

## ***Forest Stewardship Lesson Plan***

**Keywords:** stewardship, forestry, renewable resources, nonrenewable resources

**Lesson Plan Grade Level:** 6<sup>th</sup>- 8<sup>th</sup>

**Total Time Required For Lesson:** 50 minutes- two 25-minute sessions

**Setting:** Classroom

**Subjects Covered:** Forestry, Stewardship of Natural Resources

**Topics:** Science, Conservation

**Goals For The Lesson:** The students will be capable of defining 'forest stewardship'.  
The students will identify good forest stewardship practices.

**Materials Needed:**

*Forest Stewardship* fliers (From the Wood Series)

*Forest Stewardship* Pretest (one for each student)

*Forest Stewardship* Posttest (one for each student)

Appendix 1 (one for each student)

Newspapers

Construction Paper

Appendix 2

Lined Paper

**Pennsylvania State Standards Addressed:** *E&E Standards: 4.2.7*

*E&E Standards: 4.3.7*

**Teaching Model:** Experiential Learning Model (Experience, Share, Process, Generalize, Apply)

**Methods:**

**Preparation:**

Read through the entire lesson and activity to ensure your understanding of the information. Ensure you have all the necessary materials and copies.

Supply the classroom with ample newspapers for students to take home for the assignment. (see Appendix 1 for details)

## First Session

### Doing The Activity:

**Introduction to the lesson:** “Does anyone enjoy spending time in the woods?” (allow students to answer for a few minutes, if the students are not capable of answering provide examples: place to see wildlife, camping, fishing, hunting, hiking, canoeing etc.) During 2 lessons this week we are going to discover more about the forests. But first, it is time to complete a pretest to see what information you have already gained on the topic.

### Steps:

#### (Experience and Share Stages 23 minutes)

1. Administer the pretest to the students; remind the students the purpose of the pretest is test knowledge the students already have acquired on the subject. (allow approximately 5 minutes for the test then collect)
2. Ask the students if they have any comments concerning the pretest.
3. Ask the students if they can define the word steward. (Allow the students to guess. If the students are unable, ask a volunteer to look the word up in a dictionary to read to the class. Steward – “a person who manages another’s property or financial affairs” (quoted by The Random House College Dictionary, 1289.) Then ask the students if they can think of one or two words that may describe forest stewardship. (allow time for students to share their thoughts) Ask the students to place their key words on the board generating a list (managing forests, protecting wildlife, nature, etc.).
4. Hand out the *Forest Stewardship* flier. Allow time for the students to read the flier, individually or with a partner. Monitor the students to ensure they are all reading; you may want to go over the diagrams and illustrations as a group after they have completed the reading.
5. Ask the students to define forest stewardship-(being responsible and taking care of the forest and the wildlife) Ask the students if there are any words on the board that would apply to forest stewardship and discuss.
6. Ask the students to identify techniques of practicing good forest stewardship. (taking care of forest for the future, learning about forests, caring about wildlife in the forests, using recyclable and recycled materials, recycling, throwing garbage in the proper place, taking care not to unnecessarily harm vegetation and trees, harvesting of trees etc.).
7. Explain to the students that they will be completing an activity: Investigating Forest Stewardship Practices (Appendix 1). Explain to the students that they will be looking through newspaper for articles that pertain to forest stewardship. Tell the students that they may have to ‘read between the lines’ to connect forest stewardship to their article, most articles dealing with logging, rainforests, wetlands, watersheds, woodlands etc. do provide connections. The students will need to determine if the article exemplifies good, poor or no forest stewardship

8. practices. **You may want to research an article to read to the class as an example.** Hand out Appendix 1 and go over with the class.
  - \*It is up to you to determine when the assignment is due- (preferably within the week)
  - \* Explain to the students that if they do not have access to a paper they may borrow one from the classroom.
8. Ask the students if there are any questions.
9. Explain to the students that they will present their articles to the class on the due date.

## **Session 2**

### **(Share and Process Stages 13 minutes)**

1. Ask the students to summarize what they had learned regarding forest stewardship.
2. Ask volunteers to share their articles (allow time for each student)
  - \*You may want to display the articles in the hallway or classroom.
3. Explain to the students that they will be completing a review before taking the posttest.
  - \*Hand out the fliers again (if they were collected on the first day) for reference

### **(Generalize and Apply Stages 12 minutes)**

4. Complete the discussion questions. (Appendix 2)
5. Ask the students if there are any questions.
6. Administer the posttest. Allow time for the students to complete than collect.

### **Assessment:**

The students will be evaluated through participation during discussions.  
Students will be assessed upon completion of their presentation to the class.  
The students will be evaluated upon completion the post test.

**Conclusion To The Lesson:** “This completes today’s lesson. Does anyone have any further comments concerning the lesson?”

### **References and Resources:**

*Forest Stewardship* flier  
The Pennsylvania State University  
112 Agricultural Administration Building  
University Park, PA 16802

Stein, Jess, ed., The Random House College Dictionary  
Revised Edition New York: Random House  
Dictionaries 1984, 1289.

This lesson was prepared by Katie Roth, Middle School Teacher and Sanford Smith, Extension Specialist Penn State School of Forest Resources.



## Appendix 2- Discussion Questions- Forest Stewardship

1. What does the word Pennsylvania mean? (*Penn's Woods*)
2. What is the foundation of life in a forest? (*soil*)
3. Explain the term decomposers. (*break down dead plants and animals*)
4. What is a difference between renewable and nonrenewable resources? (*renewable can be replaced; nonrenewable can not be replaced*)  
Ask the students to provide an example of each. (*renewable- trees; nonrenewable- plastics, metal*)
5. What does the word stewardship mean? (*to take care of or be responsible for something*)
6. Who can explain the role of a forest steward? (*plan for the forests' future, take time to learn about their forests, seek guidance from forest resource professionals*)
7. Who can tell me some ways that we all can practice good forest stewardship? (*use renewable resources, recycle, throw garbage in designated areas, take care of trees and plants*)