



BOB MARSHALL WILDERNESS COMPLEX
EDUCATION PLAN
2023 - 2028



Flathead National Forest
Hungry Horse Ranger District
Spotted Bear Ranger District

Helena- Lewis and Clark National Forest
Rocky Mountain Ranger District
Lincoln Ranger District

Lolo National Forest
Seeley Lake Ranger District



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MISSION & BACKGROUND

► Mission

The purpose of the Education Plan is to outline and implement consistent Wilderness education throughout the Bob Marshall Wilderness Complex. The plan follows the standards provided in the Wilderness Stewardship Performance framework, and contains a proactive means of addressing the wilderness resource and connecting with audiences beyond the wilderness boundary.

► Background

The Bob Marshall Wilderness Complex (BMWC), located in Northwest Montana, consists of three contiguous wilderness areas: the Great Bear, the Bob Marshall, and the Scapegoat. The Complex is the third largest Wilderness area in the continental United States covering 1.6 million acres. The BMWC is administered by five ranger districts (Hungry Horse, Spotted Bear, Seeley Lake, Lincoln, Rocky Mountain) on three national forests (Flathead, Lolo, Helena - Lewis and Clark). The Bob Marshall Wilderness was named for Bob Marshall, the early wilderness advocate, explorer, and conservationist who promoted the development of effective and meaningful wilderness management. The Bob Marshall Wilderness is the oldest wilderness area comprising the BMWC designated in 1964 with the passage of the Wilderness Act. The Scapegoat Wilderness was designated as Wilderness in 1972, followed by the Great Bear Wilderness in 1978. The Bob Marshall Wilderness is also the largest, covering 1,063,503 acres on the Flathead (Spotted Bear Ranger District) and Helena-Lewis and Clark (Rocky Mountain Ranger District) National Forests.

Across this continuous landscape over 1,700 miles of trail provide challenges and experiences to accommodate visitors with a wide range of skills. Grizzly bear, lynx, wolverine, deer, elk, gray wolf, moose, black bear, mountain lion, mountain goat, and mountain sheep roam about these rugged ridge tops, gently sloping alpine meadows, thickly forested river bottoms, and open grass parks.

The first Wilderness Education Action Plan for the BMWC was developed in 1986. In 1991 the plan and education efforts were reviewed, and new energy was put toward education efforts and the development of a new education plan, completed in 1994. The BMWC Recreation Management Direction (1987) emphasizes information and education as a priority management action for limiting wilderness impacts. Complex managers and citizen representatives on the Limits of Acceptable Change (LAC) Task Force recommend the use education over regulatory methods. Public and In-Service Education is recognized by complex managers as the Main Management Activity in the 1992 Wilderness Management Implementation Program. This plan will also follow the FS 2022 Reimagine Recreation initiative and follow the values outlined in the "Five-Year National Recreation Action Plan" when applicable.

BMWF and the USFS acknowledge the Amskapi Piikani, the Niitsítapi, the Séliš, Qlispé and Ktunaxa as the original and longest-serving stewards of the Bob Marshall Wilderness Complex. We admire their commitment to the land and have worked to honor their principles and values within the practices of this Education Plan.

Forest & District Roles

Forest Role

It is the responsibility of the Forest-level Recreation Program Manager to assist districts in the implementation of the plan by connecting staff to the resources (e.g., funding, materials, staff) needed for Wilderness education. For this education plan to be effective, there must be an agency commitment to Wilderness education that involves all levels of management and dedication of money and people; recognition that Wilderness needs to be managed with an interdisciplinary approach; and an emphasis that all values and characters of Wilderness, in addition to recreation, are important.

District Role

The District Recreation staff (or another designee) will have primary responsibility for implementing and tracking education work, completing the annual review, and developing an annual action plan based on the results from the previous year's education efforts. This annual review should then be reviewed with the Forest-level Recreation Program Manager.



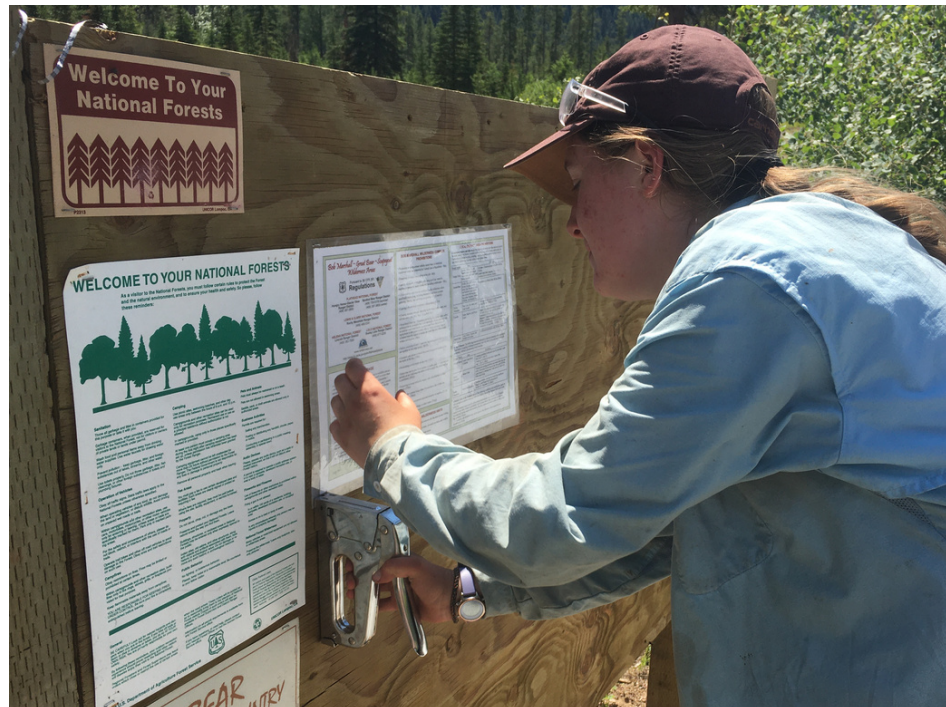
METHODOLOGY

The main components of the education plan include goals, objectives, priority issues, and messaging created during brainstorming sessions from the Bob Marshall Wilderness Complex Managers meeting. This meeting was held in December 2021, April 2022 and January 2023. All members were requested for input and edits to a master draft copy during the window between each meeting.

Following a period of edits to include all feedback, the draft education plan was sent to all Forest Service partners involved with the BMWC management for final review. Following the approval by all FS partners, the Education Plan was sent to the Forest Supervisors for approval.

The Education Plan is organized to include common goals developed during the brainstorm period shared throughout the Complex and objectives that follow the S.M.A.R.T. (Specific, Measurable, Achievable, Relevant, and Time-Bound) method.

Managers also identified five priority issues to focus on over the five-year scope of the plan (wilderness awareness, increase use of the resource, illegal motorized and mechanized use, the natural role of fire, and invasive species). Each priority issue outlines the message development, the implementation method to pursue, and reference materials to support the message.



Finally, the education plan will be reviewed and implemented via the evaluation components that are provided in this plan. The evaluation components align with goal-based, process-based, and outcome-based measures for monitoring the qualitative and quantifiable success of the education plan. The evaluation chart will be completed with data provided from the SharePoint External Box Folder shared with the Bob Marshall Wilderness Foundation and the Forest Service. The data provided includes education events attended, internal trainings provided, and public information disseminated across the complex. Each ranger district has an individual Educational Action Plan to focus on key outcomes toward mitigating priority issues identified.

In December of each year, the goals and issues can be revisited and amended based on new and changing messaging, as needed by USFS or BMWF. During the final year of the education plan in 2028 the entire plan will be revised and re-signed by the Forest Supervisors to ensure the relevancy and accuracy of the content.

Goals and Objectives

These goals are achievable using the SMART method detailed in the Methodology (page 6).

Goal 1

Increase awareness of wilderness history, philosophy, values of wilderness, and the role of wilderness in ecosystem management to internal and external audiences. Recognize the unique characteristics of wilderness that distinguish it from more traditional environmental education efforts (historical perspective, cultural legacy, spiritual and emotional renewal, challenge and risk, preserving natural systems).

Goal 2

Demonstrate, encourage and influence attitudes and behaviors that promote the preservation of wilderness qualities and resource protection. Instill and strengthen an appreciation for the value of resources in the development of a wilderness ethic that results in informed decision-making.

Goal 3

Foster partnerships with other agencies, private and public organizations, and individuals to increase wilderness awareness and promote attitudes and behaviors that protect the wilderness resource.

GOAL 1:

Increase awareness of wilderness history, philosophy, values of wilderness, and the role of wilderness in ecosystem management to internal and external audiences. Recognize the unique characteristics of wilderness that distinguish it from more traditional environmental education efforts (historical perspective, cultural legacy, spiritual and emotional renewal, challenge and risk, preserving natural systems).

A. Incorporate one or more of the following components in informational and educational programs.

1. Address the history and unique attributes of the Wilderness resource.
2. Identify physical and social impacts on the qualities of Wilderness character that are relevant to the target audience.
3. Describe the consequence of misuse of the wilderness resource (consequence for both the resource and the visitor).
4. Demonstrate and enhance attitudes, behaviors, and techniques that promote sustainability and minimize the degradation of wilderness character.

B. Circulate wilderness information when new material becomes available.

C. Introduce the public to the concept of Wilderness through ongoing outreach efforts in the district and outdoor appreciation events (e.g. National Public Lands Day) in collaboration with partner groups, with activities such as meet-the-ranger, crosscut saw demos, guided hikes, and service projects.

D. Work with agency and public affairs staff to share information with local communities on Wilderness regulations via local media (e.g. newspapers) through press releases, etc.

E. Increase capacity for stewardship and education through training and workforce capacity by implementing the following through monitoring and distribution.

1. Keep a Wilderness education and information toolkit on hand and regularly stocked for conducting Wilderness and LNT workshops.
2. Create and annually update a list of potential and existing information outlets (e.g., recreation sites, district offices, visitor centers, online platforms, local outfitters/retailers) where information about Wilderness can be distributed to the public.
3. Create and annually update a list of local community groups (e.g., schools, civic clubs, after-school programs) and local events where information sessions related to LNT and Wilderness awareness can be conducted.
4. Supply Wilderness rangers and other on-the-ground volunteers with necessary education materials (e.g., LNT hang tags, stickers).
5. Stay updated on Forest Service conservation education programs and upcoming opportunities (e.g., sign up for the Region email listserv - request to be on the email list for Region 1 Conservation Education and Interpretation network, explore , review the NatureWatch website).

GOAL 2:

Demonstrate, encourage and influence attitudes and behaviors that promote the preservation of wilderness qualities and resource protection; Instill and strengthen an appreciation for the value of resources in the development of a wilderness ethic that results in informed decision making.

A. Hold internal and external workshops teaching wilderness basics.

1. Ensure all line officers and other relevant staff attend the Regional Wilderness Stewardship Training through the Carhart Center by the end of the WSP (FY2025).
2. Conduct a Wilderness awareness session with new district employees and front-line staff and distribute information with regulations (as needed).

B. Develop, regularly update, and distribute a Wilderness FAQ guide to share with visitors and appropriate staff (e.g., front-liner, special uses) with information on Wilderness values, rules and regulations, and safety precautions, and trail conditions.

C. Reach out to information outlets that post Wilderness trail reviews and maps (e.g., local retailers, trail review websites/apps, outdoor magazines, National Geographic maps) to encourage the inclusion of stock messages on Wilderness values, regulations, and LNT messages and to discourage over promotion of high-use areas.

D. Update the Forest website and related Forest Service sites (e.g., recreation.gov) with correct information on Wilderness values, regulations, LNT messages, and safety/preparedness tips.

E. Reach out to other specific user groups (e.g., rock climbers, hunters/anglers, boaters) to share Wilderness awareness and proper LNT practices in collaboration with organized groups and local outfitters/retailers.

1. Collaborate with ongoing/existing diversity programs that target non-traditional audiences (e.g., Here MT, Outdoor Afro, Backcountry Horsemen) by serving as a field-trip location and/or serving as a guest speaker.
2. Educate visitors on the ground in Wilderness areas on values, regulations, and LNT ethics through direct personal interactions with district staff, Wilderness rangers, and other volunteer personnel.

F. Attend meetings annually where local stakeholders (e.g., local county officials, resource advisory committees, advocacy groups) are present to review Wilderness regulations, misperceptions, and any related issues.

GOAL 3:

Foster partnerships with other agencies, private and public organizations, and individuals to increase wilderness awareness and promote attitudes and behaviors that protect the wilderness resource.

B. Build the capacity of the Forest Service through its partners to conduct Wilderness education and stewardship.

E. Collaborate with stakeholders, other agencies, and public citizens in fostering wilderness awareness through the development of partnerships.

C. In December of each year, field staff and partners will summarize program results and a proposed list of action items for the previous year.

D. The Education Plan will be reviewed at the end of each year at the BMWC managers meeting to incorporate updates as needed.

A. By February of each year BMWC managers will coordinate with partners to review annual education program summaries and proposed future action items to produce a prioritized list of information and education program targets that each district will implement; taking available resources and funding into consideration.

Wilderness Awareness

There are eight major benefits of Wilderness, education of Wilderness acknowledges how all people benefit from the continued protection of these areas.

Why is this an issue?

- In higher use areas, near lakes or along river corridors, user-created trails cause vegetation loss, soil erosion, disturb wildlife, and compromise an area’s visual quality, reducing the feeling of solitude and other major wilderness characteristics.
- Threatens the protection of wildlife and fish, listed in the Endangered Species Act and indigenous to the area from human-caused fatalities/incidents.
- Internally many believe that Wilderness is just a place for recreation leading to a lack of interdisciplinary support. Other agency employees, partners, volunteers are uninformed about what designated Wilderness means and the management issues it faces.



Education Plan

Target Audience	Educational Messages	Communication Formats	Responsible for Delivery
<ul style="list-style-type: none"> • All Wilderness Users (stock users, large groups, backpackers, day hikers, organized groups); field employees/volunteers • Forest/District Employees & Partners • Search & Rescue Organizations/ Law Enforcement • School • Youth Groups • Non-Wilderness Users 	<ul style="list-style-type: none"> • Wilderness provides more than a recreation experience-primitive rec experience; physical challenge, inspiration; air/water quality; historic/archeological values; biological/ecological values, etc. • In the BMWC groups are limited to 15 people and the number of stock allowed per group is 35. • Stay on the trail and don’t cut switchbacks. • When travelling off trail, stay on durable ground and; each person takes a little different route. • Food Storage Order. • Report bear encounters to nearest Ranger Station/USFS personnel. • Work with MT Fish, Wildlife and Parks to keep current on management practices for T & E species. • Identify the different species of fish. Need a catch card for bull trout. Stay current on regulations on all fishing species. • How to minimize social trails/how to recognize them and what to do. 	<ul style="list-style-type: none"> • Personal Contacts • Bulletin Boards • Brochures • Common language w/in agency • Provide wilderness info/educational materials • Presentations • Outfitters/Guides & other permit holders 	<ul style="list-style-type: none"> • All FS Employees • Contact organizations for volunteer projects • Visitor contacts at station outside Wilderness and inside Wilderness

Monitoring Methods

- Number of contacts
- Sign Maintenance
- LAC monitoring forms (resources)
- Number of brochures
- Number of displays
- Track Wilderness Education Trunk checkout
- Record number of presentations and participants
- Track what materials are distributed over a season



Wilderness Awareness

Wilderness Connect

- Education Toolbox:
<https://wilderness.net/practitioners/toolboxes/interpretation-and-education/default.php>
- Wilderness Regulations: <https://wilderness.net/learn-about-wilderness/regulations.php>
- Wilderness Character:

Leave No Trace Center for Outdoor Ethics

- <https://lnt.org/>

Websites

National Inquirer Wilderness Benefits (English & Spanish)

- <https://www.naturalinquirer.org/Wilderness-Benefits-i-11.html>

National Inquirer Wilderness 50 monograph

- [https://www.naturalinquirer.org/Wilderness-2.0-\(Wilderness-50-Monograph-Series\)-i-55.html](https://www.naturalinquirer.org/Wilderness-2.0-(Wilderness-50-Monograph-Series)-i-55.html)

Bureau of Land Management - Wilderness Classroom Investigations

- https://www.blm.gov/sites/blm.gov/files/uploads/IB2015-004_att1.pdf

Print

Existing & Future Partners

- Wilderness Connect
- The Wilderness Society
- Leave No Trace Campaign
- Wild Montana
- Bureau of Land Management
- Flathead Rivers Alliance
- Bob Marshall Wilderness Foundation
- Backcountry Horsemen
- Arthur Carhart National Wilderness Training Center

Wilderness and Land Ethic Curriculum K-8th

- https://winapps.umt.edu/winapps/media2/wilderness/toolboxes/documents/education/Wilderness_and_Land_Ethic_Curriculum_K-8.pdf

Wilderness Recreation Resource Brief

- https://winapps.umt.edu/winapps/media2/wilderness/toolboxes/documents/education/W-Recreation-Resource-Brief_508.pdf

Wilderness Explorer Junior Ranger Program

- https://winapps.umt.edu/winapps/media2/wilderness/toolboxes/documents/education/Wilderness_jr_ranger_Explorer_Book.pdf

USFS Untrammelled Video

- <https://www.fs.usda.gov/detail/r1/home/?cid=stelprd3793196>

The Wilderness Society - Public Lands in the US Curriculum

- <https://www.wilderness.org/articles/article/public-lands-united-states-curriculum>

Trailhead Signs & Wilderness Markers

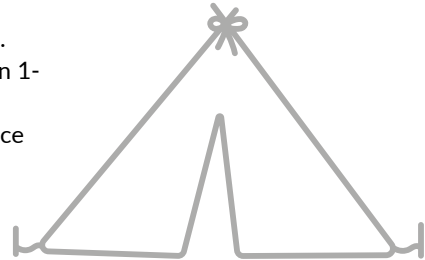
Other

Impact from Increase of Use + New Users

Wilderness provides the opportunity for people to connect with their public lands, to best serve the people and the place, Forest Service can educate the public about best practices.

Why is this an issue?

- In the popular campsites along river corridors and sites accessing good graze, high use has caused an increase in the amount of tree damage, barren core surface area, overgrazing and erosion along trails.
- In popular areas during peak times of use within easy access, (near water and in areas accessed within 1-2 days) the increase in campsites and lack of low impact use is causing a loss of vegetative cover and increased erosion, introduces noxious weeds, disturbs wildlife, and degrades the wilderness experience and solitude for future users.
- In higher use areas, near lakes and along river corridors user created trails cause vegetation loss, soil erosion, disturb wildlife, compromises an area's visual quality, and reduces the feeling of solitude.



Education Plan

Target Audience	Educational Messages	Communication Formats	Responsible for Delivery
<ul style="list-style-type: none"> • Outfitters/Guides; Private stock users; organized stock groups; field • Employees & volunteers; • Wilderness Users (Backpackers, stock users; outfitters/guides; drop floats, organized groups; hunters) • Employees/Volunteers/Partners working in wilderness 	<ul style="list-style-type: none"> • Use the minimum number of horses, mules, llamas needed. • Use low-impact restraining techniques (free grazing, picketing, highline, electric fence for containment.) • Condition and train stock prior to trip. • Pack in supplemental feed. • Use existing campsites to concentrate impacts in already disturbed sites. • Camp (200' or 70 steps) away from water, meadows & trails. • Contain stock animals 200' from lakeshores. • Not everyone is seeking a wilderness dependent experience; emphasize opportunities outside wilderness. • In the BMWC groups are limited to 15 people and the number of stock allowed per group is 35. • Stay on the trail and don't cut switchbacks. Consider alternate routes. Recognize social trails • When going travelling of trail stay on durable ground; each person takes little different route 	<p>Visitor contacts both in camp and on trail</p> <p>Trailhead signs, information display, personal contacts</p> <p>Outreach presentations; "LNT" materials available to the public; training & education for field employees & volunteers; written info and personal contacts</p> <p>"Leave No Trace" practices on forest web pages.</p> <p>Info packets to floaters (outfitter and guide, drop floaters, and private parties prior to trip</p> <p>Backcountry contacts; regulation compliance</p>	<p>Wilderness Ranger</p> <p>Trailhead Host, District frontliners</p> <p>All FS employees</p>

Monitoring Methods

- LAC contact/impact standards notebook
- End of season summary
- Record number of contacts
- Record Information passed out
- Record presentations done
- Pre-season Outfitter/Guide trip schedule; end of the season camp inspections
- LNT conversations and document talks with campers about their camps



Impact from Increase of Use + New Users

Websites

Wilderness Connect

- Overuse resources- <https://wilderness.net/learn-about-wilderness/threats/overuse.php>
- Pollution resources - <https://wilderness.net/learn-about-wilderness/threats/pollution.php>
- Regulations -<https://wilderness.net/learn-about-wilderness/regulations.php>
- New user things to consider - <https://wilderness.net/learn-about-wilderness/threats/things-to-consider.php>

Wilderness Character Baseline

- <https://www.fs.usda.gov/rmrs/science-spotlights/wilderness-character-monitoring-and-mapping>

Existing & Future Partners

- Back Country Horsemen of Montana
- Professional Wilderness Outfitters Association
- Wild Montana
- Backcountry Hunters and Anglers
- Rocky Mountain Elk Foundation
- American Rivers
- Montana Trout Unlimited
- Montana Conservation Corps
- The Wilderness Society
- Bob Marshall Wilderness Foundation
- Montanans for Healthy Rivers Coalition

Other

Wrekreation, High Country News -

- <https://www.hcn.org/articles/writers-on-the-range-opinion-the-wreckreation-in-our-wild-places>

Leave No Trace Principles

- <https://lnt.org/why/7-principles/plan-ahead-and-prepare/>

Bob Marshall, Great Bear, Scapegoat Wildernesses Recreation Management Direction

- https://www.fs.usda.gov/Internet/FSE_DOCUMENTS/fseprd538805.pdf

National Wilderness Stewardship Alliance Wilderness Character Monitoring

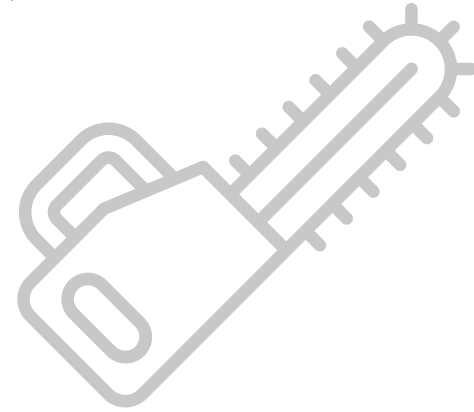
- https://www.wildernessalliance.org/wilderness_character_monitoring

Illegal Motorized/Mechanized Use

There are opportunities for motorized and mechanized recreation outside of Wilderness. To maintain the enjoyment of Wilderness character, education around this issue protects all public land users.

Why is this an issue?

- As OHV's, snow machines, drones, bicycles disturb wildlife and detracts from the sense of solitude for other visitors.
- Wilderness boundaries that are close to popular 4WD roads and often in sensitive subalpine and alpine areas are at risk for loss of Wilderness Character.



Education Plan

Target Audience	Educational Messages	Communication Formats	Responsible for Delivery
<ul style="list-style-type: none"> • Partners • Employees • Volunteer Partners • Advocacy Groups • Organized snowmobile and bike clubs/ rental shops • OHV Users 	<ul style="list-style-type: none"> • Congress set aside Wilderness for people to experience nature without the modern world. Motorized use can interrupt this experience for users, even those you don't see • Stay on designated routes, trails, and roads for moto/mech use. • Share info on which areas allow for the use of moto/mech outside the wilderness. 	<ul style="list-style-type: none"> • Personal Contacts • Bulletin Boards • Brochures/ updated maps • Post signs/boundary check • Backcountry contacts • Regulation compliance • Contact OHV users 	<ul style="list-style-type: none"> • Wilderness Ranger • All FS Employees • Field Staff • Forest Staff

Monitoring Methods

- Number of contacts
- Number of displays
- Sign maintenance, clearly marking boundaries
- Number of trespasses
- Number of brochures developed and/or printed



Illegal Motorized/Mechanized Use Reference Materials

Websites

Wilderness Connect

- <https://wilderness.net/learn-about-wilderness/threats/technology.php>
 - Drones: <https://wilderness.net/learn-about-wilderness/stewardship/drones-wilderness.php>
 - Recreation: <https://wilderness.net/learn-about-wilderness/stewardship/recreation.php>
-

Print

Campaign For America's Wilderness

- <https://wapps.umt.edu/winapps/media2/wilderness/toolboxes/documents/tools/Mechanization%20in%20Wilderness.pdf>

USDA & Forest Service - Bob Marshall, Great Bear, and Scapegoat Wilderness Areas Regulations

- https://www.fs.usda.gov/Internet/FSE_DOCUMENTS/stelprdb5413632.pdf
-

Existing & Future Partners

- Federal Aviation Administration
 - Montana Fish Wildlife and Parks
 - Great Old Broads for Wilderness
 - Montana Conservation Corps
 - Back Country Horsemen
 - Wilderness Institute
 - Bob Marshall Wilderness Foundation
 - Earth Guardians
 - Wild Montana
 - Wilderness Connect
 - Tread Lightly
-

Other

Policy Code of Federal Regulations

- Title 36 CFR 261 : <https://www.ecfr.gov/current/title-36/chapter-II/part-261?toc=1>

Education About the Natural Role of Fire

Fire is vitally important to wild natural ecosystems. Education to maintain consistent language about the natural role of fire promotes understanding of management.

Why is this an issue?

- People have concerns that fire impacts their property, and safety & changes the surface vegetation of their favorite wild spaces.
- Fires are suppressed contributing to unnatural ecological conditions.
- Confusion over the difference in management practices related to human-caused and natural fire.



Education Plan

Target Audience	Educational Messages	Communication Formats	Responsible for Delivery
<ul style="list-style-type: none"> • Employees (Line officers, fire organization and resource advisors) • Outfitters/Guides • School/youth • Wilderness visitors • Non-wilderness visitors, residents & others impacted by smoke, fire near wilderness boundaries 	<ul style="list-style-type: none"> • Forests are dynamic. Sometimes the changes are subtle and slow, other times rapid and dramatic. Fire is one of the most important agents of change in NW Montana forests. • Many plants and animals have evolved with, and depend on fire to create a mosaic of habitats where they can flourish. • Wildland fire management includes fire prevention, fire control, and the use of fire to meet specific resource objectives. 	<ul style="list-style-type: none"> • Personal Contacts • Bulletin Boards • Brochures • Wildland fire decision support system • Common language within agency and partners • Continued off-season contacts 	<ul style="list-style-type: none"> • Wilderness Rangers • All FS Employees • Forest Staff • Partner Groups

Monitoring Methods

- Number of contacts
- Number of displays
- Number of brochures
- Amount of new educational materials designed
- Number of training fire ecosystem



Education About the Natural Role of Fire

Reference Materials

Wilderness Connect

- Toolbox Fire Management: <https://wilderness.net/practitioners/toolboxes/fire-management/default.php>
- Wildfire and Wilderness Recreation: <https://wilderness.net/learn-about-wilderness/benefits/outdoor-recreation/fire-recreation.php>
- Wildland Fire Lessons Learned Center: <https://www.wildfirelessons.net/home>
- Fire Suppressions: Threats to Wilderness from the Removal: <https://wilderness.net/learn-about-wilderness/threats/fire-suppression.php>

Rocky Mountain Research Station

- **FireWorks Educational Program**
<https://www.frames.gov/fireworks/curriculum/nrockies-ncascades>

Websites

Print

The Wilderness Society - Wildfire and Wilderness Fact Sheet

- <https://www.wilderness.org/sites/default/files/media/file/Factsheet-Wilderness%20and%20Wildfire-A%20Brief%20Primer.pdf>

Existing & Future Partners

- Aldo Leopold Institute Wilderness Fire Research Program
- Nature Conservancy
- Rocky Mountain Research Station
- Bob Marshall Wilderness Foundation
- National Interagency Fire Center
- Wilderness Society
- Forest History Society
- National Association of State Foresters
- National Smokejumpers Association

Other

Forest Service Wilderness Fire Policy

- https://winapps.umn.edu/winapps/media2/wilderness/toolboxes/documents/fire/Forest_Service_Fire_Policy.pdf
- <https://inciweb.nwcg.gov/>

Federal Wildland Fire Management Policy

- https://winapps.umn.edu/winapps/media2/wilderness/toolboxes/documents/fire/FederalWildlandFireManagementPolicy_2001.pdf

The Nature Conservancy Montana - Prescribed Burns Video

- <https://www.youtube.com/watch?v=roklegBVrjA&t=1s>

Northern Region Fire History Map

- <https://www.fs.usda.gov/detailfull/flathead/maps-pubs/?cid=fseprd627869&width=full>

International Association of Wildland Fire Conference

- A Changing Fire Environment: 40 Years of Forest Service Experience
<https://www.fs.usda.gov/speeches/changing-fire-environment-40-years-forest-service-experience>

CSKT Natural Resource - Fire on the Land Curriculum

- <https://fwrconline.csktnrd.org/Fire/FireOnTheLand/Curriculum/>

Invasive Species

The introduction and spread of noxious weeds into the wilderness ecosystem an threaten the wilderness character. Weeds are introduced various vectors - by people, vehicles, animals, water, and wind.

Why is this an issue?

- No natural predators/threats to regulate the population(s).
- Invasive species can change the wilderness character, alter wildlife habitat, change fire regime, contribute to erosion and replace native vegetation.



Education Plan

Target Audience	Educational Messages	Communication Formats	Responsible for Delivery
All wilderness users with an emphasis on stock users; field employees and volunteers	<ul style="list-style-type: none"> • Feed stock weed seed-free feed at least 72 hours before traveling • Using weed seed-free feed reduces the spread of noxious weeds • Using weed seed-free feed is required when traveling on all FS lands • How to recognize and identify species, and what to do when encountered. • Not using felt soled waders while fishing as that has been a huge cause of introducing non-native along river corridors • Clean, drain and dry for boat users and washing all equipment and boots and after hiking etc. 	<ul style="list-style-type: none"> Bulletin Boards Brochures Visitor contacts Presentations for employees; volunteers Posters at trailheads Provide info on using weed seed-free feed on forest webpages 	<ul style="list-style-type: none"> All FS Employees Forest Staff Volunteers Wilderness Rangers Partners

Monitoring Methods

- Number of contacts
- Number of displays
- Record presentations done and numbers contacted
- Number of those trained to identify and document
- Sign Maintenance
- Map invasive species presence
- Document areas treated



Invasive Species Reference Materials

Wilderness Connect

- Toolbox: <https://wilderness.net/practitioners/toolboxes/invasive-plants/default.php>

USDA National Invasive Species Information Center

- https://www.invasivespeciesinfo.gov/resources/search?f%5B0%5D=field_subject%3A248

Rocky Mountain Research Station: Efficacy of Weed Biological Control Agents

- https://winapps.umn.edu/winapps/media2/wilderness/toolboxes/documents/invasive/Biocontrol%20Efficacy_Pearson.pdf

Websites

USDA National Invasive Species Information Center

- Guide to Noxious Weeds Prevention practices
 - https://winapps.umn.edu/winapps/media2/wilderness/toolboxes/documents/invasive/FS_Guide%20to%20Prevent_Practices.pdf

Weeds in the Wild: Weed Management in Natural Areas (2001) Pamphlet

- https://winapps.umn.edu/winapps/media2/wilderness/toolboxes/documents/invasive/Brochure-TNC_WeedsInTheWild.pdf

Print

Existing & Future Partners

- Montana Weed Control Association
- Montana Department of Agriculture
- Montana Fish Wildlife and Parks
- Clark Fork Coalition
- Bob Marshall Wilderness Foundation
- WILD Spotter
- Flathead Rivers Alliance

Resource Catalog, Weed Management Resource Library

Techline, Information newsletter about Invasive/Exotic Plant Management,

Other

Site Assessment Worksheet

- https://winapps.umn.edu/winapps/media2/wilderness/toolboxes/documents/invasive/Form-Site_Assess_Worksheet.pdf
- https://winapps.umn.edu/winapps/media2/wilderness/toolboxes/documents/invasive/Form-WMA%20status_report.pdf

FS Policy

- <https://winapps.umn.edu/winapps/media2/wilderness/toolboxes/documents/invasive/FS%20Policy.pdf>

Appendix

Partner Implementation Review Form

Communication Channels

Target Audiences

Regional Education Strategies - Action Plans

Education Effort Evaluation Form

List of Resources

References

**ADDITIONAL INFORMATION AND FORMS WILL
BE STORED IN THE EXTERNAL SHAREPOINT
BMWC EDUCATION FOLDER 2023-2028**

Partner Implementation Review Form

Issue	Action Item	Topic	Completion Date	Monitoring results
Example	Presentation	Invasive Weeds	Month/Day/Year	15 High School students 2 Teachers
Invasive Species				
Illegal Motorized/Mechanized Use in Wilderness				
Education around the natural role of fire				
Wilderness Awareness				
Increase of wilderness use + new users				

The partner implementation review form should be used by Forest Service and their partners that are educating the public on the subject matter detailed in the 2023-2028 Education Plan. One review form can be completed and submitted by the organization/group per field season and submitted at the conclusion of the season, or can submit as many forms as needed to accurately report data.

This review form will be helpful in monitoring the number of the public interventions to priority issues affecting Wilderness.

When completed please email to erynn@bmf.org for submission

Communication Channels



Direct Channels

- Direct public contact in the field, on trails, at trailheads, information desks, phone conversations, etc.
- Education programs: scheduled "formal" programs in or outside the wilderness
- Community outreach meetings with special interest groups/ staffed displays
- Community Events
- Collaboration with partners
- Letter/emails to prospective or past users

Indirect

- Web Page information and interactive trail map
- Social Media
- Unstaffed bulletin board displays
- Pamphlets / brochures
- Electronic tour sites
- Parade appearances
- News article announcements
- Radio announcements
- Partner groups' education efforts
- Podcasts

Target Audiences

Wilderness Visitors

- Stock Users
- Backpackers
- School Groups
- Community groups
- Scouts
- Outfitters/Guides/Clients
- Hunters
- Pilots and visitors (aerial)
- Boaters- Rivers

Front Country Visitors

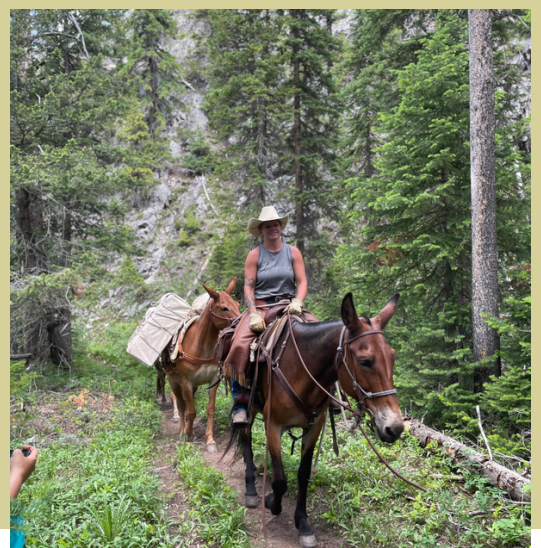
- Motorized /Mechanized Users

Non-Visiting Audiences

- Local community members
- Youth Advocates/ Future stewards
- Economic Interest/ Wilderness Advocates
- Online Audiences: web, social media

Other

- Forest Service Employees/ Volunteers
- Ecological Services /Advocates
- Science and Research
- Other Government entities/ Partners
- Tribal Governments and organizations



Additional Education Resources

Wilderness Awareness Reference Materials

- University Wilderness-Based Courses
- Arthur Carhart National Wilderness Training Center
- Campground/ Fireside Programs

District fire program:

https://www.fs.fed.us/restoration/Stewardship_Contracting/results/hungryhorse.shtml

Bear Aware: <https://www.fs.usda.gov/detailfull/hlcnf/home/?cid=FSEPRD1003265&width=full>

Fire History Map: <https://www.fs.usda.gov/detailfull/flathead/maps-pubs/?cid=fseprd627869&width=full>

Backcountry horsemen - Highline pdf.

(<http://www.bchmt.org/esbch/Horse%20High%20Line.pdf>)

Recreate Responsibly - <https://www.recreateresponsibly.org/>

National Environmental Education Foundation

Wilderness Box- Bob Marshall Wilderness Foundation

The Green Scene Video

Tree Trunk- https://www.fs.usda.gov/Internet/FSE_DOCUMENTS/fseprd721784.pdf

BMWC Rules and regulations (2019)

https://www.fs.usda.gov/Internet/FSE_DOCUMENTS/stelprdb5413632.pdf

Outside Kind Campaign - <https://www.outsidekind.org/>

International Dark Skies - <https://www.darksky.org/>

Family Forestry Expo <https://www.familyforestryexpo.org/>

Fireworks Educational Trunks <https://www.frames.gov/fireworks/curriculum/nrockies-ncascades>

Region 1 Conservation Education and Interpretation - Home (sharepoint.com)

<https://usdagcc.sharepoint.com/sites/fs-r01-ceduc>

Annual Action Plans for Wilderness Education

The Annual Action Plan (AAP) is supplementary to the Bob Marshall Wilderness Complex Education Plan. Action Plans provide specific education efforts focused within each District.



Helena-Lewis and Clark National Forest

- Rocky Mountain Ranger District
 - Last Updated: October 2022/ Reviewed
- Lincoln Ranger District
 - Last Updated: September 2017/ Signed



Flathead National Forest

- Hungry Horse Ranger District
 - Last Updated: 2020 / Not Signed
- Spotted Bear Ranger District
 - Last Updated: September 2016/ Signed



Lolo National Forest

- Seeley Lake Ranger District
 - Last Updated: September 2016/ Signed

Helena Lewis and Clark National Forest
Rocky Mountain Ranger District Wilderness Education Plan

Last Updated: October 2022

Reviewed by: Wilderness Ranger, District Wilderness Staff, District Ranger

Specific Action Items/Implementation Plan

The actions that will be taken to address the above-mentioned issues and communicate the educational messages are displayed below by priority level. Priorities will be determined each year by budget, available staff, challenges with seasonal hiring, and the continued presence of COVID-19:

Priority 1:

- Internal Education – training for backcountry crew, district employees, and collaborative training with other districts
- Attempt to maintain staff levels sufficient to manage tasks identified in this document
- Implement the YCC program for the district if budget allows
- Provide backcountry crews with the training necessary for success while working in the backcountry and engaging with the public:
 - Stock LNT practices
 - Camping LNT practices
 - Primitive skills training
 - Bear education/Food Storage
 - Invasive species
 - Other wilderness regulations
- Present Wilderness/LNT topics at district orientation
- Plan and implement a joint LNT training with the Lincoln RD for crew members of both programs
- Educate crew members and managers alike on patterns of use by CDT through-hikers to capitalize on educational opportunities along portions of the CDT that cross our district

Priority 2: Educational opportunities involving wilderness users, the public, recreationists, etc.

- Conduct patrols, especially in the busiest wilderness corridors, with an emphasis on public contacts in occupied campsites and educational opportunities with the public.
- Update and maintain signage on bulletin boards at backcountry admin sites; emphasize the following rules/regulations:
 - Stock LNT practices
 - Current Food Storage Order
 - Camping closures pertinent to area
 - Weed Seed Free Feed requirements
 - Proper disposal of human waste
- Continue volunteer program in W Fk/S Fk Sun corridor if time and interest permits.
- Collaborate with partner groups such as BMWF, FWP and the Boone & Crockett Club to provide educational opportunities, presentations, and material to the public

Helena Lewis and Clark National Forest

Rocky Mountain Ranger District Wilderness Education Plan

Priority 3: Educational opportunities within local communities for current and future public land users

- Develop conservation education programs with local teachers for their classrooms and in conjunction with their schedules
- Conduct field trips with local schools to locations in the National Forest if time allows
- Host a Project Learning Tree (PLT) professional development for interested local teachers
- Create winter skills workshops for local middle school/high school students in collaboration with Lewis & Clark Interpretive Center (LCIC) and include the following activities:
 - Snowshoeing
 - Orienteering
 - Animal tracks
 - Survival skills
 - Indigenous People's history of local areas/storytelling
- Include an article in the BMWC annual newsletter highlighting educational topics related to wilderness recreation, visitor use, LNT stock camping, etc.
- Host a Carhart Center wilderness management training for district crew members, program managers, and line officers

V. MONITORING

Monitoring will be done annually for the above-mentioned action items as well as for a few items that will help gauge the effectiveness of the monitoring efforts over time. The following charts will be utilized to conduct this reporting:

Priority 1

- # of Backcountry Program field staff days devoted to educational activities on the ground
- # of YCC crew members/days of work completed for the season Date/Details of orientation presentation
- Date/Details/# of participants at joint LRD/RMRD LNT training

Priority 2

- Dates / Details / # of patrols completed in W FK Sun/S Fk Sun/Moose Cr/lower NF Sun corridors and # public contacts made in occupied campsites
- # / Name of admin site bulletin boards posted with wilderness education regulations and LNT info
- # Volunteer days in W Fk/S Fk Sun corridors
- Dates/Details of conservation education presentations/activities conducted in collaboration with partner groups such as BMWF, FWP, Boone & Crockett Club, etc.

Priority 3

- Date/Details of days spent with teachers in classrooms
- Date/Location/Details of time spent on field trips with local classes
- Reporting of attendees of PLT training, along with dates
- # students and # days of winter skills workshop, along with location and any partner groups in attendance
- Highlights from BMWC newsletter article(s)
- Date/Details/Attendance of Carhart Center Wilderness training

Helena-Lewis and Clark National Forest
Lincoln Ranger District Wilderness Education Plan

Last Updated: September 2017

Signed by: Wilderness Ranger Program Manager, District Wilderness Staff, District Ranger

Specific Action Items/Implementation Plan

The actions that will be taken to address the above-mentioned issues and communicate the educational messages are displayed below by priority level. Priorities will be determined each year by budget and available staff:

Priority 1 – (present this information and programs every year as long as we have any wilderness field staff):

- Attempt to maintain a level of field staff sufficient to manage the issues identified.
- Present LNT/Wilderness education at district orientation.
- Present LRD educational message to Lincoln Public Schools kids at least once.
- Post LNT and other appropriate wilderness education messages at primary wilderness trailheads (Dry Cr., Arrastra Cr., Indian Meadows).
- Utilize field staff to make visitor contacts in the wilderness at occupied camps to deliver wilderness education messages.
- Have internal BWCM manager dialogue regarding new technologies and develop consistent messaging.
- Utilize Wilderness Garden at Lincoln Ranger Station to facilitate wilderness education efforts relating to the natural character of the Scapegoat Wilderness and Leave No Trace.

Priority 2 – (Initiate if resources and time permit)

- Present appropriate educational messages at the National Trails Day event.
 - Horse and camping LNT
 - Wilderness Values
 - Traditional Skills
 - Leave No Weeds
 - Food Storage
- Host a traditional skills workshop to educate the Lincoln community.
- Make an effort to share traditional skills/knowledge across district and forest boundaries.
- Offer a “benefits of wilderness” educational presentation to the Forest Leadership Team.
- Facilitate the development of an “Adopt a Lake” working group to take ownership of
- LNT/wilderness education and restoration at Heart Lake.

Priority 3 – (expanded program)

- Write a story(s) for local newspapers on wilderness values and LNT.
- Host an Arthur Carhart educational trip or course.
- Have at least one wilderness staff person be a LNT Master Educator.

Helena-Lewis and Clark National Forest

Lincoln Ranger District Wilderness Education Plan

V. MONITORING

Monitoring will be done annually for the above-mentioned action items as well as for a few items that will help gauge the effectiveness of the monitoring efforts over time. The following charts will be utilized to conduct this reporting:

Priority 1

- # of Wilderness Rangers/field staff days devoted to wilderness ranger activities including education
- Date/Details of orientation presentation
- Dates/Details of Lincoln Public Schools presentations
- # and Name of trailheads posted with wilderness education regulations, LNT info, and food storage rules
- # of groups in occupied camps contacted by wilderness rangers/field staff
- Wilderness Garden accomplishments
- Location/Date of internal documentation on how to deal with new technologies

Priority 2

- # of topics and # of attendees at National Trails day event
- Date/Details of Forest Leadership Team Presentation
- Date/Details of formal education trip(s) into the wilderness
- Date/Details of traditional skills workshop
- Date/Details of knowledge/skills sharing among districts.
- Heart Lake working group accomplishments

Priority 3 Details

- Date/Details of Carhart educational trip or course
- Local Newspaper Story Accomplishments
- LNT Master Educator employee status
- Education Effectiveness Monitoring Details
- # of camps encountered with / without proper food / attractant storage
- # of campsites needing naturalization and # of campsites that were naturalized each year
- Percentage of solitude monitoring trips within standard.

Flathead National Forest
Hungry Horse Ranger District Wilderness Education Plan

Last Updated: 2020

*Not Signed

ACTION ITEMS / IMPLEMENTATION PLAN

The actions that will be taken to address the above issues and communicate the messages to the target groups are displayed below by priority level. COVID-19 will affect implementation for 2020. Priorities will be determined each year by budget and available staff:

Priority 1 – (present this information and programs every year as long as we have any wilderness field staff):

- Post Welcome to Your National Forest rules and regulations, Bear Country Food Storage, Wilderness Regulations, and Drone messages at primary and high-use wilderness trailheads –Big River (Bear Creek), Devil Creek, Granite Creek, Morrison Creek, and Stanton/Grant Ridge.
- Post Upper Middle Fork Regulations at Big River (Bear Creek), Granite Creek, and Morrison Creek.
- Make 1 on 1 and small group contacts/presentations in the wilderness during trail encounters and with occupied camps.
- Provide LNT awareness for wilderness, river, and trail crews.
- Partner with Bob Marshall Wilderness Foundation to ensure that they provide LNT /
- Wilderness Education / River Regulation messages to their employees, volunteers, partners, and the general audience.
- Post LNT / Wilderness Education / River Regulation messages at Hungry Horse Ranger Station front desk.
- Present LNT / Wilderness Education / River Regulation messages to the seasonal workforce at district orientation.
- Present invasive species identification information to the seasonal workforce to help identify
- noxious weed infestations throughout the season.
- Present LNT / Wilderness Education / River Regulation messages to MCC crews working in the district.
- Present Fire in the Wilderness Education to local fire staff.
- Increase wilderness ranger presence (compared to years past) on the “front country” day-use type trails found in the northern/northwestern portion of the wilderness (“panhandle”) in order to promote LNT / Wilderness Education messages, where the least experienced wilderness users are typically found.
- Increase river ranger/administration presence (will attempt 1 float and/or pack trip) on the Upper Middle Fork in order to promote LNT / Wilderness Education / River Regulation messages with wilderness river users.
- Present LNT / Wilderness Education / River Regulation messages to local river outfitters for their employee’s education as well as for them to pass on to clients and storefront traffic.
- Participate in Northern Rockies Wilderness Skills Institute, for personnel development and information/education distribution about GB & BMWC
- Wilderness and River Crews will be the primary points of contact for field implementation.

Flathead National Forest

Hungry Horse Ranger District Wilderness Education Plan

Priority 2 - (present when we have additional wilderness field staff and/or can get through

Priority 1 actions):

- Post Welcome to Your National Forest rules and regulations, Bear Country Food Storage,
- Wilderness Regulations and Drone messages at secondary wilderness trailheads – Marion Lake, Essex Creek, Skiumah Creek, Ousel Peak (East and West), Giefer Creek, and Dickey Creek.
- Assist forest with LNT presentations at Family Forestry Expo, the primary target group will be 5th graders. Participation as requested.
- Develop a reporting system for outfitters and guides to track the quantity of wilderness education presentations.
- Train Upper Middle Fork River Outfitters to complete River Encounter forms to assist with data collection, then train them on how to provide interpretive messages to their clients based on this activity. Will focus on Glacier Raft Co. this year.
- Facilitate host at wilderness administrative cabins who can provide wilderness education

messages in the field.

- Provide materials, presentations, and curriculum to Glacier Institute for student coursework.
- Present an annual low-impact trailhead education day:
- National Trails Day event sponsored by Bob Marshall Wilderness Foundation.

Priority 3 – (expanded program – present if budget increases and we add paid wilderness, field staff):

- Write story(s) for local newspapers on wilderness issues and LNT / LNW.
- Develop Public Service Announcements for local radio and TV.
- Take selected teachers of media on overnight trips into the wilderness and demonstrate LNT practices.
- Attend teacher and other workshop(s) and “train the trainers”

V. MONITORING

Monitoring will be done annually on the above action items and reported as:

Priority 1

- # of trailheads posted with “Welcome to Your National Forest” rules and regulations, Bear Country Food Storage, Wilderness Regulations and Drone messages
- #of trailheads posted with Upper Middle Fork regulations
- # of people contacted by the Wilderness Ranger in the wilderness
- # of camps encountered with / without proper food / attractant storage
- # of campsites needing naturalization and # of campsites that were naturalized each year

Priority 2

- # of off site wilderness education activities in LNT program (Group, # of presentations, # of attendees)
- # of topics and # of attendees at Trailhead Education Day(s)

Priority 3

- # of wilderness news releases and / or articles written
- # of formal education trips into the wilderness

Flathead National Forest
Spotted Bear Ranger District Wilderness Education Plan

Last Updated: September 2016

Signed by District Wilderness Program Manager and District Ranger

The actions that will be taken to address the above issues and communicate the messages to the target groups are displayed below by priority level. Priorities will be determined each year by budget and available staff:

Priority 1 – (present this information and programs every year as long as we have any wilderness field staff):

- Post LNT and Leave No Weeds messages at primary wilderness trailheads (Meadow Cr., Beaver Cr., Schafer Meadows)
- Present LNT at Family Forestry Expo, the primary target group will be 5th graders.
- Present LNT to the seasonal workforce at district orientation Make 1 on 1 and small group contacts/presentations in the wilderness at Big Prairie and Schafer Meadows Ranger Stations, as well as occupied camps
- Present LNT to district fire crew
- Present weed identification information to the seasonal workforce to help identify noxious weed patches throughout the season

Priority 2 - (present when we have additional wilderness field staff and/or can get through Priority 1 actions)

- Present an annual low-impact trailhead education day:
 - Backcountry Horsemen – (Memorial Day Weekend) & Montana Pilots Assoc. – (Fly-in)
 - Horse and camping LNT (Laird- Meadow Cr. Trailhead host)
 - Leave No Weeds
 - Bear Awareness
- Post LNT / Wilderness Education messages at Spotted Bear Ranger Station Front desk.
- Offer LNT to the FWP Hunter Education Program
- Offer a “benefits of wilderness education” presentation to the Forest Leadership Team

Priority 3 – (expanded program – present if budget increases and we add paid wilderness, field staff)

- Write story(s) for local newspapers on wilderness issues and LNT / LNW.
- Develop Public Service Announcements for local radio and TV.
- Take selected teachers of media on an overnight trip into the wilderness and demonstrate LNT practices.
- Attend teacher and other workshop (s) and “train the trainers”

Flathead National Forest

Spotted Bear Ranger District Wilderness Education Plan

V. MONITORING

Monitoring will be done annually on the above action items and reported as:

- # of formal education trips into the wilderness
- # of trailheads posted with wilderness education regulations, LNT info and food storage rules
- # of off site wilderness education activities in LNT program (Group, # of presentations, # of attendees)
- # of topics and # of attendees at Trailhead Education Day(s)
- # of people contacted by the Wilderness Ranger in the wilderness
- # of wilderness news releases and / or articles written
- # of camps encountered with / without proper food / attractant storage
- # of campsites needing naturalization and # of campsites that were naturalized each year
- # of campsites that met condition standards each year

Lolo National Forest
Seeley Lake Ranger District Wilderness Education Plan

Last Updated: September 2016

Signed by District Wilderness Manager, District Recreation Staff, and District Ranger

The actions that will be taken to address the above issues and communicate the messages to the target audiences are displayed below by priority level. Priorities will be determined each year by budget and available staff:

Priority 1 – (present this information and programs every year as long as there are any wilderness field staff):

- Post BMWC Regulation Poster at wilderness trailheads (North Fork of the Blackfoot, Pyramid Pass, Lodgepole, Monture)
- Post Leave No Trace messages at wilderness trailheads
- Post Leave No Trace messages at backcountry cabins (North Fork Cabin)
- Make personal and small group contacts in the wilderness
- Post Leave No Trace messages in campgrounds near wilderness trailheads
- Provide education information/brochures at Ranger Station

Priority 2 - (present if budget increases or when there is additional wilderness field staff and/or can get through Priority 1 actions)

- Send one person to Leave No Trace Master Educator Training
- Present campground program on Leave No Trace principles
- Offer and present Leave No Trace to local businesses with an emphasis on in-store products and a display or kiosk
- Write story(s) for local newspapers on wilderness stewardship and Leave No Trace ethics.
- Attend teacher and otherworkshop (s) and “train the trainers” (e.g. local school teachers, Scout leaders, YMCA camps and local outdoor group directors like Seeley Lake Elementary, Seeley Lake ROCKS, Montana Natural History Center, Missoula Outdoor Learning Adventures, etc.)

MONITORING

Monitoring will be done annually on the above action items and reported as:

END OF YEAR ACTION ITEMS TOTALS

- # of trailheads posted with BMWC wilderness regulations, LNT info and food storage order
- # of off-site wilderness education activities/programs (Group, # of presentations, # of attendees)
- # of people contacted by the Wilderness Ranger in the field
- # of campsites encountered with/without proper food/attractant storage
- # of campsites needing naturalization and # of campsites that were naturalized
- # of campsites that met condition standards
- # of wilderness news releases and/or articles written

Bob Marshall Wilderness Education Effort Evaluation

Date: _____

Location: _____

Presenters: _____

Type of Audience: _____

Number of People in Audience: _____

What was the topic?	
What worked well?	
What could be done to improve the message?	
Other comments	

References

Aycrigg, J. L., Mccarley, T. R., Belote, R. T., and Martinuzzi, S.. 2022. Wilderness areas in a changing landscape: changes in land use, land cover, and climate. *Ecological Applications* 32(1):e02471. 10.1002/eap.2471

Congress Research Service. 2022. Wilderness: Overview, Management, and Statistics. <https://sgp.fas.org/crs/misc/RL31447.pdf>

Cole, David N.; Stankey, George H. 1997. Historical development of limits of acceptable change: conceptual clarifications and possible extensions. In: McCool, Stephen F.; Cole, David N., comps. *Proceedings - limits of acceptable change and related planning processes: progress and future directions: from a workshop held at the University of Montana's Lubrecht Experimental Forest*. Gen. Tech. Rep. INT-GTR-371. Ogden, UT: U.S. Department of Agriculture, Forest Service, Rocky Mountain Research Station: 5-9

FSM 2900 - Invasive Species Management: 2901.03 - Executive Orders

"S.364 - 113th Congress (2013-2014): Rocky Mountain Front Heritage Act of 2013." *Congress.gov*, Library of Congress, 2 June 2014, <https://www.congress.gov/bill/113th-congress/senate-bill/364>.

Wilderness Character Monitoring Techniques:
https://www.fs.usda.gov/rm/pubs_series/rmrs/gtr/rmrs_gtr406.pdf

Wilderness Stewardship Performance Guidebook:
https://winapps.umn.edu/winapps/media2/wilderness/NWPS/documents/FS/WSP-Guidebook_v2020.1.pdf

The Wilderness Story: <https://www.fs.usda.gov/managing-land/wilderness/wilderness-stories>

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Northern Region | R1-23-05 | January 2023



Bob Marshall Wilderness Complex Education Plan 2023-2028

