

## *VII. Beautification Planner*

### **The Setting**

The Louisiana Department of Agriculture and Forestry has been working on an organized campaign to plant more trees in the city of New Orleans. Forty-two students from Booker T. Washington and Carver High Schools in New Orleans participated in the Summer Youth Employment Program managed by Delgado Community College. After they inventoried the trees on Delgado's campus and calculated the timber value of the pine trees on Scout Island, the youths developed plans for planting trees on their high school campuses.

### **Comparable Settings**

Upgrading physical resources requires planning. The long life and relatively large expense of trees highlight the importance of planning. The work and learning described below easily transfer to other planting or landscaping projects in parks, along streets or highways, on office campuses, in recreation facilities, around airports, or in other outdoor environments.

### **The Work**

The youths first divided into two groups, with students working on their own high school campuses. Then each team developed a work plan that allocated time, people and equipment to design the tree-planting plans. Each team prepared a map of its campus, and considered the budget and the ecological and aesthetic benefits desired by the school administration and the Urban Forestry Department. Then they drew a planting plan, compiled lists of needed plants, and prepared estimates of labor and material costs. Finally, they presented these plans to the school administration and the Department of Urban Forestry.

Administrators expect this project to evolve into a year-round projects. Because the Louisiana climate does not allow for planting trees in the summer and because the youths designed plans for their own high school campuses, it will be both appropriate and convenient for them to plant the trees in the fall and maintain them year-round.

### **The Learning**

This was a learning-rich experience for youth workers. They learned about systems by understanding how trees would respond to alternative planting schemes. They learned about resources by scheduling their time and people to design the plan, by preparing cost estimates of the materials and labor needed to implement the plan, and by tailoring the plan to the budget set for them. They developed interpersonal skills by working as a team to develop and act on the work plan and by considering the needs of their clients when designing the plan. They honed information skills by preparing a map, compiling lists of needed materials, and presenting their plan to their clients. They learned about technology by selecting the tools needed to develop and present the plan.

*Source: The Institute for Policy Studies  
The Johns Hopkins University  
Dr. Arnold Packer*