the previous sections, the following are resources at your disposal in order to facilitate day-of activities and games for National Tree Day. These ideas are meant to help populate your activities whether it be with contests and games, visuals and images or websites and links.

Happy National Tree Day!

Register your event with Tree Canada

Be a part of the cross-Canada celebration and inspire other students across the country. Tree Canada wants to show off what your school is doing to celebrate National Tree Day. Register your activity and event on the National Tree Day online event registry. Every School that registers an activity will receive a box of Tree Seed Kits to plant with their students and help with your celebration activities.

[Register your celebration!](#)



Understand the benefits of Trees

Trees provide daily benefits for us all. From cleaning our air, cooling our cities, quieting our streets and calming our minds, trees are good for us year-round.

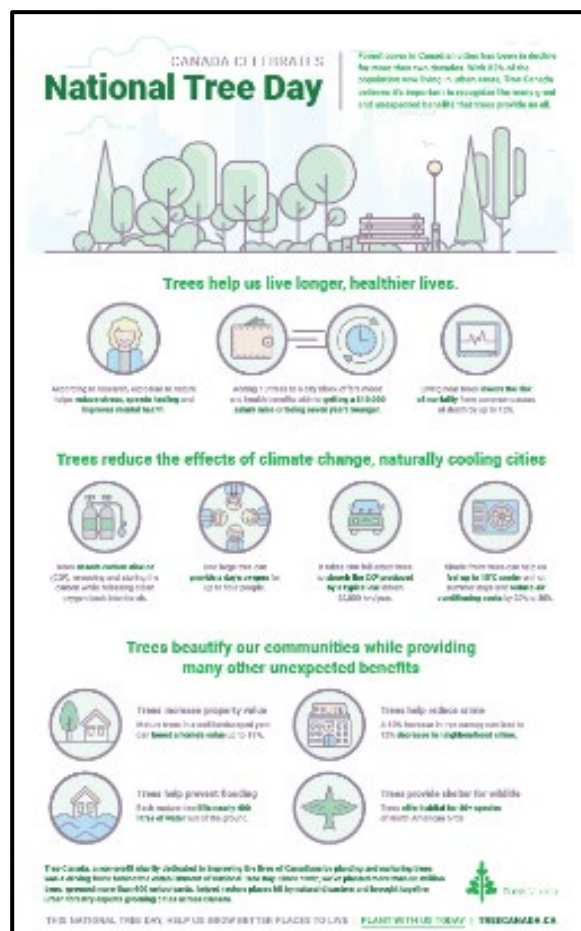
The benefits of trees can be explored and examined by students of all ages. Visit treecanada.ca to access a variety of resources and information on the science behind how trees benefit our health, our ecosystems and mitigate climate change.

The poster below can be used to stimulate discussions in your classroom surrounding the act of planting a tree for National Tree Day as a positive initiative for climate change mitigation.

[Download the poster \(PDF\)](#)

[Did you know tree facts](#)

[All about urban forests quick facts](#)



Share tree facts with your school community

Is your school active on social media? Invite and inform your network to share in the celebrations of National Tree Day? There is so much to learn about why and how trees are so important for the planet and our well-being. Here are some social media examples that you can use to share what you have learned about the benefits of trees at school.





[Download the social media graphics](#)

Grow a Tree

To grow a tree is a big task that requires love and devotion. To imagine that the trees in our cities were once tiny seeds is quite amazing to most children. Tree Canada's tree seed kit is an excellent educational tool to learn about the patience and commitment required to grow a tree.

Our tree seed kit includes everything you need to germinate and grow a white spruce tree seedling in your classroom. Each kit includes a biodegradable jiffy pot, peat pellet, seeds and instructions.



Want free trees?

Plan a National Tree Day activity with your students, **register your event on our website** and Tree Canada will send you up to 30 Tree Seed Kits that can be used to conduct a tree planting activity throughout the school. Challenge a classroom to see who can grow the strongest tree seedling or prizes for completing some of activities in other sections. Celebrate National Tree Day by growing a tree from seed.

Plant your own tree

Activity #1: Plant tree seedlings to take home

Tree seedlings can be purchased from local nurseries and students can conduct a tree planting activity on National Tree Day.

Required Materials:

- Tree seedlings for each student, sourced from local nursery. Select native species based on your region.
- Small planting pots for each student
- Copy of the “Lifelong tree planters pledge”
- Tree Stickers and name tags
- Soil, rocks or gravel and gardening shovels

Activity:

- Using the benefits of trees poster, begin the activity by discussing why trees are so important for us. What they provide, how they grow and why we need them in the environment.
- Before planting the tree, let each student know that they need to become members of the Lifelong Tree planters Club (use the description and pledge PDF provided)
- Have each student raise their right hand and repeat the pledge. Shake each students hand to welcome them to the club.
- Distribute the pots and allow students to decorate them and identify their pot.
- Present the seedlings, while explaining that they are fragile and need to be treated gently.
- Have each student fill the bottom of the pots with some rocks for drainage.
- Fill the pot with soil and leave a small hole in the centre the depth of the roots of the seedling.
- Assist students in planting their tree ensuring that it is straight and in the centre. Have each student water their tree gently.
- When everyone has completed their planting, tell the students that they need to find a quiet corner in the yard/forest with their tree and to conduct a naming ceremony with their tree. Give their tree a name and promise to protect it as a member of the Lifelong Tree Planting Club.

Activity #2: Plant a Ceremonial Tree for the school

National Tree Day is about celebrating trees in our lives. Why not plant a tree on your schoolgrounds and honor the tree on National Tree Day with a special ceremony?

Required Materials:

- Large Caliper tree. Usually about 4-7 ft tall, native species as recommended by your local nursery.
- 2-3 bags of mulch to support the tree after planting
- Pre-dug hole in designated area
- Shovels to distribute to the ceremony participants

Activity:

- Obtain buy-in from school administrator for the planting. Reach out to your local nursery for advice on the best location and cost of a tree. (a typical range is between \$100-500).
- Prepare the students in advance that a tree is going to be planted. Learn what species you will be planting and why (climate zones). Allow students to be involved in the activity, perhaps with a naming contest for the tree.
- Designate a small group of students/teachers who will plant the tree and ensure proper technique but allow for each student to participate by adding soil or mulch (see PDF document below).
- Conduct an honor ceremony around the tree by singing a song, reciting a pledge or making a promise to the tree.
- Assign different classrooms/students with maintenance tasks throughout the fall season and repeat again in the spring (frequent watering, staking if required, etc.).

Instructions on how to plant a tree:

Use the document below to ensure proper planting technique and maintenance tasks for newly planted trees.

[How to plant a tree steps to success – online version](#)

[Request Tree Canada's How to Plant a Tree Guide – printed version](#)

The Lifelong Tree Planters Club Pledge of honor

Target Age Group: The Young Explorer (ages 5-7)

What is the Lifelong Tree Planters Club?

The founder of Canada's "Lifelong Tree Planters club" was the Hon. Grant MacEwan, a past Lieutenant Governor of Alberta and staunch environmentalist. He advocated for making the world a better place, one tree at a time. He always encouraged the planting of trees and advocated for environmental concerns until his death at 97. He introduced the *Lifelong Tree Planters Club* for all who cared for the environment and wanted to plant trees.

All students participating in National Tree Day activities are invited to become a part of the club. There are no meetings, no dues or fees to be a member. To become a member of the club, you simply repeat the pledge:



Pledge of Honor

NEW MEMBER:

*"I, (say your name) do solemnly swear,
to respect and protect the trees of my neighborhood.*

*I promise to try to plant and protect at least one tree,
each year,
for the rest of my life,
as long as I shall live!"*

EDUCATOR:

*I now proclaim you
A member of the Lifelong Tree Planters Club!*

Frequently Asked Questions

Do you have questions about trees or how you can make your schoolyard greener? Reach out to Tree Canada for details on how you can get involved and learn more about the importance of trees to Canadians.

- Send an email to info@treecanada.ca
- Share your question or comment on our social media networks: @treecanada
- Visit us at www.treecanada.ca and check out our resources and grant programs.

Thank you to our sponsor

Tree Canada would like to thank *Staples Business Advantage* for their generous support in the 2019 National Tree Day activities including the development of this toolkit. Their funding has also provided **Tree Seed Kits** for schools across Canada to honor the celebration of trees in the classroom. Register your event at www.treecanada.ca to receive your Tree Seed Kits.

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