



Sustainable Forestry

> Section A) Are Some Kinds of Forestry Better Than Others?

In the past, we used to cut down all the trees in some forests, leaving large bare spots. This is called clear-cutting. But we have learned that this form of forestry hurts the habitat of trees, plants and animals if we do it too much. When there are suddenly no trees at all, many forest creatures cannot survive without the food or shelter they depend on. They either have to leave and find new homes or they die. Taking so much from forests that the plants and animals cannot grow back is called high impact forestry. Forests die if we allow too much high impact forestry.

Today, we are learning to clear-cut less and only in certain forests. Sometimes we only remove certain trees from each forest. Taking a little from each place makes it easier for the creatures that live there to get used to changes. Sometimes we leave areas of forest untouched, to create protected areas for plants and animals. This is part of sustainable forestry. Sustainable forestry means that nothing is taken from the forest that cannot grow back. We can also help forests grow back by replanting trees that have been cut down.

We must learn more about the habitats of all forest plants and animals. That way, we can take the wood we need without hurting all the other creatures that depend on it to. And we can be sure that healthy forests will be around for a very long time for all animals and people to enjoy.

> Section B) Benefits of Sustainable Forestry

1. Why don't we clear-cut large areas of forest as often as we used to?





Name: _____

2. Describe the differences between high impact and sustainable forestry.

3. Pretend you are a squirrel who lives in a forest. You depend on trees for shelter and for food. If the whole forest is suddenly cut down, what would you have to do to survive? Create a comic strip to show what would happen to you.





Name: _____

4. Now imagine that you are that same squirrel. Only this time, humans take wood from your forest using sustainable forestry methods. Create another comic strip to show how things would be different for you.

5. Sustainable forestry is better for the creatures that live in the forests. But it's also better for people who work in forestry. Why?





> **Section C) How Closely Are You Linked to Forestry?**

i) Choose a partner in your class. Take turns asking each other the questions below. Put a checkmark beside any of the questions that your partner says 'yes' to.

A.

Does someone in your family work for a logging company?	
Does someone in your family work for a sawmill?	
Does someone in your family work for a paper mill?	

B.

Does someone in your family work for a trucking company that moves wood or paper?	
Does someone in your family fix the machines or trucks used for forestry?	
Does someone in your family work on roads or highways?	
Does someone in your family work in a forest as a hunter, trapper or fisherman?	
Does someone in your family work for a company that arranges camping or wilderness trips?	
Does someone in your family work for a company that builds things out of wood?	
Does someone in your family work for a company that makes things out of paper?	





Name: _____

C.

Does anyone in your family use wood at home, at work, or at school?	
Does anyone in your family use paper at home, at work, or at school?	
Does someone in your family provide health care to anyone mentioned in column A or B?	
Does someone in your family provide food, clothing or anything else used by anyone mentioned in column A or B?	

If you checked anything in column A, your family works directly for forestry.

If you checked anything in column B, your family is directly affected by forestry.

If you checked anything in column C, your family is indirectly affected by forestry.

ii) How closely is your community linked to forestry? As a class, figure out how many students fit into category A, B, or C.

A.	B.	C.
Family works directly for forestry	Family is directly affected by forestry	Family is indirectly affected by forestry





Name: _____

> **Section D) Trees for Life**

We need to protect our forests not only because it keeps them healthy, but also because they are linked to our health, money, happiness, entertainment, and community. In the tops of the trees, write the ways that we need forests and forests need us.

Health

Money

Happiness

Entertainment

Community





Name: _____

> Section E) Trees Need Us as Much as We Need Them

Now that you know what trees do for us, we should look at what you can do for trees. Trying to protect trees and forests, or any living organism is called conservation. When people or groups work towards protecting our forests, they can do so in a few different ways.

WWF-Canada works with governments to make laws to protect certain forests. They also work with companies to help educate them on taking care of their forests. How can you help?

1. Can you name the 3 “Rs” of conservation?

R _____

R _____

R _____

2. Look around your classroom. What things are made from trees?
Which of those things do you think you can recycle?





Name: _____

3. A Pledge to Our Forests

Have you ever made a pledge? A pledge is like a promise, one you must try very hard to keep. Write down a pledge to our forests. Include things you promise to do to help with forest conservation. Include how you feel about forests, and what forests do for you.

4. Read your pledge to the class. When all of your classmates have read their pledge, work together as a class to put together a classroom pledge. Write the classroom pledge below.

You have made the pledge – now you must live up to it. Work hard to follow this pledge every day.





Answers: Sustainable Forestry

Section B) Benefits of Sustainable Forestry

1. Open – Should touch on the idea that we destroyed too many ecosystems and didn't leave forests in a way that allowed them to grow back in good health.
2. Open – Should include definitions. Sustainable forestry means that nothing is taken from the forest that prevents it from growing back. Could also include examples – replanting trees, protecting ecosystems in the forest, etc. High impact forestry involves extensive clear-cutting without attention to the effect on forest habitats.
3. Open – Should promote empathy for the animal that cannot adapt to the loss of its habitat. Illustrate how the squirrel loses its sources of food and shelter. Squirrel would probably have to leave the area forever and find a new home.
4. Open – Should touch on the concept that with sustainable forestry, parts of the forests are protected so that the squirrel can stay and adapt.
5. Open – Student should begin to think about the difference between taking more for the short-term gain, and taking less for a longer-term gain. Forestry companies gain more in the long term if we cultivate healthy forests. High impact forestry means taking more wood now, but ends in the death of forests, and therefore no jobs.

Section D) Trees for Life

Open – Health could include clean air, clean water, healthy habitats. Money could include any profits from forestry, wood or paper. Happiness could include beauty, joy from other living things. Entertainment could include hiking, climbing, camping, fishing, taking photographs, drawing on paper, reading books, etc. Community could include First Nations communities or any others that live in and around forests. Could also touch on global health and the sense of all life being connected.

