



for a living planet

“The most beautiful thing we can experience is the mysterious.
It is the source of all true art and all science.”

– Albert Einstein



**ONE PLANET
SCHOOLS**



Welcome to Learn

WWF's free termly poster resource for schools

This edition of Learn has been produced in partnership with the FSC – the Forest Stewardship Council – in the UK.



The FSC was established in 1993 by concerned groups such as WWF and focuses on the responsible management of the world's forests. Products carrying the FSC tick-tree label come from forests that are managed responsibly to meet the social, economic and ecological needs of present and future generations.

Today, more than 100 million hectares of forest in 80 countries are certified to the FSC standards of management.

Forests play many important roles in the life of this planet:

- As a habitat – home to about 90% of the world's terrestrial animal and plant life.
- As the 'green lungs' of the planet – playing a vitally important part in the natural cycles that shape the climate, prevent soil erosion and regulate essential elements such as water, oxygen, carbon and nitrogen.
- As a natural renewable resource – providing raw materials for food, shelter and fuel, essential for the 1.2 billion people who live in extreme poverty alongside the forests; a source of income for indebted countries; enormous potential for the discovery of new food crops and life-saving medicines and the supply of a wealth of resources from sustainably managed forests.
- As a space that can provide some of the other things we need – things like beauty, inspiration, solitude, tranquility and mystery.

WWF has identified three key environmental challenges that must be addressed if we are to secure the vision of a One Planet Future – a future in which people and nature thrive within their fair share of the planet's natural resources:

- **Safeguarding the natural world**
13 million hectares of forest are destroyed each year

– to make room for the cattle ranches that supply our burgers and the leather for our shoes and trainers; to make space for crops like palm oil and soya; to make room for the mining of the precious metals used to make things like mobile phones.

• Tackling climate change

Deforestation is responsible for 15-20% of global CO₂ emissions. We face a high risk of severe and irreversible changes in the planet's natural systems if the global average temperature rises more than 2°C above the level recorded in pre-industrial times. Preventing deforestation is an essential part of the action needed to combat climate change.

• Changing the way we live

The forests are being destroyed to produce the goods that are sold in our shops. Illegal logging destroys habitats and steals the forest and its wealth of resources from the local people. The UK is the second largest importer of illegally felled timber in Europe. The EU imports more than half the soya exported from South America and 18% of global palm oil production (which primarily comes from South-east Asia). Within the EU, the UK is one of the top three importers of palm oil – found in products like crisps, chocolate, biscuits, shower gel.

To address these threats, WWF-UK and the FSC promote forest conservation, credible certification of forest products, responsible forest management and action to tackle illegal logging and trade.

INSIDE THIS ISSUE

- A2 full colour poster with inspirational quotation
- Questions to explore the poster image and quotation with pupils
- Starter activity ideas with links to further online activities
- 'In Focus' – an insight into techniques for developing pupils thinking and communication skills.

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Learn Ideas for the classroom



“Tug at a single thing in nature and you’ll find it’s attached to the rest of the world.” – John Muir

With your pupils, use a large sheet of paper to create a mood board or mapping diagram that explores the relationship between oak trees and other species that share their habitat. Search the ‘species related by habitat’ section of the arkive.org website to find out more about this ecosystem.

www.arkive.org/pedunculate-oak/quercus-robur/

www.arkiveeducation.org/resource/how_trees_work_woodland_notes.pdf

“We need trees; we need them for industry and building and paper... but we must never forget there is something in trees besides the practical.” – Sigurd Olson

Pupils should research: what is the practical value of trees and forests? Do they only have value if they can be used by humans? What is their value ‘besides the practical’? Hot seating activity: why are trees and forests important?

www.treelink.org/docs/29_reasons.phtml

www.panda.org/about_our_earth/about_forests/importance/

<http://www.forestry.gov.uk/forestry/infd-7m8f59>



“Every year we’re losing 13 million hectares of forest – an area the size of England – WWF

Display the following words and ask pupils to find out how they are linked to the destruction of forests: hamburgers, shoes, crisps, cattle, shower gel, coffee, palm oil, biofuel, paper, soya, plantations, forest fires and wood.

Research links:

www.wwf.org.uk/what_we_do/safeguarding_the_natural_world/forests/

www.panda.org/about_our_earth/about_forests/

www.greenpeace.org.uk/blog/forests/slaughtering-amazon-20090529

“Life on earth is inconceivable without trees.” – Anton Chekhov

Creative writing group: plan a story based on a cataclysmic loss of the world’s trees – how will this affect the climate/water/air? How would wildlife and humans be affected by these changes?

Research links:

epa.gov/climatechange/kids/animations.html

www.panda.org/about_our_earth/about_forests/importance/forestsairclimate/



“The world uses 1 million tonnes of paper per day.” – WWF

Find out about the paper you use each day – quantity, use (e.g. packaging), where it’s from, how it’s made (e.g. does it contain bleach or recycled fibres), what happens to it when it’s been used.

Use the Learn Forests Resource Sheet (available from www.wwf.org.uk/learn) to explore how paper consumption affects the environment.

“Choose FSC products because they put trees first but make them last!” – Charlie Pope aged 9

Watch the films and research FSC. Pupils could use storyboards to plan or create a short animation about FSC that explains how forests can be used as a renewable resource.

www.fsc-uk.org/education

One Planet Future: www.green.tv/wwf_oneplanetfuture

Buyer be fair: www.fsc.org/multimedia.html

How to make an animated movie: www.cleo.net.uk/resources/index.php?ks=2&cur=4



“The first step towards change is awareness.” – Nathaniel Branden

Find out about awareness of FSC in your school and community – do people recognise the logo/understand what FSC does/know about FSC Friday/understand the importance of forests? Create a campaign to improve awareness and increase support for FSC.

www.design21sdn.com/competitions/14

“The DCSF would like all schools to be sustainable by 2020.” – Department for Children, Schools and Families

Create an action plan that will make your school ‘forest-friendly.’ Identify the links between the school and the forest e.g. as a consumer of forest products, products grown on land cleared of forests or as a source of greenhouse gases. Explain what you intend to do, why you’re doing it and how you’ll achieve it.



“A society grows great when old people plant trees whose shade they know they shall never sit in.” – Greek Proverb

Ask pupils to think about the proverb: what does it mean? What does it say about the way we live our lives? What will they do to make the world a better place in the future?

More activities to accompany this edition of Learn are available online at www.wwf.org.uk/learn and on fsc-uk.org/education

Espresso links

Key Stage 1 – Find out about wood and paper in the Science: Materials section.

Key Stage 2 – Use the ‘search’ facility to create a news report about the plight of the forests in Congo.

Weblinks

For quick access to the weblinks above, visit our website – www.wwf.org.uk/learn

Learn Question time



Using the poster on the reverse as a stimulus, the following questions will allow students to explore a range of issues:

1. What can you see in the photo?
2. What do we know about trees and forests?
3. Imagine that you've just walked into the forest in the photo: what can you see/hear/touch/smell? Think about how being in the forest makes you feel – will you feel calm/inquisitive/inspired/anxious/vigilant?
4. Listen to the dawn chorus: – www.bbc.co.uk/nature/programmes/radio/dawn_chorus/video/dawnfx.ram
What types of wildlife might you expect to find in this woodland habitat?
5. Think about the way that forests are portrayed in stories. are they places to relax and enjoy or places to fear and avoid? How do you think this affects our attitudes towards forests?
6. Every year the world loses 13 million hectares of forest – an area the size of England. Why do you think this deforestation is happening?
7. How does deforestation affect people and wildlife? How might it affect future generations?
8. How are people in the UK linked to the destruction of the world's forests?
9. Wood is a renewable resource – on average, building a house out of timber instead of brick reduces carbon emissions by ten tonnes. Should we use forest products like wood and paper?
10. WWF-UK and FSC believe that forests can be managed responsibly. What do you think this means?
11. Products marked with the FSC tick-tree label come from responsibly managed forests. Why might consumers choose FSC products? Where have you seen this label? What sorts of forest products might carry this label?
12. Look at the quote at the front of this issue of Learn:
 - What do you think it means?
 - Much of nature is still a mystery – we are still discovering new species; we don't fully understand the complex web of relationships that link species or know everything there is to know about the factors that control our climate. Is 'not knowing' a good thing or a bad thing?

Answers and interesting facts

2. Trees: Oak trees usually live for up to 500 years; some oaks are known to be 700 – 1200 years old. The UK is home to 25-50% of the world's bluebell woods – the species is threatened by climate change. Mist and transpiration – trees play an important role in the water cycle. An oak tree can draw more than 400 litres of water from soil and release it into the atmosphere through its leaves each day. Habitat: woods and forests are important for many reasons – e.g. Component of natural cycles (water, carbon, climate, soil); resources (wood, paper, fuel, nuts and berries, rubber, latex, medicines, fibres); recreation (biking, hiking, bird watching) 5. For example, Harry Potter – the forbidden forest, Little Red Riding Hood, Hansel and Gretel. 6. Conversion of forests to agricultural land for cattle ranching, soya or palm oil plantations; illegal and unsustainable timber trade. 7. Now – loss of habitat and resources: future – climate change and loss of species like the orangutan, tiger and gorilla. 8. Consumers of palm oil, soya, meat, leather, minerals (e.g. coltan used in mobile phones and electronic games), and illegally felled and traded timber. 10. Management that protects the interests of present and future generations, in terms of biodiversity, livelihoods, climate and environment. 11. Range includes wood, furniture, flooring, decking, paper, books, magazines, tissues, charcoal, kitchen utensils and footballs.

Each of the classroom activities in this edition of **Learn** is linked to a quote which can be explored during discussion sessions.

Philosophy for Children (P4C) focuses on the development of thinking skills and quality dialogue during 'community of enquiry' discussion groups. The sessions help children to think for themselves, benefit from the thinking of others and ultimately come up with better ideas. The process also helps them to communicate these ideas with greater confidence and clarity.

Community of enquiry discussion groups operate within a series of conventions which are designed to help children to participate within a structured, respectful and relaxed environment. The children can be invited to participate in the creation of these conventions which might include items like listening to the speaker; treating contributions with respect; taking turns; prefacing comments by explaining whether you agree or disagree and explaining your reasoning.

During these discussion activities, the teacher takes a backseat and acts as a facilitator – 'a guide from the side rather than a sage on the stage' – thereby providing space for the pupils to take turns on the central stage.

The Teachers TV website features a video which provides a useful introduction to Philosophy for Children:

www.teachers.tv/video/1395

The following examples provide ideas about how some of the quotes might be explored during community of enquiry discussion sessions and how they might be used as a starting point for further study:

"Tug at a single thing in nature and you'll find it's attached to the rest of the world."

Discussion:

- What do you think this means?
- Can we think of any examples of the ways things are 'attached' in the natural world?
- Is nature something that some of us may choose to study or are we all part of nature?
- Does this mean that we must never do anything just in case we harm nature – stop building roads; stop growing crops; stop making things out of wood...?

The quote can also be used as a starting point to explore the science behind some of the ways that things are connected (e.g. food webs, ecosystems, the carbon and water cycles, greenhouse gas emissions and climate change, deforestation and the extinction of species) and concepts such as interdependence and the precautionary principle. Pupils might use the following website to explore the web of life:

assets.panda.org/custom/flash/daversitycode/

"A society grows great when old people plant trees whose shade they know they shall never sit in."

Discussion:

- What is 'society'?
- What does a society have to do to become 'great' – who decides if it has achieved 'greatness'?
- What does this quote tell us about the way we should live?

(The quote can also be used as a starting point to explore the meaning of sustainability e.g. 'ways of living that meet the needs of the present without compromising the ability of future generations to meet their needs')

"We need trees; we need them for industry and building and paper... but we must never forget there is something in trees besides the practical."

Discussion:

- What do you think this means?
- How can something be valued if it has no practical use?
- Are things more likely to be protected if they are valued by people?
- How can we persuade people to value something?

The quote can be used as a starting point to consider the issues of wants, needs and values. Pupils might explore different types of values e.g. financial, spiritual, aesthetic, scientific and recreational.

More activities are available online at www.org.uk/learn