

Lesson Plan for Inquiry 2

Before beginning Inquiry 2, have students read "Thinking About the Environment" and "Thinking About Science" if they have not yet done so. These sections will give students an introduction to the importance of global forests and to FAO's effort to understand the world's forests.

Need: Journal, pencils, paper, copy of the Table below.

Read paragraph 1. Ask students: What is the main idea from this paragraph? (The main idea is that we have not yet learned whether forests are growing or shrinking in size worldwide.)

Read paragraph 2. Hold a class discussion about the idea of renewable resources. Here are some questions to get the discussion started. "What are renewable resources, and what makes forests renewable?" "What are some other renewable resources?" "What are some non-renewable resources?" "What is the advantage of using renewable resources?"

Examine Figure 14. Ask if any students have planted trees. If so, ask them to share their experiences.

Have a student read the next paragraph, beginning with "FAO wanted to know..." Then hold a class discussion using the Reflection Section. This may also be done in small groups.

Ask students to read the first 2 paragraphs in "What They Discovered" and examine Figure 15. Using the Table below, have students calculate the amount of forest per person for each region. Have students compare their region with other regions. Order the regions from the most forest per person to least forest per person.

Now hold a class discussion based on these questions:

1. Where is my region on the list? Is it near the top or bottom, or near the middle?
2. How does my region compare with other regions in the world?
3. What are some of the reasons my region is ranked where it is on the list?
4. How might the country I live in compare with my region as a whole? (If you have access to the internet, visit and download the FRA 2005 Global Tables in excel from the main

REGION	POPULATION (2004)	FOREST AREA (HECTARES)	AMOUNT OF FOREST PER PERSON
Africa	868 182 000	635 412 000	
Asia	3 837 943 000	571 577 000	
Europe	723 495 000	1 001 394 000	
North and Central America	508 064 000	705 849 000	
Oceania	32 764 000	206 254 000	
South America	364 668 000	831 540 000	

page. Table 1 contains population Figures and Table 3 the area of forest. Using these resources, your students can calculate an estimated amount of forest per person for any country included in the report.)

Have students read the remaining paragraphs and examine Figure 17. After examining Figure 17, have your students look at Figures 18, 19, 20 and 21. You may have to explain these maps to your students. For more information about these maps, visit <http://www.worldmapper.org/about.html>. Have them “do the math” to determine how many fewer hectares are being lost now than in the past. Hold a class discussion about these numbers. What do they tell us? Is this good news? Why or why not? (Students may break into small groups for these discussions.)

Have students read the last paragraph and examine figures 17, 20 and 21 and answer the questions. (Refer to page 37 for answers). Hold a class discussion based on the reflection questions. Here are some additional questions to get the discussion started:

1. What is happening in our region or subregion that is leading to the loss or gain of forests?
2. Do you think this trend might change in the future? Why or why not?
3. What might happen to cause a change in the trend?

Hold small group discussions about whether your current regional or subregional trend is desirable or should be changed. Remember that not all deforestation is bad. Some forests may have to be converted to agriculture to provide enough food or to provide land for roads, houses and ports. In these groups, have students identify 3 advantages and disadvantages to the current trend. Have each group develop 2 action items that will either support or try to change the trend. Each group will identify a spokesperson to present their action items and rationale to the class.

As a class, identify any action items that can be taken by the students.

EXTENSION: The Green Belt Movement
Using the internet, visit:

<http://www.greenbeltmovement.org>.

Have students research this site and others to discover how one African woman has made a difference by planting trees. If possible, explore options for planting trees near your school or in your community.