

Teacher's Pages

Dear Teachers,

Much of the information presented in this magazine can be used to create lessons, or supplement lessons, for your class. The following activities are designed to assist students in creating a greater understanding of the issues presented on pages 1-13. The activities encourage discussion in the classroom on the role of trees in sustainable food production.

Before starting the activities, read the magazine thoroughly. Research further topics which are of interest to you and your class. You can present the activities in a variety of ways. The format and presentation below is only an example. You may wish to modify the activities to best suit your class with special attention to regional issues.

Activity One: Discussion and Composition

Objective: To have your students use information from the magazine to have discussions and write essays on food production and the role of trees in the community.

Preparation: Collect information on issues related to those in the magazine. You can use this supplemental information to assist you in answering questions from students.

Be sure that all students have read this magazine. Hold a discussion with your class. Ask them why trees and forests are important to the community. Have them list uses of wood products by people they know. Ask them which uses of trees don't require destruction of trees and forests. Discuss the role of farmers in your community. Ask students how they think farmers can be assisted through the use of trees. Have them list names of foods grown on trees. Review with the students words and concepts which they find difficult. Make a food security/forest vocabulary list.

After the discussion, ask your students to prepare short essays based on topics from the discussion. You may have a few students read their papers for the class.



Activity Two: Visit from a Forest Officer

Objective: To create a greater understanding of the forests and forest preservation.

Preparation: Ask a forest officer to visit your class. Ask him/her to discuss the differences between plantations and natural forests. Ask him/her to describe the duties of forest officers. A good discussion topic would be the importance of forests and what plants and animals can be found there. *Ask your students to prepare questions for the forest officer in advance.

After the presentation, help students to find out more about forests, forest management, and tree planting.

If possible, arrange for your class to visit a forest or tree nursery.



Activity Three: Tree and Forest Drama

Objective: For students to use information from the magazine and activities 1 and 2, to present a short drama for the school and/or community.

Preparation: Instruct your students that they will create a play based on an issue from the magazine. Help the students to pick an appropriate theme that they feel strongly about.

examples: How trees aid food production.
What plants and animals live in natural forests.
How to protect trees and forests.

Have the students research their theme. Help them to identify roles and actors and to write a simple script. Obtain props if needed. The play need not be long or complicated.

Present the play to the school, parents, or the whole community.



Preparation: Trees have played an important role in the history and development of most communities. Discuss with your students how trees have been used for building, paper, medicine, energy and food. Ask the students to imagine how the development of their community might have been different without trees.

Activity Four: Letter Writing

Objective: To help students to become more aware of the traditional uses of trees in their community.



Have students compose letters to other members of the class. The letters should be about traditional uses of trees and why trees and forests should be protected. Have the students deliver the letters. The most creative letters could be read before the class.

Activity Five: Debate

Objective: For students to fully understand the sources of wood products and why it is important that trees and forests are protected as a valuable resource.

Preparation: Ask your students to research where the wood products they use come from. Does it come from plantations? Natural forests? From your area or overseas? Have the students present their findings to you and the class.

Divide your class into two groups for debate. Group One will represent people who believe that there are plenty of trees in the world. The group will argue that it is acceptable to destroy natural forests for human needs. They will also argue that it is necessary to cut trees overseas to fill their needs. They do not think trees and forests are an endangered resource.

Group Two will argue that trees and forests are endangered, and that people must be less wasteful with wood products. They believe that people's needs can be met, if resources are used carefully, and if enough trees are grown on plantations. This group will be against the cutting of forests in foreign lands to fill their needs.

Have each group pick a speaker and research their positions. Speakers from each group then will meet in debate format for the class. Speakers will have limited time for opening and closing arguments. The teacher should moderate.

Activity Six: Community Service

Discuss with your class activities that they can do to assist their community to protect their resources. Help your students carry out awareness activities.