

# current forest issues

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## Introduction

Albertans have a strong connection to the forest, either through the products they use, their recreational activities or the career they pursue. The forest means different things to different people; due to the range of values there are a wide range of forest issues.

This education resource was developed to support teachers who want to bring these issues into the classroom and have their students reflect upon the ecological, economic and social values of the forest. Designed to support both science and social studies curriculum for Alberta students, this resource can be used in association with any unit dealing with forests, natural resources or social decision-making.

It is the aim of this resource to be and remain 'Current'. The five readers that follow were developed in early 2008. As new Alberta forest issues arise, and as the issues addressed in these readers evolve, the Inside Education will provide PDF versions of revised 'readers' and will develop new ones as issues warrant.

## Using this resource

This resource was developed with the 'Jigsaw' cooperative learning technique in mind (see [www.jigsaw.org](http://www.jigsaw.org) if you are unfamiliar with this technique). It is recommended that students be divided into small groups with each small group assigned the task of becoming 'experts' in one Current Forest Issue.

Divide your class into five approximately equal small groups, and distribute a different reader to each group. Note that the binder contains three colour copies of each reader, so students will either have to share, or extra copies may need to be made. Assign each group the task of reading through their issue 'reader' referencing the glossary at the end of each reader as required.

The Current Forest Issues resource contains the following five sections – ranked according to reading level and issue complexity:

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| 1) <b>Forest Economics</b>             | Case Study: Softwood Lumber                    |
| 2) <b>Forest Management</b>            | Case Study: Caribou                            |
| 3) <b>Forests &amp; Climate Change</b> | Case Study: What about the plants and animals? |
| 4) <b>Forest Careers</b>               | Case Study: Focus on Foresters                 |
| 5) <b>Forest Changes</b>               | Case Study: Mountain Pine Beetle               |

Each section contains a stand-alone article that presents an overview of current discussions on the issue; in addition a short case study provides a closer look at the topic. Following the article there are extension questions that students can complete individually or that can be used to stimulate group discussions. A webquest is included for further information and research for students and teachers.

Other applications:

- The readers can be used as independent studies for individual students (perhaps advanced students)
- Small groups will take the information included in the readers and, using the webquest as a guide for further information, develop powerpoint presentations for the rest of the class, identifying and explaining 'their' current issue



This resource is made possible by the generous support of:

# Curriculum Connections

## Science

### Grade 6 Science

Topic E – Trees and Forest

Students will:

1. Identify reasons why trees and forests are valued.
2. Identify human uses of forests, and compare modern and historical patterns of use
3. Identify human actions that enhance or threaten the existence of forests
4. Identify an issue regarding forest use, identify different perspectives on that issue, and identify actions that might be taken.

### Grade 7 Science

Unit A: Interactions and Ecosystems

Students will:

1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions
2. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments

Unit B: Plants for Food and Fibre

Students will:

1. Investigate life processes and structures of plants, and interpret related characteristics and needs of plants in a local environment
2. Identify and interpret relationships among human needs, technologies, environments, and the culture and use of living things as sources of food and fiber

### Grade 9 Science

Unit A: Biological Diversity

Students will:

1. Identify impacts of human action on species survival and variation within species, and analyze related issues for personal and public decision-making.

## Social Studies

### Grade 9 Social Studies

Canada: Opportunities and Challenges

9.2 Issues for Canadians: Economic Systems in Canada and the United States Attitude Outcomes Grade 7, 8, 9:

Students will be encouraged to:

- Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields
- Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds
- Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment

## CTS Forestry

- FOR1010: Why Forestry?
- FOR1090: Forest Ecology 1 (Ecosystem Dynamics)
- FOR1100: Forests Forever 1 (Forest Use & Protection)
- FOR2100: Forests Forever 2 (Management Practices)
- FOR2120: Users in the Forest
- FOR3010: Issues in Forestry
- FOR3120: Integrated Resource Management (Balancing Needs)

## CTS Wildlife

- WLD1050: Taking Responsibility
- WLD2020: Measuring The Value
- WLD2090: Issues in Wildlife 1 (Research & Analysis)
- WLD3020: Making a Difference
- WLD3090: Issues in Wildlife 2

## CALM

For further information, to continue to be current on the 'Current Issues' resource, watch the Inside Education website – [www.insideeducation.ca](http://www.insideeducation.ca)  
Information is also available on our website with respect to field trips, no-cost classroom presentations and all-expense-paid teacher professional development workshops through the school year and into the summer.