



Grade Level: 4-8
Duration: Day 1—30 minutes;
Day 2—20 minutes;
Day 3—15-45 minutes
Subject Areas: Biology, Resource Management
Skills: Observing, researching, data collecting

Who Needs Trees?

Experience how different life would be without forest products.

Summary Everyday we use an amazing array of forest products. Forest products include more than just wood. Working in teams, students will gain an awareness of the diversity of forest products that are part of their daily lives.

Objectives In this activity, students will:

1. Work in teams to generate lists of forest products.
2. Collect data on their own forest products usage.
3. Recognize the importance of forest products in daily life.
4. Discuss how to ensure an adequate, long-term supply of forest products.

Materials

- Large pieces of paper and markers
- *Forest Products Are Everywhere!* sheet
- Copies of *Forest Products & You* tracking worksheet

Preparation Review the activity.
Make copies and collect appropriate materials.

Key Words

cellulose—the fibrous tissue that makes up the cells of plants; used in paper, rayon, plastics and explosives

forest product—any of a variety of items that originate from a resource found in forests

gum/resin—various viscous plant substances that dry into brittle solids; used in a variety of products including varnishes and plastics

wood—the fibrous material that composes most of the interior of trees; the most well-known of forest products

Introductory Questions

- What kinds of natural resources do you use everyday?
- What would life be like without those natural resources?

Background Information

Human beings have used forest products for thousands of years, and throughout history, cultures have struggled to obtain wood and manage forests. The ancient Egyptians deforested much of their home, the Nile Valley, forcing them to harvest trees from as far away as Lebanon. As the world's population grew, so did the need for forest products. By the end of the Middle Ages, trees were so valuable that most of Europe's forests were owned by high-ranking officials.

Today, more than ever, the world's forests provide a treasure trove of valuable raw materials, from wood and paper to pharmaceuticals and food. The art and science of forest management is constantly evolving. We have learned more about forest management in the last 50 years than we learned in the previous 500 years. However, as our population continues to grow and the demand for forest products increases, wise management and use of forest resources is all the more critical.

Douglas Fir



Procedure

DAY 1

1. Begin by asking your students to define a forest product. After settling on a definition, divide the group into teams of 3-4 students.
2. Challenge each team to generate a longer list of forest products. Have teams record their ideas on large pieces of paper to facilitate sharing later. To energize the brainstorm, give students a limit of 15 minutes and have them predict how many products they will be able to think of. Teams can then judge their work by how close they come to their prediction. Or teams can compete against each other to see who can generate the longest or most unique list. After the time limit is up, post the lists and discuss them as a group. Share the *Forest Products Are Everywhere!* sheet with the students to help expand their ideas about the variety of forest products that exist.
3. As a homework assignment, encourage students to add to their list other forest products they can find at home. The following day, have students add any new products they found at home to their team lists. Each team should share their additions with the class.

DAY 2

4. To introduce the next part of the activity, ask students how many forest products they think they use each day. Distribute copies of the *Forest Products & You* tracking worksheet and have everyone record their prediction. Then, inform students that they will be tracking their forest product use for the next day. (If tracking for a full day would be too much for your students, you can limit the time, e.g. from class to the end of school, from the time students get home until they go to bed, etc.) Instruct students to keep a careful record of everything they use and to mark whether the item is a forest product, is not a forest product, or they don't know.
5. On the next day, discuss as a group what the students discovered about their forest products use. How close were their predictions? Were they unsure about whether something they used was a forest product? How could they find out?

DAY 3

6. As the students enter the classroom, inform them that, with the exception of the building itself, you are all going to go without forest products for the class period. Start off with a discussion about what you will need to move aside for the duration of the activity. Can you sit at your desks? In chairs? At tables? (If your classroom desks or chairs include a forest product, move them aside and inform the students to sit on the floor.) Can you do any reading? Writing? What about using the chalkboard or whiteboard? What would happen at lunch time? You can choose to continue for an extended period of time, but the students will probably understand the point of this exercise within 15 or 20 minutes.

7. At the end of your forest products denial period, discuss with your class what it would be like to go without forest products for an extended period of time. What would prompt a real need to go without? (Forest mismanagement, wasting of resources, prohibiting tree harvesting, forest disease, decreased supply/increased cost, etc.)
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Assessment

Discuss with the students how their impressions about forest products have changed. Encourage them to think back to the beginning of the activity. How many products did they originally predict? What is the grand total now? Are they surprised by how prevalent forest products are in their lives? Does this new knowledge motivate the students to change any behaviors?

Extensions

- Research what products come from particular trees or tree parts. For instance, what kind of trees are used to make pencils? What part of a tree is used for paper? What about for paint? Why are these particular trees the best ones to use?
- If forestry is common in your area, have students contact a local forest products company to find out what local trees are used for.
- Design an art project. Encourage your students to communicate their findings by creating a large collage or mural of all the forest products on their lists. They can use photos from newspapers and magazines, draw or paint pictures of the products. Display the finished art project in a school hallway or cafeteria.
- What are the advantages or disadvantages of using wood versus another resource? Research the cradle to grave impacts and energy balance of using wood to build a house compared to steel or concrete.

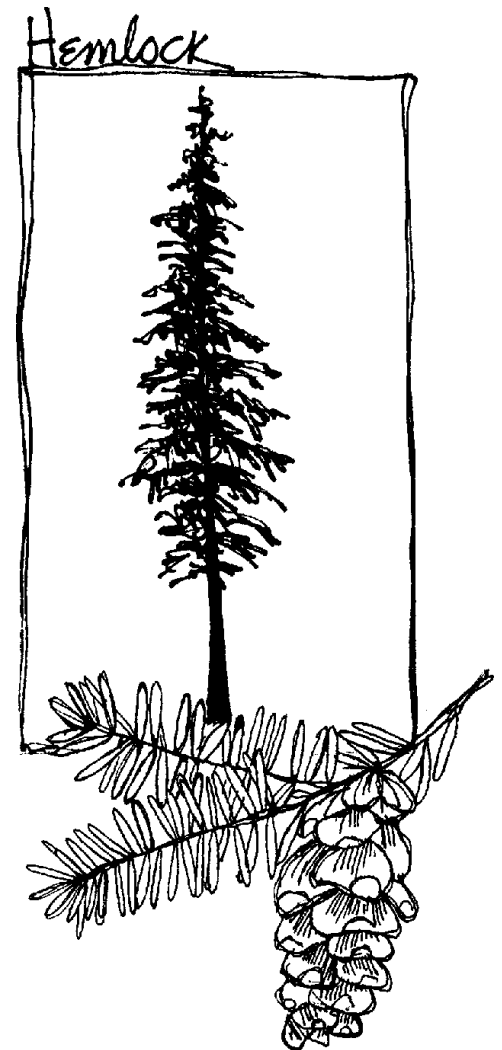
Resources

Project Learning Tree. Environmental Education Activity Guide (PreK-8). American Forests Foundation, 111 19th Street, NW, Washington, DC 20036, www.plt.org.

Trees Are Terrific. Ranger Rick's Nature Scope series. San Francisco: McGraw-Hill, 1998.

Weyerhaeuser's Forest Cycle

(Video covering forestry, lumber mill workings and paper making, available from the Forest Learning Center)



Forest Products Are Everywhere!

Products made from trees are everywhere, and sometimes you will find them where you least expect it! Use this list to get some ideas about where to look for forest products in your everyday life.

Wood:

Furniture, baseball bats, toys, cabinets, fences, bowls, handles, picture frames, buildings, poles, railway ties, fuel wood, particle board, matches, toothpicks, flooring, musical instruments, boats, insulation, pallets

Paper:

Writing paper, newspaper, magazines, books, milk cartons, cardboard boxes, CD liner notes, envelopes, labels

Cellulose (wood fibers mixed with other chemicals):

Fabric (rayon and others), carpeting, ping-pong balls, car steering wheels, toothbrush handles, explosives, shampoo thickener, wallpaper paste, eye-glass frames, buttons, cellophane, sausage casings, film, shatterproof glass, sponges, imitation leather, diapers

Bark:

Cork, tannins for curing leather, landscaping, fuel

Gums/resins:

Cosmetics, mouthwash, paint thinner, perfumes, soap, coatings for vitamins/other pills, conveyor belts, paint, hoses, tires, glass cement, ice cream, vanillin, perfume

Fruit:

Edible fruit and nuts, seeds, adhesives, asphalt, cleaners, inks, medicines, pesticides

Branches:

Floral displays, holiday wreaths, weaving for baskets, mats, and furniture

Forest Products & You

Tracking Worksheet

Keep track of the products you use each day. How many of them are made from trees? Make a prediction before you start counting and see how well you do: _____

	Made From Forest Products?				Made From Forest Products?		
Food Items	Yes	No	?	Personal Care Products	Yes	No	?
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