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**Be a Brownfield Buster**  
Girl Scouts  
Keep Long Island's Environment  
Clean and Healthy!



Girl Scouts.

**Sustainable Long Island** is a regional non-profit organization that promotes economic development, environmental health and social equity for all Long Islanders now and in future generations.

**Girl Scouts of Nassau County** exists to offer all girls in Nassau County an opportunity to realize their full potential. It seeks to enable them to understand and become better prepared for the realities of their lives in a changing world, through activities that are consistent with the Girl Scout philosophy.

**Friends** This project represents a collaborative effort between Sustainable Long Island and the Girl Scouts of Nassau County and is generously supported through grants from the Levitt Foundation, Annie E. Casey Foundation, and Henry Philip Kraft Fund in the Long Island Community Foundation.

Thank you for making this project possible:

- NYS Senator Carl Marcellino
- NYS Assemblyman Thomas DiNapoli
- Nassau County Executive Thomas Suozzi
- U.S. Environmental Protection Agency
- NYS Dept of Environmental Conservation

### **Project Team**

- Sarah Lansdale, Executive Director, Sustainable LI
- Sol Marie Alfonso-Jones, Director of Programs, Sustainable LI
- Donna Ceravolo, CEO, Girl Scouts of Nassau County
- Marie Rauch, Director of Programs, Girl Scouts of Nassau County
- Donna Rivera Downey, Director of Marketing, Girl Scouts of Nassau County
- Action Committee for the Environment
- Allison Roselle, Intern
- Meredith Lewis, Consultant
- Shell Greenier, Patch Designer
- Robbii, Graphic Designer

## **Introduction**

The term, “*brownfield*,” can describe property that may be (1) *abandoned by its owner*; (2) *where there is concern of contamination from chemicals in the soil*; (3) *contaminated from the business that was formerly or currently on the property*. Gas stations, factories, warehouses, and even dry cleaners are often locations that can become brownfields. There are 6,800 brownfields in Long Island, mostly in Nassau County. These underutilized lots are usually unkempt and make the neighborhood look uncared for and unattractive.

Girl Scouts can play an important role in finding these brownfields in our communities and thinking of other uses for the property. Girl Scouts can encourage their neighbors and elected officials to take some action in cleaning up these areas and turning them into properties that help the entire community: into new parks, community centers, or businesses. It is healthier for all Long Islanders, and it will help keep Long Island beautiful.

***Brownfield Busters Clean-Up Long Island:*** As Long Islanders, we get our drinking water from water that is found underground in the spaces between sand and gravel. This *groundwater* is stored in, and moves slowly through, layers of sand and gravel called aquifers. If there is contamination in the ground left from a business that used pollutants, it may mix with our water and pollute it, which would mean we would no longer be able to drink it. Girl Scouts cannot clean up the ground, only specialists can do that, but by finding the brownfields in their neighborhoods and making everyone in the community aware of them, they can start the very important process of getting these contaminated areas cleaned up—which will help to protect our groundwater and keep our neighborhoods healthy for everyone.

***Brownfield Busters keep Long Island beautiful:*** Long Island used to have a lot of open space. In these areas, there were acres of grassy land, tall trees and colorful flowers, and no buildings. Now, more and more of open land has been used to build housing, shopping centers, and businesses. Alternatively, instead of using the remaining open space, brownfields can be cleaned up and reused for new buildings and businesses. Through this patch program, Brownfield Busters will help preserve open space thereby keeping Long Island’s environment beautiful.



## Earning the Patch

Each level of Girl Scouting is included in this workbook. The following number of activities must be completed in order to earn the patch for the Brownfields Busters Patch Program:

- Daisy Girl Scouts  
One Activity out of Two
- Brownie Girl Scouts  
One Activity out of Two
- Junior Girl Scouts  
One Activity out of Two
- Girl Scouts, Age 11-17  
(Cadette, Senior or Studio 2B)  
Two Activities out of Four

The Girls Scouts can help us to make sure their communities are clean, healthy and meet the needs of all of the residents by reaching out to teachers, parents, local officials and each other to teach them about brownfields. If there are activities outside of your age group that you would like to complete, please indicate which activity you chose and why when completing the evaluation.

Cadette and Senior Girl Scouts may work with younger Girl Scouts on their Brownfield Buster Patch or may choose to participate in the local planning process. This will provide leadership opportunities as well as the opportunity to learn about various career opportunities in the environmental field.

The Brownfields Buster Patch will be free for all those earning it for *one year* from the launching of this program. The deadline for requesting complimentary patches is *March 30, 2006*.



## Identifying Brownfields

Is there a brownfield in my community? Ask yourself—

- Is there land in my neighborhood that is not being used?
- Does the land have old buildings on it?
- Can you tell what kind of business used to be on the land?
- Do you think it could have polluted the soil or water beneath it?



## The Facts About Brownfields

Just like you can recycle metals, paper and glass, brownfields can be reused to improve our communities. Some brownfields are abandoned industrial properties, others are former businesses that are closed or empty lots that may have pollution. These sites can have contamination in the soil making it unhealthy. Still others are former businesses that just have closed with little or no environmental contamination. Brownfields could be—

- Former service stations (gas stations and auto repair shops)
- Former dry cleaners
- Factories
- Warehouses
- Parking lots
- Airplane hangers
- Truck and heavy machinery storage or repair facilities
- Abandoned railroad tracks
- Former railroad switching yards
- Former airports and landing strips
- Bus facilities
- Landfills



### **What are the benefits to communities where brownfields are redeveloped?**

- Reducing health and safety hazards: *cleaning contaminated property restores our soil, air and water*
- Reducing eyesores: *gets rid of ugly areas in your neighborhood*
- Bringing new jobs into the community: *building new businesses mean new jobs will be available*
- Bringing new investment into the community: *attractive and vibrant neighborhoods mean people and businesses want to move in and stay*
- Increasing the productivity of the land: *land is being used smartly instead of wasted*
- Increasing property values and tax receipts by local, county and state governments: *rebuilding on empty lots will bring in more tax money to support local services for families*

### **Who owns the brownfields and why are they leaving them empty or contaminated?**

The properties on which brownfields exist weren't always abandoned—many were once businesses that employed people and had a specific role in the community. For many different reasons, businesses close and the owners move away, leaving the property abandoned. These contaminated properties are often too expensive or too time-consuming to clean up properly, so the owner leaves it “as is.” In turn, no one buys the property, so it remains unused, and therefore, becomes identified as a “brownfield.”

### **What is the government's role?**

Federal, state, and local governments provide incentives (make it easier) for brownfield cleanup and redevelopment. They include:

- Federal, state and local tax incentives: *a business would pay less taxes if they developed on a cleaned brownfield site instead of another location.*
- Grants and low-interest loans: *people who decide to buy the brownfield property and redevelop it can apply for grants and bank loans that have lower interest rates than regular loans.*
- Technical assistance: *there are various government agencies that will help with the clean up and finding money.*
- Liability protection: *new laws protect people who are redeveloping brownfields from being sued because of the contamination.*





## Objective Spotting Change

- Learn what a brownfield is.
- Explore how to “spot” a brownfield.
- Explore what changes can be made to improve brownfield sites.

## Daisy Girl Scouts

Choose *one* of the *two* activities. At the end of the program, the leader will complete the Evaluation Form.

### Activity 1: Introduction to Brownfields

1. Leader will discuss brownfields, what they are, where they are, and how they make neighborhoods ugly and unhealthy (pollution, wasted land, etc.). Girls will make a list of why brownfields need to be cleaned up. *Leaders should use the introduction for talking points.*

2. Leader will guide the girls to think about where brownfields are and what they look like. Leader will provide photos from locations that they encounter frequently (i.e. on the way to school or to friends’ houses). The troop will take a community walk (Leader has mapped out a path to ensure that the girls will have opportunities to see brownfields in their community). Talk about what the girls would like to see on those properties in the future. Would they like parks or game rooms or shopping centers or something else? Girls will use half of a page to draw a picture of a brownfield, and the other half will be used to draw what a cleaned up brownfield can be.

### Key Points:

- Brownfields are in our neighborhood/community.
- Brownfields hurt our neighborhoods—they make our neighborhood look unsafe and unkempt.
- Girls can help choose what the future of their communities will look like.

### Materials Needed:

Provided in resources

Leader needs to collect

- *Photos of brownfields in the neighborhood*
- *Paper*
- *Colored Pencils*

## Activity 2: Spotting Change

1. Leader will discuss brownfields, what they are, where they are, and how they make neighborhoods ugly and unhealthy (pollution, wasted land, etc.). Girls will make a list of why brownfields need to be cleaned up.

2. Leader will distribute copies of pictures downloaded off the Internet of a brownfield site before and after its redevelopment. The girls will first attempt to match the before and after photos with one another. Then, they will look to specifically spot the differences in the pictures and talk about the why the redeveloped sites look better. *Contest:* discover the most number of differences. Leaders will facilitate a conversation regarding the value of the changes as they are found, i.e. cleaning up properties and giving the community more green space, businesses or fun places that make the neighborhood more lively and interesting. Girls will draw a picture of what they would like to see in their neighborhoods (park, store, houses, etc.)

### Key Points:

- Girls can identify brownfields and help make them better.
- Brownfield properties can and should be repaired.

### Materials Needed:

Provided in resources

— *Before and after pictures of redeveloped brownfields on Long Island*

Leader needs to collect

— *Photos of brownfields in neighborhood*

— *Pencils*

— *Paper*

— *Crayons*

### Activity Resources:

The information necessary for the educational portion of the program is located in the Introduction at the beginning of this packet. Additional material can also be found in the Resources section listed at the end of this brochure.



## **Objective** The Search for Brownfields

- Learn what a brownfield is.
- Learn how to spot a brownfield.
- Learn the benefits of recycling a brownfield

### **Brownie Girl Scouts**

Choose *one* of the *two* activities. Leader will complete the Evaluation Form at the end of the program.

#### **Activity 1: The Search for Brownfields**

1. Leader will discuss brownfields, what they are, their abundance, and their usefulness for improving the area.
2. Leader will show girls pictures of both brownfield properties that are still abandoned and those that have been redeveloped. Leaders will discuss environmental impacts (pollution, contamination of water, etc.) of having the properties left untouched and the positive changes that are possible through redevelopment (prettier neighborhood, fun things to do, more businesses, etc.). List alternative uses for brownfields and put the list in order by importance to the girls. Discuss how each new use can benefit the community.
3. Leader will facilitate a community walk / small groups to search for brownfields in their neighborhood. Troop will take photos and answer: Are there any empty lots in their own neighborhoods?

#### **Optional:**

Leader will give each Brownie a word search called “Brownfield Buster Word Search.”

#### **Key Points:**

- Girls can identify brownfields and help make them better.
- Brownfield properties can be repaired.
- Brownfield redevelopment helps communities.

#### **Materials Needed:**

Provided in resources

— *Word Search*

Leader needs to collect

— *Pencil & Paper*

— *Photos of undeveloped and developed brownfields*



## Busting Brownfields

Z P A R K K B V O A  
L K I T O B R A X Y  
Z S N E W C O U X I  
D W O D N L W T A S  
Q A J I T E N M I F  
L T W L O A P U R I  
B E U S G N I N G E  
A R L A N D S P P L  
S O I L O T R E E D  
V K J X O L D Z G E

Find these Words:

AIR BROWN CLEAN FIELD LAND NEW  
OLD PARK SOIL TREE WATER

## Activity 2: Recycling Brownfields

1. Leader will discuss brownfields, what they are, their abundance, and their value for improving the area.
2. Leader will distribute copies of pictures of a brownfield site before and after its redevelopment. The girls will spot the differences in the pictures and talk about how and why the redeveloped sites look better. Leaders will facilitate a discussion regarding the importance of the change:
  - Before and After: *What does the community gain from the new development?*
  - In Your Opinion: *Is it a place for recreation or business?*
  - Community Impact: *Would the girls like to visit the examples of redeveloped brownfields?*
3. The girls will make a collage of brownfields before and after redevelopment by creating a collage of pictures taken from magazines and photos they took on their walk, that include key elements representing what makes a brownfield a community eyesore and hazardous, and key elements that make redevelopment worthwhile (more productive use of space).

### Optional:

Leader will give each Brownie a word search called “Brownfield Buster Word Search.”

### Key Points:

- Girls can identify brownfields and help make them better.
- Brownfield properties can be repaired.
- Brownfield redevelopment helps communities.

### Materials Needed:

Leader needs to collect

- *Pictures of redeveloped brownfields*
- *Camera*
- *Pencils/Crayons*
- *Magazine pictures/photos from community walk*
- *Glue*

### Activity Resources:

The information necessary for the educational portion of the program is located in the Introduction at the beginning of this packet. Additional materials can also be found in the Resources section listed at the end of this brochure. The listings at the end of this brochure offer materials for the further study of brownfield redevelopment and more examples of ongoing projects around the area.





## Objective Be a Brownfield Buster!

- Learn how to identify a brownfield.
- Learn where the brownfields are in your local area.
- Learn what can be done to help redevelop brownfields.

### Junior Girl Scouts

Choose *one* of the *two* activities. At the end of the program, the leader will complete the Evaluation Form.

#### Activity 1: Brownfield Possibilities

1. Leader will discuss brownfields, what they are, their abundance, and their value.

Brownfields are not all equal. Each property, depending on its previous uses has a different amount of environmental damage. This difference, as well as the diversity in locations of the properties (whether in a commercial area, residential, etc), must be taken into consideration for development and improvement. Each must be looked at individually.

Show pictures of brownfields sites that can be found using resource section.

2. Leader will show pictures of what brownfields are and sites that have been redeveloped and compare them to photographs of abandoned sites. Girls will see the potential of the properties. Discuss ways that using land differently can change the atmosphere in an area. Talk about the different uses that are appropriate for different parts of town (commercial, downtown, residential) and suggest parks, recreational space, or businesses that might be possible on the brownfield land and how that can be beneficial to the community. Talk about the steps for redeveloping brownfields. Leader will ask leading questions to facilitate the conversation when looking at photos:

- Before and After: *What did people used to do here? What do they do now? How do you think the community atmosphere has changed in this area due to the redevelopment of the land?*
- In Your Opinion: *Would you build houses here? Businesses? Parks? Why/why not?*
- Community Impact: *What are the benefits of building (homes, businesses, parks) for this community? (Hint: think about the community's needs: jobs, play areas, a movie theater, etc.)*

Additional information can be found in the resource section.

3. Discuss the brownfields that you see everyday, such as on your way to school, friends' houses, or after school activities in your area. Leaders should focus on sites that most of the girls know about and discuss what makes some worse than others. Features that might diminish the value of a particular brownfield more than others could include broken glass, perimeter fences that spoil the scenery, rusting tanks, abandoned cars, or graffiti. Girls can also discuss location of the site: *how close it is to homes? to schools? to the communities' downtown areas? What impact does it have on the community?*

4. Leader will break girls into small groups to consider: *If you were a person wanting to rebuild on an abandoned lot would you pick one closer to homes, schools or downtown area? Why?* The groups will write up their responses and use pictures (photographs or magazines) to create a collage of images to represent the girls' vision of a successfully recycled brownfield. Each group will then present their ideas to the troop.

### Optional:

Distribute copies of the Brownfields Busters Word Search to the girls to do for fun.

### Key Points:

- Brownfields are not good for any neighborhood, but they can be recycled in many ways.
- There are different uses of land that are possible and they each benefit the community.
- There is a process for transforming brownfields into productive uses.

### Materials:

Provided in Resources:

— *Word Search*

Leader will collect:

— *Pictures of brownfields before and after redevelopment*

— *Pencils*

— *Magazine pictures/photos from community*

— *Glue*

### Activity 2: Be a Brownfield Buster

1. Leader will discuss brownfields, what they are, their abundance, and their value.

Brownfields are not all equal. Each property, depending on its previous uses has a different amount of environmental damage. This difference, as well as the diversity in locations of the properties (whether in a commercial area, residential, etc), must be taken into consideration for development and improvement. Each must be looked at individually. Show pictures of brownfields sites that can be found using resource section.

2. Go on a group tour around school or someone's house by foot or in a carpool. It is recommended that the girls create a map of the route they take and be sure to include as many of the details as they remember (houses, business, empty lots, streets, etc.) They may also choose to take photographs of sites. Show the proximity of brownfields to places that the girls frequently visit and talk about ways that they might be able to use these properties if they were redeveloped. While on their tour, the troop will identify brownfields that they pass and complete the Brownfield Buster description sheet. Consider the following: *Approximately how big are these sites? Are they abandoned or vacant? Are they dirty—containing broken glass, rusted machinery, or garbage? What are they close to?*

3. In small groups, the girls will discuss what they saw on their tour and the difference between the sites. Answer the following:

- Identify ways you would like to see the land reused
- Identify who can be contacted in your local government regarding land use

4. In these same groups, the girls will call Sustainable Long Island and organize a time to drop off/discuss their findings with staff.

### Beyond The Patch!

Troop members may coordinate calls or write letters to the appropriate community development agency in their town and find out who attends these meetings, their location and upcoming meeting dates. It is recommended that they attach a copy of their *Brownfield Busters* sheets and any photographs they took of the sites.



**Optional:**

Distribute copies of the “Brownfields Busters Word Search”

**Key Points:**

- Brownfields are all around us.
- The proximity of brownfields to the locations community members frequently visit often increases their importance for redevelopment.

**Materials Needed:**

Provided in Resources

— *Brownfield Buster sheets*

Leader needs to collect

— *Pencils*

— *Poster Board*

— *Markers*

— *Construction Paper*

**Resources:**

The information necessary for the educational portion of the program is located in the Introduction at the beginning of this packet. Additional materials can also be found in the Resources section listed at the end of this brochure. The listings at the end of this brochure offer materials for the further study of brownfield redevelopment and more examples of ongoing projects around the area. Local community development agencies and contact information for Sustainable Long Island are included in this information.





## **Objective** Community Involvement—It's your responsibility!

- Learn about brownfields in the local area.
- Learn about local tools for redevelopment.
- Learn about community involvement opportunities.

### **Girl Scouts 11-17**

Complete two of the four activities.

#### **Activity 1: Land Use-Related Careers**

1. Leader will discuss brownfields, what they are, their abundance, and their value.

Brownfields are not all equal. Each property, depending on its previous uses has a different amount of environmental damage. This difference, as well as the diversity in locations of the properties (whether in a commercial area, residential, etc), must be taken into consideration for development and improvement. Each must be looked at individually.

Show pictures of brownfields sites that can be found using resource section.

2. Girls will research and identify land-use related careers. As a large group, talk about whether the careers are in the non-profit sector (government), or in the for-profit sector (private field). Each girl will select one career to research. Brainstorm a list of questions that the girls have to ask a professional about the field (which may include the following):

- *What educational degrees are necessary for this position?*
- *Is there a lot of work with the community?*
- *Is it a large field with opportunities across the country?*
- *Identify the types of projects you would be working on regarding land-use*
- *How does this profession work with brownfields?*

3. Each girl will invite a land use professional to talk with her via telephone, email or in person. Then, she will write up a summary of what she had learned and will share it with other Girl Scouts through a 3-5 minute presentation. Specifically express what interested her about the job she chose to research.

4. Girls will identify their local Community Development Agency. *What does this agency do? How can the people within their neighborhood get involved?*

## Beyond The Patch!

Join the local CDA as a volunteer for an upcoming event.

### Key Points:

- Careers in land use are varied and can cover a broad range of topics within the field.
- Redevelopment of brownfields include many different organizations. Non-profit organizations, government agencies and private firms all take part in shaping our community.
- Community members can easily get involved in community planning and development.

### Materials Needed:

Provided in resources

— *Websites*

Leader needs to collect

— *Access to a computer for research.*

— *Local phone book to access government, non-profit and private organizations*

## Activity 2: Evaluate Your Local Brownfields

1. Leader will discuss brownfields, what they are, their abundance, and their value.

Brownfields are not all equal. Each property, depending on its previous uses has a different amount of environmental damage. This difference, as well as the diversity in locations of the properties (whether in a commercial area, residential, etc), must be taken into consideration for development and improvement. Each must be looked at individually. Show pictures of brownfields sites that can be found using resource section.

2. The troop will compile a list of brownfields that they frequently run across in their daily activities. As a large group, they will establish different categories of brownfields, such as abandoned gas stations, warehouses, factories, dry cleaners, automotive repair shops, etc.

3. Girls will discuss the differences in the properties they find. Consider the following:

- *How rundown are the different properties?*
- *Describe how the brownfield affects you when you see it and its impacts on the surrounding area.*
- *Are there buildings in bad condition or just vacant land?*
- *Is it near a town center or a school? Is it among other brownfields or standing alone?*

Complete a Brownfield Buster sheet for each, and call Sustainable Long Island to arrange a drop off.

4. Girls will identify their local Community Development Agency. *What does this agency do? How can the people within their neighborhood get involved?*

## Beyond The Patch!

Join the local CDA as a volunteer for an upcoming event.

### Key Points:

- Different properties are more valuable to the community to be redeveloped. It is more important to actively use properties that are located near town centers or are particularly disruptive to the rhythm of a neighborhood.

### Materials Needed:

Provided in resources

— *Websites*

Leader needs to collect

— *Local phone book to access government, non-profit and private organizations*



### Activity 3: Community Involvement

1. Leader will discuss brownfields, what they are, their abundance, and their value.

Brownfields are not all equal. Each property, depending on its previous uses has a different amount of environmental damage. This difference, as well as the diversity in locations of the properties (whether in a commercial area, residential, etc), must be taken into consideration for development and improvement. Each must be looked at individually. Show pictures of brownfields sites that can be found using resource section.

2. Girls will research when and where community meetings are held to discuss brownfields and land-use. They may call local town halls and look on town or village websites to find this information.

3. In small groups, girls will contact leaders of different local meetings at the town or village level, civic associations or non-profit groups to answer the following questions:

- *Where are the local brownfields located?*
- *Why are these properties important for the town?*
- *What can be put on this land to improve the neighborhood?*
- *What does their group do to help with this effort?*
- *What can community members do?*

4. In these same small groups, girls will write letters, create display posters and hang them in central locations in town (ie, library, train station), and send emails showing ways to get started with, as well as the value of, redevelopment. Additionally, girls will send a letter to the Town Supervisor explaining what you've learned about brownfield redevelopment and it's importance to your community. Let him/her know what your Girl Scouts troop has done in your community to bring attention to this matter.

#### Key Points:

- Girl Scouts can have a noteworthy impact on land-use improvements in their communities.
- Knowing the current situation and future potential for land-use is the first step to change.
- Community involvement leads to better neighborhoods.

#### Materials Needed:

Provided in resources

— *Websites*

Leader needs to collect

— *Local phone book to access government, non-profit and private organizations*



### Activity 4: Community Service

1. Girls will research when and where local government meetings are held, where public input is allowed and identify other ways to participate in the dialogue regarding land use and town policy.

2. Research brownfields and their value as redevelopable properties in your community:

- *What are brownfields?*
- *How abundant are they?*
- *What has been done on brownfield properties on Long Island?*
- *What are frequent obstacles for the redevelopment of brownfields?*
- *What paths can be taken to promote redevelopment? (Hint: resources for brownfield research can be found in the accompanying resource packet and on the World Wide Web on the sites listed at the end of this brochure.)*

3. Present your findings and suggestions to junior level girl scouts and daisies. Help them earn their *Brownfields Busters Patch* by helping with their activities and contributing to the educational portion of the program. Help them write letters to their local elected officials (town supervisor, councilperson, County Executive), talking about what they have learned about brownfields and what Girl Scouts are doing to make people aware.

#### Related Girl Scout Activity:

Participate in a local visioning process, brownfields seminar, or town meeting regarding growth in the community. Girls can bring their projects, join in the discussion, and possibly make a presentation about their local brownfields inventories and advantages of redeveloping brownfields. Girls should be encouraged to share this activity with their parents and troops of different age levels.

#### Key Points:

- Girl Scouts can have a noteworthy impact on land-use improvements in their communities.
- Knowing the current situation and future potential for land-use is the first step to change.
- Community involvement leads to better neighborhoods.

#### Materials Needed:

Provided in resources

— *Websites*

Leader needs to collect

— *Local phone book to access government, non-profit and private organizations*



**Brownfields Busters – Girl Scouts 11–17**

Find each of the following words.

REMEDIATION	REHABILITATE	COMMUNITY	HELP
DRUMS	WASTE	TANKS	FACTORY
AUTOMOTIVE	GREEN	WATER	STORES
AIR	CHEMICALS	LAND	PARKING
SITE	BUSTER	OFFICES	CLEANUP
GASOLINE	CONTAMINATION	SOIL	ABANDONED
SPRAWL	DRYCLEANING	REUSE	TOXIC
PARKS	BROWNFIELD	INDUSTRIAL	

C L E A N U P T M A U T O M O T I V E E E N T U S E T A  
 G T E L O F F I C E S T U M E S N S I T E T O K T A S W  
 I T I T R M S P R A W L N A W U L A N D I M N S B G M L  
 C I N D U S T R I A L O L H U R M O R R T A E A I N P T  
 R M R E M E D I A T I O N I R E U S E I T T N E D I A E  
 C H E M I C A L S T F U O N L C C U P A A D R O L N R F  
 O I N O S S T R A E S F A C T O R Y E T O D D G E A K I  
 A I W P I R N N E L M R N E M E O C I N D R G G I E S A  
 A W L M W T I N T T U L T M I M A L E D S N R P F L G D  
 L P I E W M I A S R R A U O O I I D S O I E P I N C W K  
 A W S A A L R E D P D N I M P B E E I K E W S F W Y A T  
 R Y S T O R R O E G I C E C A S A M R N O A I W O R S T  
 M T N S A O U A Y T I R N H L G A A Y A N T W E R D N W  
 E O A R T W Y P Y L R E E U I A P T R R A E N N B E E C  
 C G E S H B U S T E R R E E I I P W R I N R H I O H G C  
 R D T G I T I N R P I N N T I T A E Y C A E D T A T I E

**Resources For Further Study**

Resources are located in the Resource Room at the Girl Scouts of Nassau County Service Center:  
 — Brownfields Basics  
 — Community Development Agencies  
 — Brownfield Images

Center for Brownfields Initiatives at the University of New Orleans  
 Office of Research  
 CERM 422  
 New Orleans, LA 70122  
 Fax: (504) 280-7413  
<http://www.brownfields.com/>

Sustainable Long Island  
 55 Hilton Avenue/Lower Level  
 Garden City, NY 11530  
 Tel: (516) 873-0230  
 Fax: (516) 873-0706  
<http://www.SustainableLI.org>

The Brownfields Center  
 Carnegie Mellon University  
 Pittsburgh, PA 15213  
 Tel: (412) 268-7121  
 Fax: (412) 268-7813  
<http://www.ce.cmu.edu/Brownfields/>

Visit our website for specific Brownfield Buster Patch resources (brownfield images, community development agencies, local agencies, and other relevant links)

Department of Environmental Conservation  
 SUNY-Building 40  
 Stony Brook, NY 11790  
 Tel: (631) 444-0204  
<http://www.dec.state.ny.us/website/der/bfield/>

US Environmental Protection Agency for Kids  
[www.epa.gov/kids/](http://www.epa.gov/kids/)

US Environmental Protection Agency  
 Office of Brownfields Cleanup & Redevelopment  
 Mail Code 5105 T  
 1200 Pennsylvania Ave. NW  
 Washington, DC 20460  
 Tel: (202) 566-2777  
 Fax: (202) 566-2757  
<http://www.epa.gov/brownfields/>



# Bust a Brownfield! Inventory Sheet

(please replicate as needed)

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Troop Number & Association: \_\_\_\_\_

Address/Location of possible Brownfield: \_\_\_\_\_

Describe the lot. Is it neat or unkempt? Is it empty? If not, what's on it? Do you know the previous use of the land?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe the surroundings. Is the property near homes, a school, the downtown, or is it in a business area? Is it by a railroad station?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Optional:

Submit any photographs taken of the site described above.

Please deliver to Sustainable Long Island, 55 Hilton Avenue/Lower Level, Garden City

Office: (516) 873-0230, Fax: (516) 873-0706

## Glossary Of Terms:

**Aquifer:** underground rock formation composed of such materials as sand, soil, or gravel that can store ground-water and supply it to wells and springs.

**Brownfields:** abandoned or under-used industrial and commercial areas where redevelopment is difficult because of concern of environmental contamination.

**Cleanup:** term used for actions taken to deal with a release or threat of release of a hazardous substance that could affect humans and/or the environment.

**Commercial area:** location occupied with or engaged in commerce or work intended for business use.

**Community:** a group of people with a common characteristic or interest living together within a larger society.

**Community Development Corporations (CDCs):** local non-profit organizations created to promote urban redevelopment.

**Community Visioning:** a mental picture of what residents want their community to look and feel like in 20 years

**Contaminant:** any physical, chemical, biological, or radiological substance or matter present at levels that may result in harmful effects on air, water, or soil. (*Causes contamination that leads to "brownfield" status on land*)

**Development:** to move from the original position to one providing more opportunity for effective use.

**Environment:** the sum of all external conditions affecting the life, development and survival of an organism.

**Groundwater:** water found beneath the earth's surface that fills pores between such materials as sand, soil, or gravel and that often supplies wells and springs.  
*See also Aquifer.*

**Pollution:** the presence of a substance in the environment that produces poor environmental and health effects. (*Variations: pollutants, pollute*)

**Recycle/Reuse:** minimizing waste by recovering and reprocessing usable products that might otherwise become waste (*i.e. recycling of aluminum cans, paper, and bottles, etc*).

**Redevelopment:** renovation of a wrecked area.

**Residential Area:** location where people live.

**Tax:** government charge on persons, groups, or businesses.

**Tax Credit:** incentives for people to invest in a development, by reducing legal responsibility for taxes that otherwise would be incurred.