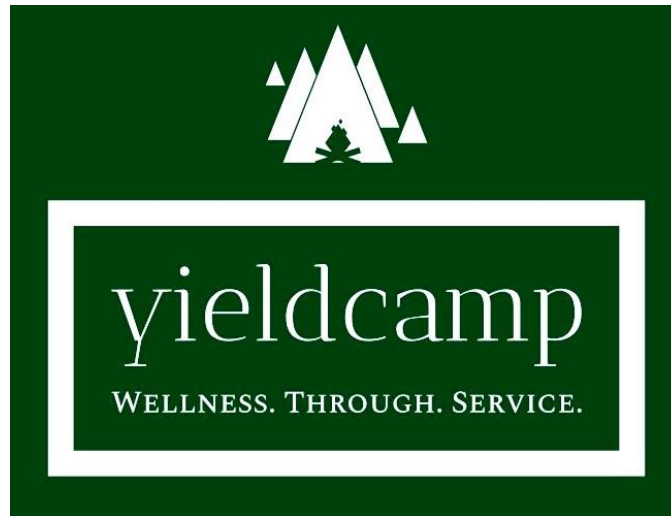


Project S.E.E.D

SUSTAINING ENVIRONMENTAL EXCELLENCE & DIVERSITY

Maintaining our internal and external surroundings by utilizing proven best practices through the continued embrace of alternative perspectives.

Yieldcamp's guide to navigating park and environmental layoffs



DO GOOD.
FEEL GOOD.
BE GOOD.

© 2024 Yieldcamp, LTD



Project S.E.E.D

SUSTAINING ENVIRONMENTAL EXCELLENCE & DIVERSITY

AS A CHRISTIAN ORGANIZATION YIELCCAMP OPERATES UNDER A “STEWARDSHIP AS WELLNESS” MODEL.

YIELDCAMP BELIEVES THAT STEWARDSHIP IS A PART, AND CHIEF ELEMENT OF, GOD’S FINANCIAL SYSTEM. “HIS WAYS ARE NOT OUR WAYS.”

YIELDCAMP BELIEVES THAT “STEWARDSHIP BUYS FAVOR THAT MONEY CAN’T AFFORD”.

YIELDCAMP BELIEVES THAT STEWARDSHIP SATISFYS THE OBJECT OF U.S. INTELLIGENCE “Know, Like, Trust” TRAINING.

YIELDCAMP BELIEVES THAT STEWARDSHIP IS A COMPONENT OF UNCONDITIONAL LOVE AND, THEREFORE, CAN NOT FAIL.

HOW TO CONTINUE YOUR WORK IN THE OUTDOORS.

- FORM A SEED POD how to build a team of at least 5 outdoor professionals
- GROWING YOUR ROOTS how to build your infrastructure and develop partnerships
- BREAKING THROUGH THE SOIL how to structure your protocols and develop programs
- HARVESTING YOUR FRUIT how to generate funding and sustainable revenue

In short: Partner with other displaced colleagues to form an environmental conservation volunteer team. You have the skills, credentials, references and experience needed to do the work. This guide is a look at how to form, structure and support your team’s mission, needs and maximize sustainability.

Project S.E.E.D

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Project S.E.E.D

I. Forming a Pod (5 person team)

a. Roles of each team member

1. **Naturalist / Environmental Professional** (certified arborist, florist, landscape professional, nature tour guide, etc.)
2. **Educator** (teacher, survivalist, storyteller, etc.)
3. **Mental Health Practitioner** (Certified Nature Informed Therapist (CNIT), psychologist, therapist, counselor, etc.)
4. **Adventurist** (camper, hiker, rock/mountain climbing, kayak, etc.)
5. **Hunter/Photographer** (fishing, bow hunter, rifleman, bird watcher, animal tracker, animal photographer, etc.)

b. Elements of learning represented

1. Self-management
2. Self-awareness
3. Social Awareness
4. Relationship Skills
5. Reasonable Decision Making



c. Standards of industry expected

1. Self - actualization
2. Self - esteem
3. Love and Belonging
4. Safety and Security
5. Physiological Needs



d. Teamwork philosophy:

“For the strength of the pack is the wolf, and the strength of the wolf is the pack.”

Project S.E.E.D

THE STEP BY STEP GUIDE TO CONTINUING IN THE PARK, ENVIRONMENTAL, CONSERVATION AND OUTDOOR SPACES IN THE FACE OF ADVERISTY

II. Growing Roots

a. Register

1. Register you company (if applicable).
2. Register as a volunteer organization with your county.
3. Register as a volunteer organization with your local parks and rec.
4. Register with National Park Service as a volunteer organization.

b. Outreach

1. Reach out to your former team/staff or place of work to help with upcoming understaffed programming,
2. Reach out to local retail businesses to establish in-kind gift partnerships.
3. Reach out to local parks to let them know your team is available to assist in a variety of ways.
4. Reach out to environmental nonprofits and potential partners to form larger coalitions.

c. Organize your partnerships

1. Programming partnerships
2. Financial partnerships
3. Administrative partnerships
4. Informational partnerships

d. Tethering your resources

1. Identifying resources
2. Securing resources
3. Maintaining resources
4. Replenishing resources

Project S.E.E.D

III. Breaking Through the Soil

a. Healing Component -

**nature provides the healing, we provide the opportunity*

1. Mental
2. Physical
3. Emotional
4. Psychological
5. Spiritual

b. Ethics in Nature

1. Leave No Trace
2. Waivers
3. Factual Information
4. Leading from the rear
5. Active vs. Passive guiding

c. Logistics

1. Procurement
2. Storage
3. Inventory
4. Transportation
5. Records

d. Program Development

1. Is it sound
2. Is it safe
3. Is it relevant
4. Are there contingencies
4. Are there opportunities for stewardship

Project S.E.E.D

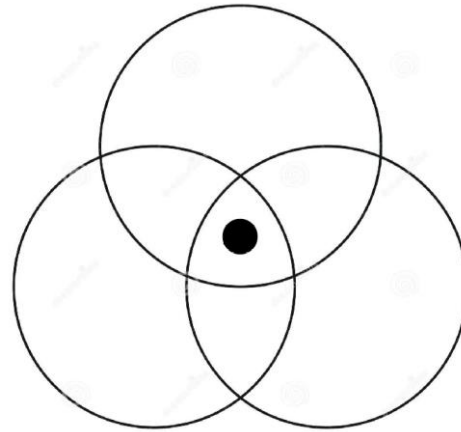
- IV. Harvesting Your Fruit
 - a. Home schools/field trips
 - b. Events
 - c. Mental Health Services
 - d. Programs and activities



The Yield Particle:

Everything in nature grows, provides and endures based on its purpose.

Yieldcamp infuses its programs, activities and strategies with wellness (best practices), stewardship (service) and survival (contingencies) to ensure effectiveness, efficacy, efficiency and balance.



The YIELD Particle

YIELD : to produce, to provide, to give-way.

Yieldcamp's research shows that all of nature is preprogrammed to grow (wellness), provide (stewardship), and endure (survival).

Yieldcamp's research shows that preprogramming requires a programmer to input specific parameters, a specific purpose and the appropriate power (energy) needed to execute the intent and desire of the Designer .

Yieldcamp accepts mainstream science's assertion that molecules are made up of atoms which are made up of quarks.

Yieldcamp accepts mainstream science's lack of information concerning the origin and development of quarks.

Yieldcamp accepts mainstream science's assertion that thoughts produce energy and that words can affect matter..

Yieldcamp's research shows that nature's preprogramming is The Yield Particle – the energy produced by the Original Thought, and materially charged by the intent of its Original Thinker, programmed to grow, provide and endure in its intended purpose.



The Yield Particle

EVERYTHING in our existence contains Wellness (an inmate desire, instinct, mandate or program to carryout processes in a manner that produces positive growth), stewardship (a built in component of helping, assisting our providing a Service) and survival (the ability and resources to withstand turmoil and go Through tough times). Everything.

You. Your company. Your finances. Your relationships. Arguments. Public speeches. Recipes. Inventions. Plants. Animals. Ideas. Tools. T.V. shows. Social movements. Our government. Evil. Good. Video games. Everything. And, if done well, the "thing" will thrive. This is why Yieldcamp's motto is: "Wellness. Through. Service."

Arguments are usually based on perceived good points that are structured in a cohesive way (wellness) designed to strengthen and accentuate the speakers claims (stewardship) and influence the listeners position while surviving the conversation with the speaker's opinions intact. (survival)

A towel is designed to absorb large amounts of water fast and then quickly release the moisture to prevent mold and maintain its effectiveness. (wellness) It's obviously designed to provide a service to the user. (stewardship) And it's manufactured in such a way that it can remain effective after hundreds of uses and wash cycles with harsh chemicals and high heat. (survival)

Plants, animals and all living things have bodies designed to grow, develop and consume resources for fuel (wellness) while working in concert with their surroundings to naturally provide necessary resources to their environment (stewardship), and they contain defense mechanisms and instinctual tactics to withstand a myriad of threats as well as problem solving skills allowing them to overcome obstacles or adapt to challenges (survival).

Understanding this truth, and intentionally focusing on maximizing these elements, and applying it in every endeavor is the key to success in all things.





Creating Interpretive Opportunities

$$(KA + KR) \times AT = IO$$

[Knowledge of Audience plus Knowledge of Resources multiplied by Appropriate Technique Equals Interpretive Opportunity

Yieldcamp filters Social & Emotional Learning through Maslow's Hierarchy of Needs by utilizing sensory perception to facilitate holistic programming objectives structured and governed by The Yield Particle.

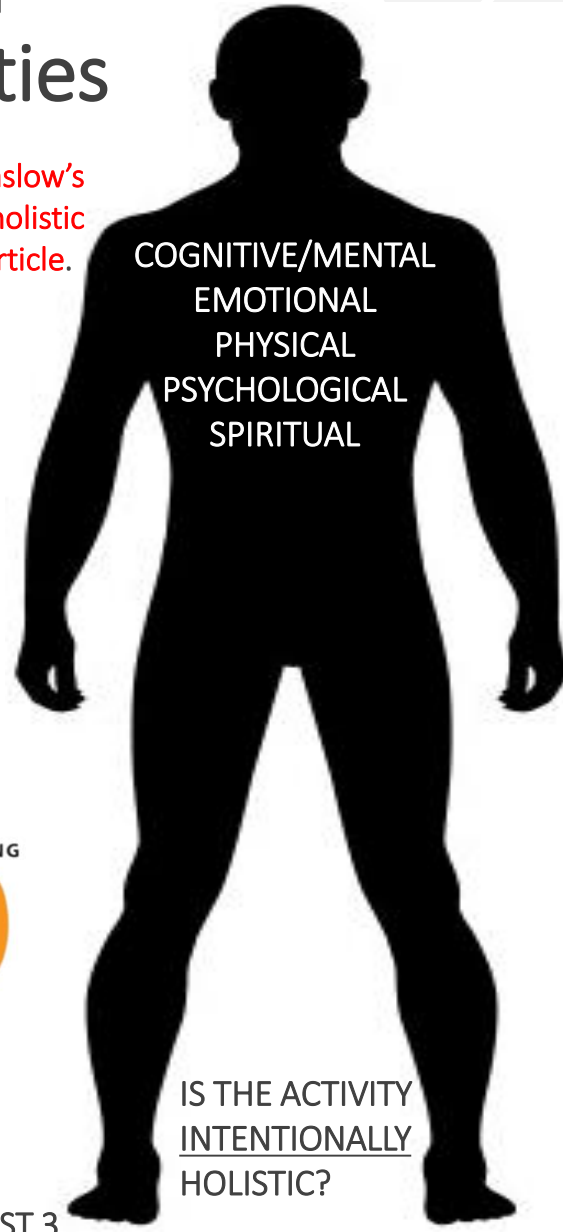


DOES THE ACTIVITY INCLUDE AT LEAST TWO ELEMENTS OF SOCIAL AND EMOTIONAL LEARNING?

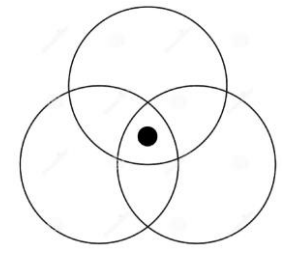
DOES THE ACTIVITY ADDRESS AT LEAST ONE OF MASLOW'S NEEDS?



DOES THE ACTIVITY ENGAGE AT LEAST 3 OF THE 5 SENSES?



IS IT SOUND? WHO, WHAT, WHERE, WHEN, WHY ARE THERE CONTINGENCIES? DO PARTICIPANTS HAVE THE CHANCE TO ASSIST AND HELP ONE ANOTHER?



Creating Interpretive Opportunities

DEVELOPING PROGRAMS & ACTIVITIES



DOES THE ACTIVITY INCLUDE AT LEAST TWO ELEMENTS OF SOCIAL AND EMOTIONAL LEARNING?



DOES THE ACTIVITY ADDRESS AT LEAST ONE OF MASLOW'S NEEDS?



DOES THE ACTIVITY ENGAGE AT LEAST 3 OF THE 5 SENSES?



IS THE ACTIVITY INTENTIONALLY HOLISTIC?

IS IT SOUND? WHO, WHAT, WHERE, WHEN, WHY
ARE THERE CONTINGENCIES?
DO PARTICIPANTS HAVE THE CHANCE TO
ASSIST AND HELP ONE ANOTHER?

Program Outline

Your Name: _____

Your Title (fill this in last): _____

Mission: _____

Theme: _____

Audience: _____

Goal(s) Why are you doing the program? _____

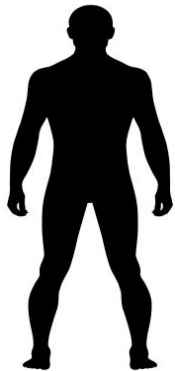
Objective(s): What do you want the audience to think/feel/do?
What is the Objective? _____ How will you measure it? _____

Resources/materials needed: _____

Introduction: _____

Body (subtheme, written as complete sentence): _____

Conclusion: _____



Creating Interpretive Opportunities



Program Outline

Your Name: _____

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What is the Objective? _____ How will you measure it? _____

Resources/materials needed: _____

Introduction: _____

Body (subtheme, written as complete sentence): _____

Conclusion: _____

Program Outline

Your Name: Yieldcamp

Your Title (fill this in last): Nature With a Naturalist

Mission: to connect to nature through interpretation of MD parks and outdoor spaces. "Because of the Bay"

Theme: "Because of the Bay"

Audience: MD residents + visitors seeking guided interpretive hikes.

Goal(s) Why are you doing the program? To introduce best practices and foundational information that will equip and empower the participants to confidently continue nature exploration.

Objective(s): What do you want the audience to think/feel/do? _____

What is the Objective? _____ How will you measure it? _____

Resources/materials needed: art supplies, wrist bands, bingo cards, highlighters, 1st aid.

Introduction: (10-20 mins) • Greeting + Intro: time, distance, bathrooms + emergencies
• Land recognition + historical significance
• Word Search (one used to describe yourself)
• Pass Out Bingo Cards + appoint photographer + stewards.

Body (subtheme, written as complete sentence): (60-75 mins) • Begin guided-interpretive hike
(v) • Explain Word search in detail
(v) • Point out plant identification tips for bingo
• Explain + demonstrate Leave No Trace Principles.
• Appreciation Observation.

Conclusion: (25-45 mins) • Begin return
• Recap + Debrief
• Art-therapy activity (time permitting)
• Thank You remarks
• Hand out survey bags → (info cards, activities, newsletter, gift)
• Post Survey (optional)
• Volunteer Conservation Corp sign-up (optional)

photographer - designate 1 person to take photos.
stewards - designate 1 person to carry bag + grabber.

Use this template to describe your program. Use as much detail as possible. Be thorough—think to yourself "If I got the flu, could someone else run this program?" If it is not necessary to script, but if you want to include the sort of guiding questions you would use, that is helpful.

Title: _____

Topic: _____

Theme: (Main idea expressed as a complete sentence, answering the So What? And connecting your tangible and intangible)

Grade/Age level: _____

Audience type: (family, adult, pre-school, etc.) _____

Learning Objective (s): (No more than three for guide programs, examples here meet basic criteria) Ideally one relates to Parks Mission, one to Nature Centers Vision, and one program specifically. These should be measurable within the context of your program.

Preserve & Interpret ≥ ___ % of Audience will be able to identify _____ as shown by _____.

≥ ___ % of Audience will demonstrate further interest by _____.

≥ ___ % of Audience will show a behavior change of _____ as shown by _____.

Strategic Framing: A tool we are adopting from Climate Education- think of how you will present these to your audience and potentially incorporate them with your subthemes.

Why does it matter to society?
 How does it work?
 How do we improve the situation?

Program Length: _____

Location: _____

Number of staff and/or volunteers required: _____

Handouts/supporting materials: (If stored on computer, where? If downloaded, from where? If reproducible, filed where?) _____







Creating Interpretive Opportunities


DEVELOPING PROGRAMS & ACTIVITIES

with Creation Informed Care & Wellness Informed Environmental Conservation






the 4 flora archetypes
is your forest healthy? are there people in your forest who help to provide, protect, restrain and nourish?
a healthy forest has:

trees	bushes/shrubs	vines	herbs
			
provision	protection	restraint	nourishment



do good.
feel good.
be good.

	Trees Provision Authority	Who's apart of your healthy forest? _____
	Bushes/Shrubs Protection Safety	_____
	Vines Restriction Correction	_____
	Herbs Nourishment Nurturing	_____



Environmental Best Practices

what storm water management practices and BMPs can teach us about managing trauma and handling the flood of emotions that life can rain down on us

- g. BMP (BIORETENTION) – implementation, maintenance and adaptive management strategies

Trauma, and life, can cause emotions to rush in like a flood, often destroying what's taken years to build up.

Storm water BMPs can teach us how to create an environment to filter the flood of emotions that life and trauma can bring.

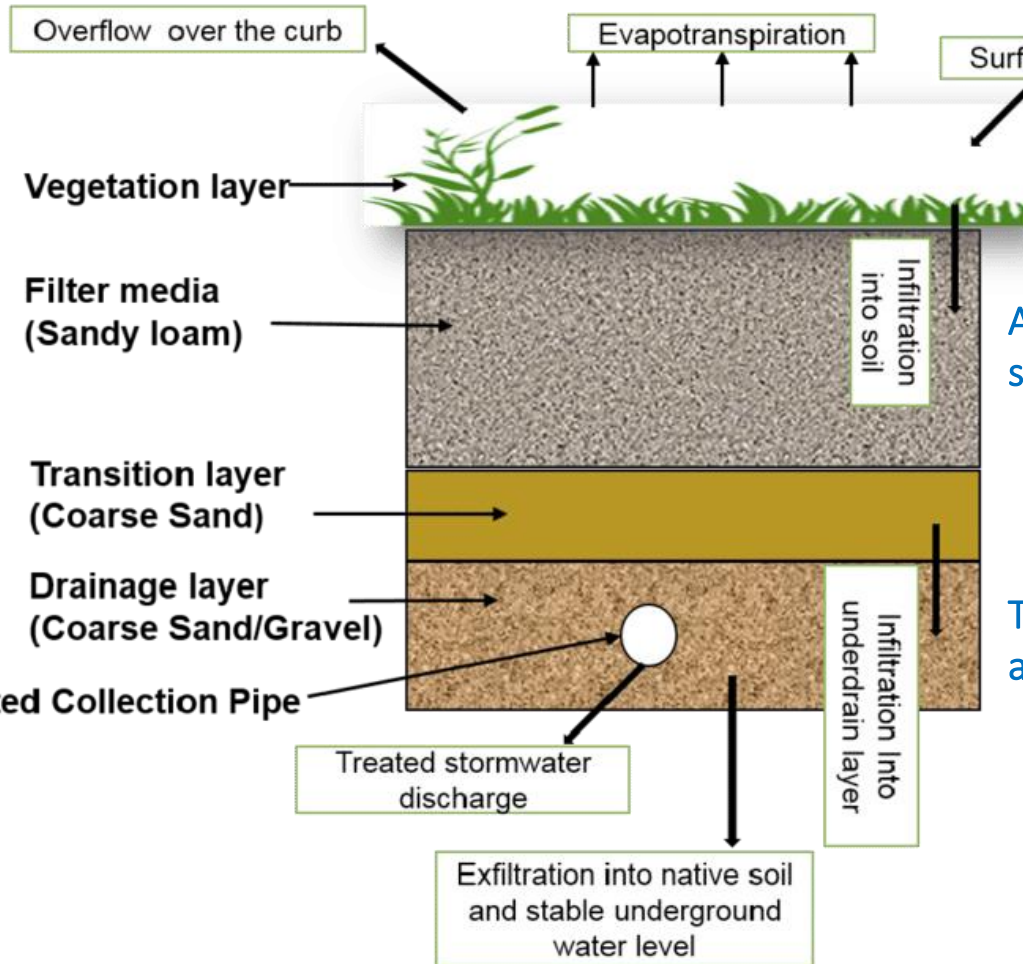
yieldcamp
WELLNESS. THROUGH. SERVICE.

do good.
feel good.
be good.

Environmental Best Practices –

developing programs and activities with Creation Informed Care and Wellness Informed Environmental Conservation

NEW CONSTRUCTION CREATES HARD SURFACES WHERE FORESTS AND GRASSES ONCE GREW REDUCING THE ABILITY OF THE ENVIRONMENT TO CONTAIN STORM WATER RUNOFF THAT CAN FLOOD COMMUNITIES AND TAINT WATER SUPPLYS. LIKewise, DEVELOPING, GROWING AND EXPANDING YOUR LIFE WITH FAMILY, CAREER GOALS AND PERSONAL ENDEAVORS CREATES NEW STRUCTURES THAT NEED TO BE MAINTAINED, PROTECTED AND PRESERVED WHEN STORMS ARISE. BMPs GIVE US A BLUEPRINT ON HOW TO CREATE AND UTILIZE METHODS TO HELP MANAGE THE FLOOD OF EMOTIONS THAT COME DURING TOUGH TIMES AND MINIMIZE THE DAMAGE TO, AND EROSION OF, OUR LIFE THAT TRAUMA AND STRESS CAN CAUSE, AS WELL AS SHOWING US HOW TO PROTECT AND MAINTAIN OUR BELIEF SYSTEMS (WATER SUPPLY) IN THE FACE OF ADVERSITY.



Seek support from your forest as soon as possible

Ask your forest how they see the situation and what they would?





Change your perspective


Take time to process, grieve and accept what has happened.

the 4 flora archetypes

is your forest healthy? are there people in your forest who help to provide, protect, restrain and nourish?

a healthy forest has:

trees	bushes/shrubs	vines	herbs
			
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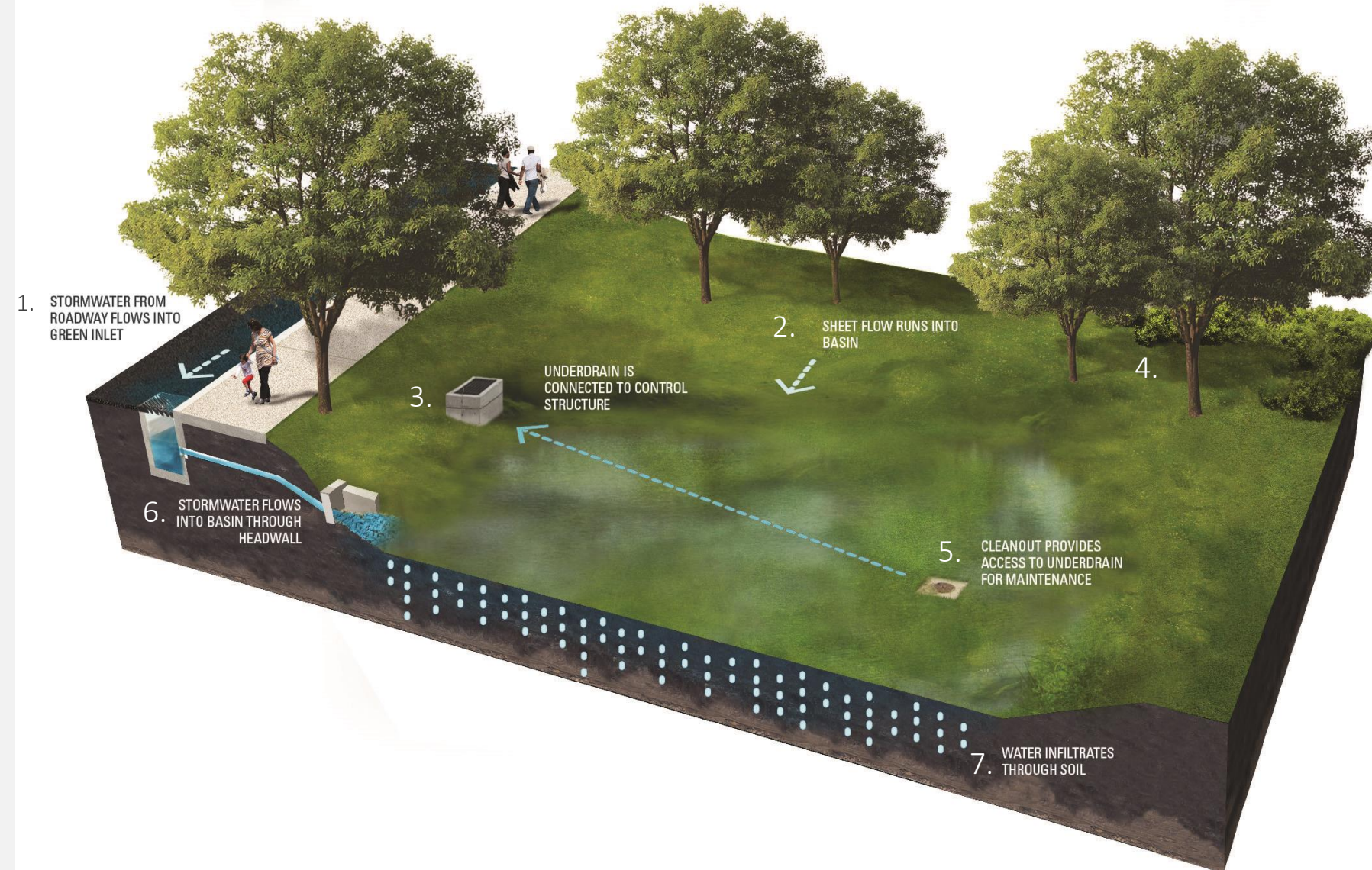

WELLNESS. THROUGH. SERVICE.

do good.
feel good.
be good.

Environmental Best Practices –

developing programs and activities with Creation Informed Care and Wellness Informed Environmental Conservation

BMPs GIVE US A BLUEPRINT ON HOW TO CREATE AND UTILIZE METHODS TO HELP MANAGE THE FLOOD OF EMOTIONS THAT COME DURING TOUGH TIMES.



1. CHECK YOUR G.E.A.R.

2. CONTROL WHAT YOU CAN

3. MEDITATION/MINDFULNESS

4. PERSONAL SUPPORT SYSTEM

5. PROFESSIONAL SUPPORT SYSTEM

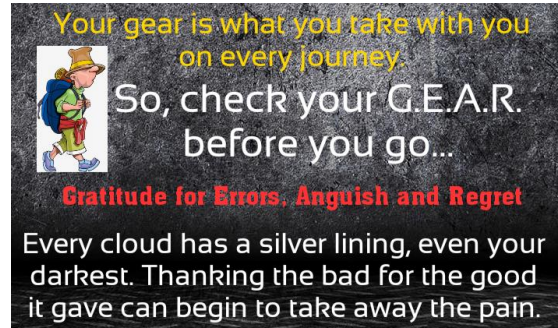
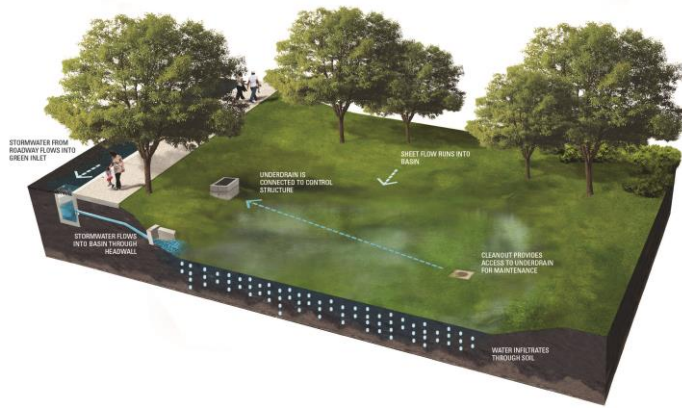
6. DO WHAT YOU HAVE TO DO

7. EISENHOWER TIME MATRIX

- BASIN = PERSONAL WELLNESS AND SELF CARE STRATEGIES

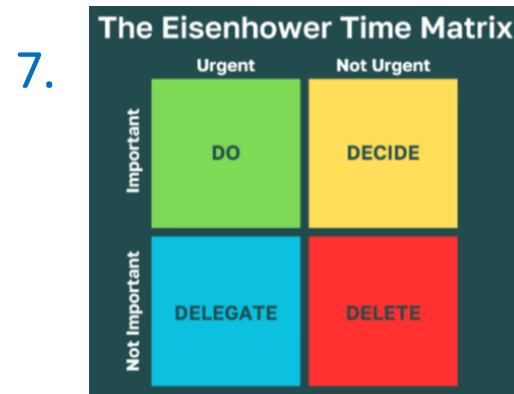
Environmental Best Practices

BMPs GIVE US A BLUEPRINT ON HOW TO CREATE AND UTILIZE METHODS TO HELP MANAGE THE FLOOD OF EMOTIONS THAT COME DURING TOUGH TIMES.




1. CHECK YOUR G.E.A.R.
 2. CONTROL WHAT YOU CAN
 3. MEDITATION/MINDFULNESS
 4. PERSONAL SUPPORT SYSTEM
 5. PROFESSIONAL SUPPORT SYSTEM
 6. DO WHAT YOU HAVE TO DO
 7. CLEAN UP & ORGANIZE THE ORGANISM
- BASIN = PERSONAL WELLNESS, SELF CARE AND MANAGEMENT STRATEGIES

1. Every cloud has a silver lining, even your darkest. Thanking the bad for the good it gave can begin to take away the pain.
2. CONTROL WHAT YOU CAN AND LET EVERYTHING ELSE RUNOFF INTO YOUR BASIN TO BE HANDLED LATER.
3. MEDITATION AND MINDFULNESS HELP US TO FOCUS AND RECALIBRATE WHEN FEELING OVERWHELMED.
4. YOUR *HEALTHY FOREST* CAN HELP TO ABSORB SOME OF THE IMPACT AND HELP FILTER OUT CONTAMINANTS.
5. ALLOW ACCESS FOR MINISTERS, COUNSELORS AND THERAPISTS TO EVALUATE BENEATH THE SURFACE.
6. CREATING A DAILY SCHEDULE CAN HELP KEEP US FROM NEGLECTING RESPONSIBILITIES WHILE COPING.



Environmental Best Practices –

developing programs and activities with Creation Informed Care and Wellness Informed Environmental Conservation



Your gear is what you take with you
on every journey.

So, check your G.E.A.R.
before you go...

Gratitude for Errors, Anguish and Regret

Every cloud has a silver lining, even your
darkest. Thanking the bad for the good
it gave can begin to take away the pain.

a good staff supports
the mission every step
of the way

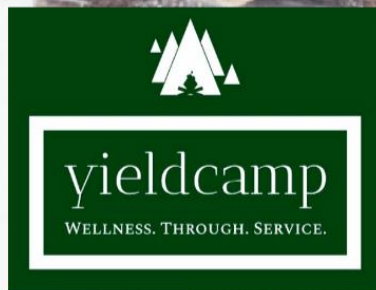
a good board assists with
planning, preparation and
presentation



modeling your organization after nature
wood be a good idea

do good.
feel good.
be good.

"You don't defeat trauma by avoiding
it, you have to face it, head on." -
Ava Duvernay



do good.
feel good.
be good.



Leave No Trace & Relevant Life Lessons

PLAN AHEAD AND PREPARE

BE ORGANIZED

HIKE AND CAMP ON DURABLE SURFACES

BE IN ACCORDANCE

DISPOSE OF WASTE PROPERLY

BE A GOOD STEWARD

LEAVE WHAT YOU FIND

BE A PRODUCER NOT A CONSUMER

MINIMIZE CAMPFIRE IMPACTS

BE WISE

RESPECT WILDLIFE

BE COMPASSIONATE

BE CONSIDERATE OF OTHER VISITORS

BE RESPECTFUL



The Eisenhower Time Matrix

	Urgent	Not Urgent
Important	DO	DECIDE
Not Important	DELEGATE	DELETE



	Urgent	Not Urgent
Important		
Not Important		



Neurodiversity in Nature

How N.A.T.U.R.E Works

Neurodivergent accommodations

Neurodivergent Assistance To Understanding Real-world Expectations

- Establish a clear routine
- Prepare for changes
- Practice social routines and communication strategies
- Provide quiet areas for time-outs
- Use visual schedules and graphic organizers
- Provide written and verbal instructions
- Strictly adhere to established/agreed upon rules

Neurodiversity Challenges

OBSESSIVE BEHAVIOR

SOCIAL COMMUNICATION

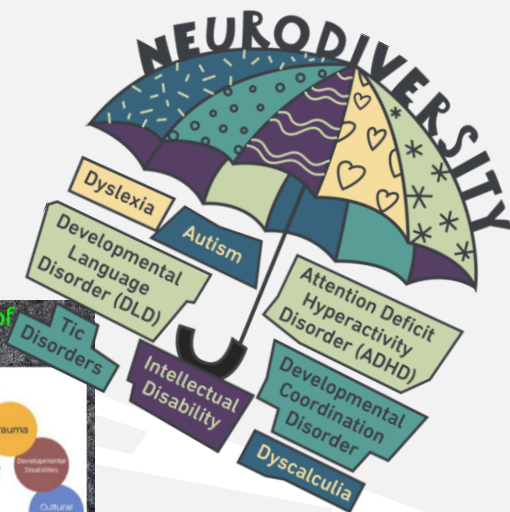
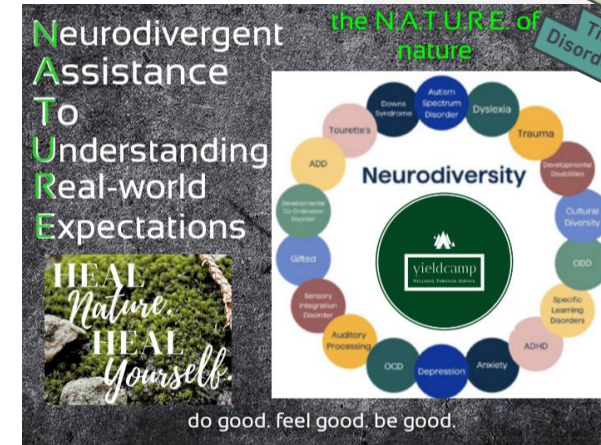
LACK OF GOAL DIRECTED BEHAVIOR

DIFFICULTIES W/ ATTENTION & CONCENTRATION

DEPRESSION

DYSLEXIA

AUTISM



N.A.T.U.R.E.

OBSERVATION. SIT SPOT. 5 SENSES MEDITATION.

ANIMAL WATCHING AND TRACKING. NATURE PHOTOGRAPHY.

NATURE PROGRAMMING. TRAIL CREATION. ENTREPRENEURSHIP.

ENVIRONMENTAL STEWARDSHIP. CAMPING. EMERGENCY PREP.

GARDENING. HIKING. FOREST BATHING. EARTHING. FISHING.

TRAIL CREATION. ENVIRONMENTAL CONSERVATION.

ARCHERY. MEDITATION. NATURE VOLUNTEER EVENTS.



S.A.F.E.T.Y. FIRST PROTOCOLS

SECURITY AND PROTECTION WHILE GUIDING GROUPS AND FACILITATING PROGRAMS

Situational Awareness
Atttempt to Deescalate
Flight or Fight
Evaluation of the Situation
Tell Someone Something
Yield to the Environment

"When you don't know what to do, know what not to do." - Dr. John A. Cherry, I

S.A.F.E.T.Y. FIRST PROTOCOLS

SITUATIONAL AWARENESS

- Size of Group
- Group Dynamics
- Surroundings
- Weather/Climate
- Energy
- Moods
- Predators



S.A.F.E.T.Y. FIRST PROTOCOLS

ATTEMPT TO DEESCALATE (STEPPING DOWN)

get them to:

- Comply with directions
- Assist with group activities
- Separate from one another
- Partnership with one another
- Engage with others in the group
- Remove themselves from the group



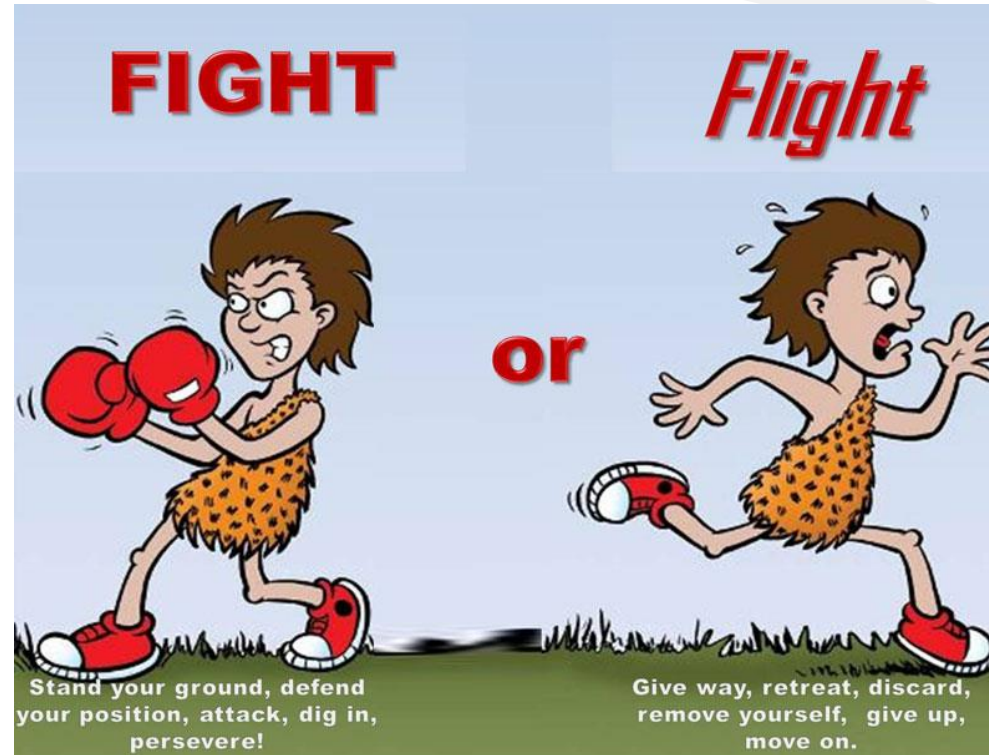
*CASPER the friendly ghost helps conflict disappear

S.A.F.E.T.Y. FIRST PROTOCOLS

FLIGHT OR FIGHT

FLIGHT Retreat
Escape
Seek Refuge
or
Defend

FIGHT Subdue
Restrain
all in order to
End the threat



S.A.F.E.T.Y. FIRST PROTOCOLS

EVALUATION OF THE SITUATION

Who?
What?
When?
Where?
Why?
How?
What now?



S.A.F.E.T.Y. FIRST PROTOCOLS

TELL SOMEONE SOMETHING

Record
Document
Preserve
at the Site
with the Office
with your Organization
Validate with authorized personnel

