

UNIT B ISSUES AND CHALLENGES AFFECTING FORESTS AND THE ENVIRONMENT

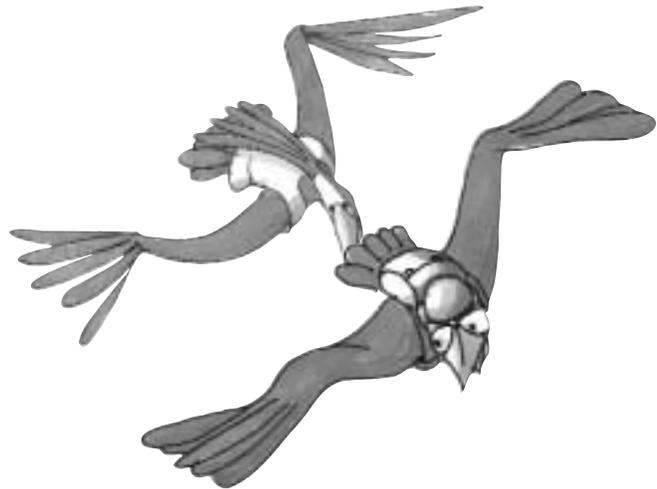
Unit B will help your group to think about how everybody puts pressures on forests and trees and how these pressures are connected or related to one another. Before doing the activity for this unit, you might want to read or re-read the relevant reading in the *Future Forests Magazine* and discuss it with your group. You can use the reading and discussion tools in the Teacher's Tools provided in the Introduction to the *Future Forests Teacher's Guide*.

MESSAGES THAT YOUR GROUP SHOULD LEARN IN UNIT B

- There are many pressures on the forests and problems for the future; forests are in danger.
- Forests and trees are linked with the welfare of people in numerous ways.
- Forests and trees play many important roles (some of which are not immediately apparent).
- Our dependence on trees and forests puts pressure on them.
- The environment must be healthy if it is to supply the resources we need.
- Forests and trees are important to city dwellers as well as those in rural areas.
- There are different ways of managing forests and trees.

READINGS FROM THE *FUTURE FORESTS* MAGAZINE FOR UNIT B

Woody's Worries - pages 8-11



ACTIVITY FOR UNIT B

Activity 4: MIND MAPPING

This activity helps your young people to organize what they know about threats to their forests.

WHY DO THIS ACTIVITY?

By making a mind map, your young people gain a way of expressing what they think are the problems with the way the forests and trees they depend on are used. The mind map is a way of illustrating how problems are connected with each other and with their own actions and lives. The mind map is also a tool that young people can use to represent and analyse other issues or problems, as well as helping them to learn to analyse problems.

WHAT IS THIS ACTIVITY ABOUT?

In this activity you will lead your teams in drawing “mind maps”. A mind map is a kind of visual representation or picture of a subject or problem, using words, thoughts and ideas. By making a picture or map using words and ideas, you can clearly see how all the words and ideas are connected. Like a road map, a mind map will give you an overview of a large subject, idea or problem, enable you to plan solutions to problems and make choices, and let you know where you are going and where you have been. It also helps to gather large amounts of data together for you.

HOW TO DO THIS ACTIVITY

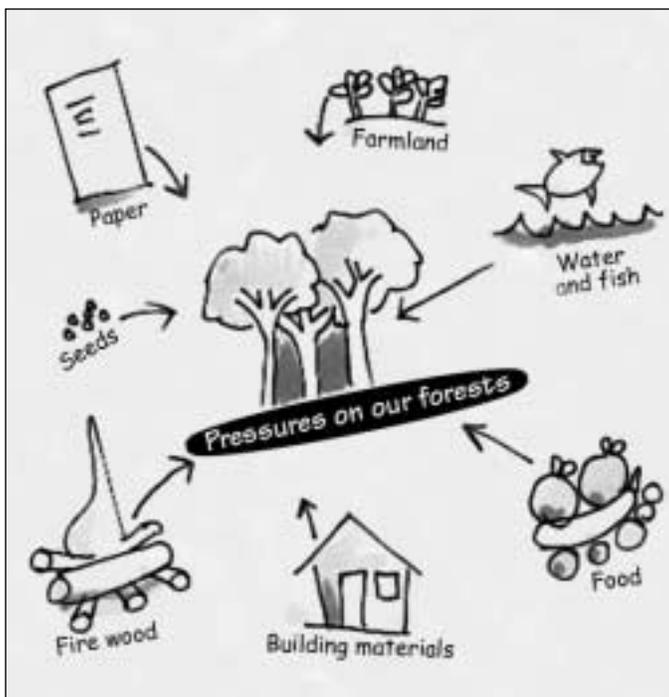
Making a mind map is easy. First, write down a central word concept. Around the central word draw five to ten main ideas that relate to that word. Then take each of those secondary words and again write the five to ten main ideas that relate to each of those words. In this way many related ideas can quickly be produced with very little effort. When your group makes its mind maps, you might want to follow the steps below.

1 You can either lead your group of young people in this activity or explain the activity to them and have them do it on their own as teams. You and each of your teams will need a large piece of paper or blackboard and something to write with.

2 Start with a central word or words that express an idea. In our example of a mind map above, we have taken the concept “Pressures on our forests”. Write the words in the centre of the large piece of paper or blackboard.

3 Ask your group of young people to identify the five to ten main problems or activities or causes that lead to pressure on your forests.

Teacher’s Tip: To help your group think of pressures on their forests, use the lists of things they use from the forest that they made in the Group Discussion and Drawing Activity.



- 4** You can ask simple questions to help your young people to think of ideas:
- ❓ What leads to pressures on your trees and forests?
 - ❓ Are any of the pressures on trees and forests that Woody described also pressures in the local forest? Are there others?
 - ❓ Who uses the forests and trees?
 - ❓ Are pressures from people an issue in your area?
 - ❓ Are there forests that your community is not allowed to use?
 - ❓ Are there different pressures on forests and trees that you are not allowed to use?
 - ❓ How do forests benefit your community?
 - ❓ What forest products are traded, how and by whom?
 - ❓ What makes a healthy forest?
 - ❓ What would you add to the list of uses you made earlier?
 - ❓ In what ways do you think your family relies upon forests?
- 5** For each of the causes that your young people suggest, ask them five times to name the major event (or ask them to name at least five major events) leading to pressures.
- 6** After you draw the mind map, ask your group of young people to:
- identify the most important root causes
 - identify causes that are both important and changeable
 - arrange the causes in the order of most changeable down to least changeable
 - make a list of the things that are most important and most changeable
 - identify and highlight ways in which your local forest is being kept healthy and productive

Teacher's Tip: Encourage your group to be creative and design the mind map the way they want to. Don't worry if the mind maps are simplistic or not very pretty. Be careful not to be too negative about threats or pressures on forests. Try to identify and highlight ways in which your local forest is being kept healthy and productive.

Teacher's Tip: Being brief and using single words is the key to a good mind map, but sometimes you need to write sentences of brief explanation for yourselves and others.

