

Future Forests Activities

UNIT A WHY FORESTS AND TREES ARE IMPORTANT

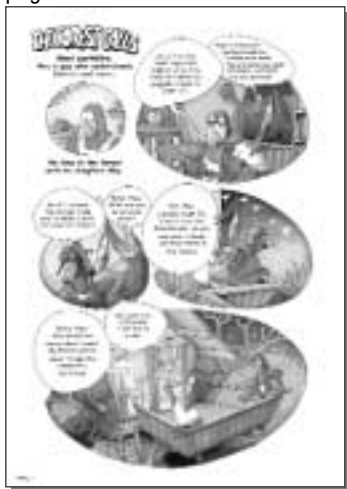
This unit will help your young people to learn why trees and forests are important to them. It contains the three activities listed below. Before doing each exercise, you might want to read or re-read the relevant readings of the *Future Forests* Magazine and discuss them with your group. When making the readings and discussing them with your group, you can use the reading and discussion tools provided in the Introduction of the *Future Forests* Teacher's Guide.

MESSAGES THAT YOUR GROUP SHOULD LEARN IN UNIT A

- Everyone will need forests in the future.
- Forests are important for the future as well as the present every where in the world.
- Forests are part of everyday life.
- Forests and trees are important for young people.
- There are many different types of forest: all forests are valuable.
- Forests and trees are important to people all over the world.
- Forests and trees are important to city dwellers as well as those in rural areas.

READINGS FROM THE *FUTURE FORESTS* MAGAZINE FOR UNIT A

The Forest Calls
pages 2-3



Forests Are Futuristic
pages 4-5



Forests Here and Forests There
pages 6-7



ACTIVITIES FOR UNIT A

Activity 1: GROUP DISCUSSION AND DRAWING

This activity helps your young people to begin thinking about how trees and forests are important to them.

Activity 2: PEN PAL CORRESPONDENCE

This activity helps your young people to begin thinking about how trees and forests will continue to be important to them throughout their lives.

Activity 3: REVIEWING OUR FORESTS

This activity helps your young people begin to think about and compare how trees and forests are important to themselves and to people all over the world.

WHY DO THIS ACTIVITY?

This activity is an introduction for your young people to the main messages of the *Future Forests* Magazine. It is a quick way of getting them to think about the ways that forests are important to them. Even though they may use forests or forest products every day, as Sky does, they may not be aware of all the ways that forests are important to their lives and their future. After reading the relevant readings and doing the activity, your young people will have learned from one another. When they have completed reading the magazine and doing all of the activities, they will have learned much more about the importance of forests to their lives. When you have completed teaching *Future Forests*, you can refer back to this first activity as a baseline or an indication of how much your young people have learned.

WHAT IS THIS ACTIVITY ABOUT?

This is a quick and easy activity in which your group will discuss how forests and trees are beneficial to them, make lists of what they have learned and then use their lists to draw pictures.

HOW TO DO THIS ACTIVITY

- 1** Ask your young people to think about the ways in which forests currently affect their lives.
- 2** Separate your audience into teams and ask each team to make lists of the different ways that forests and trees make its lives better. To provide them with clues, remind them to think about the things that are in their homes, school and communities. You should also remind them that while some benefits of forests may be obvious (such as fuelwood), others (such as shade) may not be.
- 3** If time permits, ask each team to make a simple collage or poster illustrating its list and showing the benefits it receives from forests.
- 4** Ask each team to present its material to the others. Discuss how the presentations differ, and highlight points the young people may have overlooked. Ask them to identify which uses of trees and forests are most important to them and why. Keep the lists and posters for later reference.



WHY DO THIS ACTIVITY?

This activity will help your young people to be more creative when they think about their futures, encouraging them to imagine what their lives might be like when they grow up. By using their imaginations, they will gain fresh insight and a clearer picture of their future. By doing this, they will be better able to understand the importance of forests, trees and the environment for their future.

WHAT IS THIS ACTIVITY ABOUT?

This pen pal activity does not rely on the mail, does not take much time and is not difficult to organize. For this pen pal activity, you will lead your group in writing letters to their friends. However, they will be writing about their lives in the future. They will need to imagine that they are grown up and that they are writing about their lives and how forests are important to their lives.

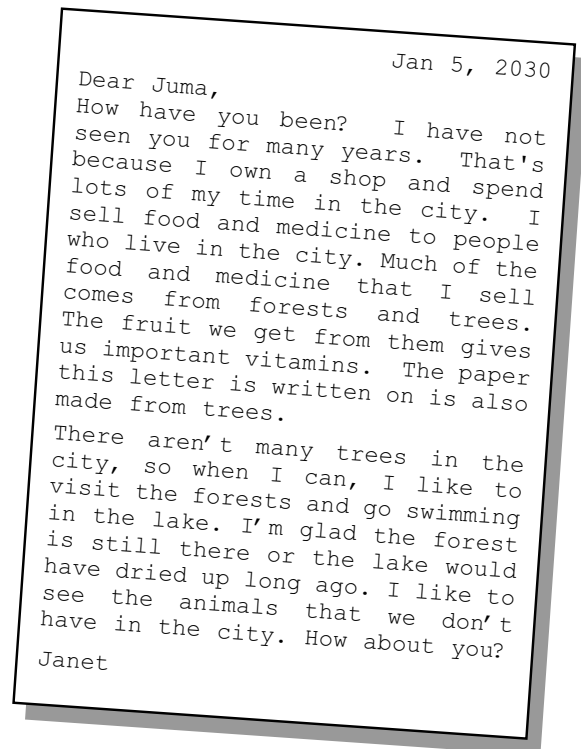
Teacher's Tip: Drawing a picture of the future can also be a good way for your young people to think about how forests will be important for their future lives. If you prefer, you can have your young people draw pictures of what they would see if they were to look into the Vision-O-Matic.

HOW TO DO THIS ACTIVITY


- 1** Ask each young person in your group to select a partner.
- 2** Ask everyone to imagine that 20 to 30 years have passed and they are living in the future. You might want them to discuss this within their teams. To help them think about what their future might be like, ask them to consider the following questions before they write their letters:
 - ❑ How do they think their lives in the future will be different from their lives at present?
 - ❑ What do they think will be important to them as they get older?
 - ❑ Do they think that Sky is being realistic when she claims that forests are not part of her future?
 - ❑ Have they ever dreamed about their futures?
 - ❑ What would they see if they had Professor Hoot's Vision-O-Matic machine?
 - ❑ What would the screen of the Vision-O-Matic machine show about their lives and forests?
 - ❑ What would their families be like, what would they do for work, what would they eat and how would they have fun?
 - ❑ How will forests be important for their lives in the future?



- 3 Then ask everyone to write letters to their partners describing their lives since they last saw each other (20 or 30 years ago!). Encourage them to be creative and include in their letters:
 - the date and place where they live
 - how they make their living
 - what kind of family they have
 - what they do for fun
 - how forests play a part in their lives
 - what they eat each day
- 4 Have your young people exchange letters with their selected partners and read them out loud to each other.
- 5 Discuss the letters with the entire group and keep a record of all the ways they think that trees and forests will be important in their future lives.
- 6 Try distributing the letters randomly around your group. Then have the young people read the letters without identifying the authors. After each letter is read and discussed, ask if anyone can guess who wrote it.



Teacher's Tip: Working in teams in a crowded classroom with many desks can be difficult, you might want to move your class outside, they will have more room to move around and will be able to interact more easily.

 **Ideas for follow-up.** Keep your young people thinking about the future and forests. Take the best letters from the pen pal activity and pin them up in your school or club for other young people to read. From the information contained in the letters, create a list of forest benefits in the future and pin it up too. Encourage your group to update the list regularly.

If your club or school has ongoing programmes that encourage young people to plan their futures and think about future needs (for example, career planning), see how these programmes could be amended to include forest issues. Tell other teachers and youth leaders about the letter writing activity. Share the *Future Forests* materials with them, discussing activities and getting their ideas



WHY DO THIS ACTIVITY?

This activity provides a way not only of learning about your forests, but also of learning how to prioritize and make decisions. Your young people will learn what a priority is, what other people's priorities are for trees and forests, and what their own priorities are for trees and forests. Setting priorities means understanding and making decisions about what is most important. Making decisions about forests can be difficult, because forests provide many important things. This activity helps your young people to understand that forests and trees provide a wide range of important things for different people all over the world, but that certain things that forests and trees provide are more important for them.

WHAT IS THIS ACTIVITY ABOUT?

This activity will first help your group of young people to understand better what forests and trees provide for them and what different things forests and trees provide for different people around the world.

In the second step of this activity, your young people will begin to learn about what their priorities are or to think about what are the most important things that forests and trees provide for them. Setting priorities and deciding what is most important is a basic step in decision making. Making decisions about forest benefits can be difficult because forests provide many important things. This activity helps your young people to understand that forests and trees provide many different important things for different people all over the world, but that certain things that forests and trees provide are more important to them.

For this activity your young people need to have a clear understanding of the concept of a priority. You may decide simply to present setting priorities as the process of deciding what is more important and what is less important. Or you may decide to discuss this word with your group to ensure that they understand it clearly.

Teacher's Tip: Charts are useful and easy ways to compare groups of ideas or information. You might want your young people to write their lists in charts so that it is easier for them to compare them.



HOW TO DO THIS ACTIVITY

- 1 Teach new vocabulary: the word “priority”. Try teaching the idea of what a priority is by discussing what is more important and what is less important in relation to some common element in your young people’s lives.
- 2 Separate your group into teams. Make sure that each team has a piece of paper and something to write with.
- 3 Ask each team to write down all of the ways they think their forests and trees are important to them. Make sure to point out both obvious things and not so obvious things.
- 4 Tell the group that they are now going to look at ways that forests and trees are important for people in other parts of the world. Ask each team to write down all of the ways they think other people’s forests and trees are important to them. When they have completed their list, check the “Forests Here and Forests There” reading in the magazine (pages 6-7) to see if they have forgotten any. Also, remind them to think of ways that forests and trees are important in the culture and history of the community.
- 5 Compare the ways that forests and trees are important for them with the reasons that forests and trees are important for other people all around the world. You might want to have them use a chart, as in the example below. What uses are similar? What uses are different?



Example of a chart to compare reasons why forests are important for your group and the reasons why forests are important all over the world.

Reasons why forests and trees are important for us	Reasons why forests and trees are important for people everywhere in the world
	<ul style="list-style-type: none"> ● wild animals get their food there ● animals and insects live there ● people get their food, medicine and building materials there ● they are shady places to relax ● in the desert trees protect the source of water ● in the city forests provide shade and keep the city cool ● northern forests provide timber ● trees in home gardens provide shade and fruit ● trees in plantations provide rubber for factories ● trees on farms help protect crops and soil; they also provide wood and fuel; they also provide food for farm animals ● forests protect streams and lakes

- 6** Make a new chart of the ways your young people use their forests. However, this time you must put the most important uses first, and the least important last. Alongside the use, you should write a small explanation for why they believe it belongs in that spot. They must be able to explain the priorities. Use the information the young people have generated to get them to reflect. Get them to compare their uses with other people's uses as a way of getting them to set their own priorities.

Example of a chart to prioritize what is most important about forests for your group and the reasons why.

PRIORITIES: What is most important to us about our forests and trees?	REASONS: Why are these uses most important?
<ol style="list-style-type: none"> 1 Forests protect water and lakes 2 Forests provide wood for building 3 Forests provide firewood 	<ul style="list-style-type: none"> ■ Our village catches fish from the lake to sell ■ Our houses and boats are made out of wood ■ We do our all of cooking with wood fires

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