

TEACHER'S PAGES

Dear teachers,

The information presented in this magazine can be used to supplement your lesson plans or to create new lessons. The following activities are designed to help your class better understand the issues presented on pages 1-17. You may want to expand on the subject matter and put it into a local context. The activities below are examples of possible approaches. You may wish to modify the exercises to best suit your class.

Exercise One

Composition and Discussion: This exercise may help students share their views about forests and tree resource issues.

METHOD: A) You may have your students read the magazine and other related material that you have available. Then, you may want to answer any questions that they may have.

B) You may ask your students to write short compositions on why trees and forests are important to them, the community and the nation. You may ask them to describe any forest that they may have visited. Perhaps, ask your students to list ways in which they can help conserve these resources for the future.

C) You may want to have your students read their compositions for the class.

D) The compositions may then be discussed with the class. You might ask them if their ideas about trees and forests have changed and how. Ask them if the characters in the magazine have needs for forests and trees similar to their own.

Exercise Two

Visit by a forest officer: This exercise will help students to have a greater understanding of forest and tree resource management and the role of forest officers. Ask a representative of the forestry department to speak to your class. You may also want to invite representatives from other organizations which conduct forestry related work in the community.

METHOD: Ask your guest to talk to the students about forest and tree resources in the area. Ask him or her to describe how forests and tree resources are managed in your community. Ask the guest to talk about future plans for these resources and positive roles that the students can play in conserving them. Have the students ask questions. If possible, arrange a visit to a local forest project.

Exercise Three

Math: This exercise should help students to better understand the relationship between population growth and competition for natural resources.

METHOD: You may tell your class that they will be planning the use of resources for an imaginary village and that they will need to use some math equations. Suggest that a village of 100 people has 10 hectares of forest. If managed sustainably, each hectare can produce enough fuel for 20 people. \$2,000 per year is earned from the collection of nuts and the money is split evenly among the people. 20% of the forest should be left untouched for wildlife and forest regeneration.

Ask your students to answer the following questions:

- 1) How many hectares are needed to provide fuel for the village? How much does each person earn from the sale of nuts?
- 2) How many people could the forest provide fuel for?
- 3) If the village grows at a rate of 5% a year will there be enough forest 20 years from now to provide for the community?
- 4) How much would each person get from the sale of nuts?
- 5) Tell your students that each .1 hectare of forest is cleared to grow food and build a home for each new member of the community. Ask your students to apply this information to re-compute question 3.
- 6) Answer questions 3, 4 and 5 with a population growth rate of 2%.

Make the problems simpler or more complex to suit your class and your community. Assist your students in developing a good plan for the growth and development of the imaginary community. Discuss your findings and how they relate to your community.

Exercise Four

Class Survey: This exercise will help your students to become more aware of their need for forests and tree resources.

METHOD: Have your students prepare lists of items made from forests products that they can find around the home and at school within a 24 hour period. Ask them to make their lists creative and thorough. A sample list might include: pencils, wooden spoons, newspapers, baskets, fruits and furniture. Discuss the lists with the class. Talk about items that the class may have missed like natural rubber, oils, resins, and selected medicines. Ask the class what they would do without these products.

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Exercise Five

Record Keeping: This simple exercise may encourage students to participate in conservation activities at home, at school and in the community.

METHOD: Tell the class that you are keeping a public record of their individual efforts to conserve resources. Ask them to keep you informed of activities that they are involved in that contribute to the conservation of forests and trees in the community. No effort is too small to be recorded. Here are a few sample entries:

Juma- Joined the tree planting club.

Sara- Conserves paper by writing on both sides.

Tam- Collects paper for recycling.

John- Has been reading about forest plants and animals.

Compile a list of organizations that do natural resource work in the community. Tell your students what the organizations do and how they work. Encourage them to find out more.

Exercise Six

Drama: This exercise will help the students to learn more about planning for sustainable use of forests and trees and have fun.

METHOD: Tell your students that they are going to put on a short play. The play will be about two identical communities which chose to manage their forest resources differently.

Community A Decides to make money from its forest lands *now!* They choose to clear much of their forests for farming and ranching.

Community B is more interested in conserving resources for the future. They manage their forest sustainably and improve their food production. They are planning for the future.

Use the magazine for inspiration. Perhaps you should review pages 8 and 9 with your class. Write a simple script. The play should illustrate how each community differs and what their lives may be like in the future. Include the students in the process. Allow them to make appropriate changes and additions to the script and allow them to lend their own sense of humour to the story. Choose students for the roles and have them practice the parts. Perform the play for the the class, the school, or the community.

