Equipment:

- Large sheets of paper
- FSC Planning Sheet (overleaf)
- Resource sheets 2 and 3 (overleaf)
- Access to the ‘Buyer Be Fair’ video:
  www.fsc-uk.org/buyerbefair

What to do:

1. Brainstorm the following unfinished statements:
   - Forests matter because... (e.g. they’re a habitat for wildlife, carbon sink, important in the water cycle, source of employment / food / fuel / shelter / medicine / tranquillity / recreation / renewable resources)
   - Forests are especially important to... (e.g. forestry workers, wildlife, forest dwellers/Indigenous Peoples, governments, timber companies, environmentalists, hikers, bird watchers, mountain bikers, people who buy things that are made from wood).

Discussion: How do you think these forest users get on with each other? Why? Do you think it might be possible to manage forests in a way that would keep everyone happy?

2. Explain that the Forest Stewardship Council (FSC) was created in 1993 to promote the responsible management of the world’s forests. FSC set out to create a system of responsible forestry that would continue to supply timber and forest products whilst protecting the forests for the environment, people and the wildlife that depend upon them.

3. Watch the first part of the ‘Buyer Be Fair’ video - 0.00 – 2.26 minutes:
   www.fsc-uk.org/buyerbefair

4. Pupils should work in pairs or small groups. Ask them to imagine that they’ve travelled back to the year 1990 where they’ve joined an early FSC planning session. Ask them to use a large sheet of paper to record their thoughts about the tasks on FSC Planning Sheet.

5. Invite the pupils to share their ideas.

6. Find out how FSC approached these issues by watching another extract from the ‘Buyer Be Fair’ video to: 2.26 – 8.30 minutes
Resource Sheet 2:

- An area of ancient forest the size of a football pitch is destroyed every 2 seconds.
- Forests (especially tropical rainforests) are the world’s richest ecosystems – home to 90% of the world’s landbased plant and animal species.
- Forest loss threatens many species with extinction – Orangutans may disappear within the next 20 years due to logging and turning forests into palm oil and rice plantations.
- Forests prevent soil erosion.
- Forests help to prevent climate change – trees and plants remove carbon from the atmosphere.
- 10% of the world’s forests have disappeared in the last 25 years, mainly due to human activities.
- Deforestation feeds climate change – CO2 is produced by fires used to clear forests, trees no longer act as carbon sinks and forest soils often release CO2 as they dry-out.
- About 33% of the world’s forests are likely to be damaged by climate change.
- More than 20 percent of the world oxygen is produced in the Amazon rainforest.
- Every year an area half the size of the UK is cleared of natural forests.
- Forests are being removed at a rate 10 times higher than any possible level of regrowth.
- Only 10% of all forests are protected areas.
- Nearly half of the world’s species of plants, animals and microorganisms will be destroyed or severely threatened over the next quarter century due to rainforest deforestation.
- Rainforests once covered 14% of the earth’s land surface – this has fallen to 6%.
- Experts estimate that the last remaining rainforests could be destroyed in less than 40 years.
- About 16% of the wood delivered to building sites is never used and ends up in land fill sites as waste scraps.
- 25% of our medicines have been developed from rainforest ingredients. Less than 1% of rainforest trees and plants have been tested by scientists to see if they can be used to develop other medicines.
- At least 80% of the foods we eat come from plants that originated in the tropical rainforest e.g. oranges, lemons, bananas, tomatoes, corn, potatoes, rice, chocolate, sugar cane and nuts.
- Forests are often cleared to create farmland. Forest soils are often poor and require lots of chemicals to grow crops.
- Timber exporting countries like Indonesia, Brazil, Kenya and Cameroon lose an estimated €10-15 billion through illegal logging each year.

Resource Sheet 3:

- We all use things that are made from wood.
- Wood is a renewable resource.
- If people can’t make money from the forests, by selling the wood, they may decide to chop all the trees down to use the land to grow crops or raise cattle.
- Forestry provides paid work for lots of people.
- Countries in Africa, Asia and South America sell timber to countries like USA, Japan, China, UK and Germany.
- Global wood consumption is projected to increase 50 percent by the year 2050.
- Forests support up to 1.6 billion of the poorest people in the world – providing things like food, jobs, medicines, fuel and materials used to make homes and household goods.
- Forestry can be sustainable – when a tree is cut down, another can be replanted or allowed to grow naturally.
- Sustainable forestry can provide the landowner with more income than they’d get if they cleared the forest and used the land for farming.
- 60 million Indigenous Peoples and countless species of plants and animals are completely dependent on forests for their lives.
- Organisations like WWF and the Woodland Trust believe that it’s OK to cut down trees to make things like furniture, building materials and paper – as long as it’s properly managed.

FSC UK would like to thank Forest Education Initiative and WWF for the use of their resources.

www.fsc-uk.org/education
1. Sketch a tree. List some of the items in your room or building that are made from materials taken from the forest.

2. Draw a mapping diagram showing the journey of one or more of these items from the forest to your home. This journey is called the supply chain. Remember: countries like the UK import most of their timber from other countries.

3. On your diagram, make notes about:
   - Some of the people affected by the supply chain - How does the supply chain help to improve their lives? How does it harm them?
   - The environment – how does the supply chain harm the environment? Explain any positive effects for the environment.

4. Problem solving: Imagine someone standing in a shop looking at 2 identical wooden guitars. One of the guitars is marked with an FSC logo. The other guitar is made from illegally felled timber. Fill in the table below:

<table>
<thead>
<tr>
<th></th>
<th>FSC Guitar</th>
<th>Other Guitar</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will the forest and wildlife be protected?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How will the forestry workers be treated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How will the timber yard know the difference between illegally-felled and FSC wood?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How will the guitar-maker know what sort of forest the wood comes from?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How will the shopkeeper know what the guitar is made from FSC wood?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How will the consumer know about FSC products?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Think about forestry workers, people who live in the forest, owners of timber companies, environmentalists, hikers, bird watchers, carpenters, paper factory owners, owners of timber shops, people who buy things that are made from wood.

www.fsc-uk.org/education