

<b>Your Name:</b>	B. Bockhahn	<b>Park:</b>	ENRI
<b>Program title:</b> (fill this in last)	Plants: life support for native Americans		

<b>Theme Statement:</b> (complete sentence to summarize program and why it is important)
Native Americans used every part of native plants to survive.

<b>Audience:</b>	All ages.
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<b>Goal(s):</b> (why you are doing the program)
Teach kids about native plant uses by native Americans and their importance.

<b>Introduction:</b> (grabs attention, states theme, explains how program is organized)
From top to bottom, trees provide life. Animals and the early native Americans COULD NOT survive without trees. We're going to take a hike to look at some of these native plants and then play an activity about the different parts of the plants that are used. Everything in a NC State Park is protected so no collecting or picking of flowers. Some plants contain toxins and allergies very, so don't touch.

<b>Body:</b> (your main points or subthemes – 4 or fewer recommended)
<ol style="list-style-type: none"> <li>1. Natural Medicine has been around for 1,000 years. What were the native American practitioners called? Medicine Men. No right or wrong uses, accumulation of techniques learned from elders or trial and error.</li> <li>2. From top to bottom all parts of the tree are used: flowers, seeds, leaves, resin/sap, inner bark (cambium), bark, roots, ashes, insect galls, mushrooms and lichens.</li> <li>3. Native plant hike with stops to see Pines, Oaks, Maples, Sweetgum, Flowers.</li> <li>4. Top to bottom tree use activity</li> </ol>

<b>Conclusion:</b> (reinforce the theme and encourage future participation)
Without trees humans and wildlife would not be able to survive. From top to bottom every part of the tree supports life. Next time you're hiking in the woods notice all the plants around you, earth's and native American's life support system.

<b>Audiovisuals:</b> (make sure everyone can see and experience the props)
flowers, seeds, leaves, resin/sap, inner bark (cambium), bark, roots, ashes, insect galls, mushrooms and lichens.

**Audience Participation:** (think of ways to include audience)

**Top to bottom tree use activity**

Break kids into equal parts of the following six tree parts. Line them up from bottom to top either in clusters or rows. Explain to each tree part section what “position” they must hold and what (sound) they must make. Start at the bottom and have each group make their “posture” and practice their sound.

1. **Pine cones** – “posturing tough” (makes crunching sound)
2. **Leaves** – “hands and fingers spread out or crinkling leaves” (blowing in wind or leaf crunching sound)
3. **Resin/sap** – “legs and arms stuck to body” (make a dripping sound)
4. **Bark** – “arms wrapped around their body” (make a bark “woof” sound)
5. **Inner bark** – “squatting down with arms wrapped around self” (small bark sounds “yip”)
6. **Heartwood** - “hands over heart” (tapping solid sticks together like a heart beat)
7. **Roots** – “squatting down, fingers spread to ground” (rooting/cheering sound “woo-hoo”)