Teaching Unit 4 – Sustainable Forestry

Lesson Plan

Access our EcoGreen teaching materials for free on our online platform at **ecogreenproject.net!**

Imprint

Author: Dorota Sokołowska

Project Title: EcoGreen

Project Number: 2021-1-DE02-KA220-VET-000025374

Project Leadership: Institut für Didaktik der Demokratie / Leibniz Universität Hannover

Project Website: www.ecogreen-project.eu

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

This document by EcoGreen is licensed under CC BY-SA 4.0.
To view a copy of this license, visit
https://creativecommons.org/licenses/by-sa/4.0

Vocation/Course:	Teaching Unit 4
Learning environment:	Classroom Setting
Title:	Green Strategies for the sector of forestry
Extent (hours):	60 minutes
Author	P5 – Dorota Sokołowska

Situation (Political problem/conflict):

We cannot survive on our planet without forests. Yet despite all that forests do for us, they continue to be sacrificed to unsustainable human consumption. How can logging ever be sustainable when, by definition, it requires that trees be cut down? The key question of the lesson: What to have and what to be, i.e. how to use forest resources while not diminishing them?

Outcome (product/solution):

List of arguments justifying the need for rational forest management in accordance with the principles of sustainable forest management and nature conservation.

Topics covered:

Subtopic 1 Ecological Production

– comparison the ways in which forest resources are managed in Poland and in other countries (e.g. in Sweden)

- researching for the data on the Internet

– how to use forest resources while not diminishing them

- defining "sustainable forest management“
- gathering practical steps that a community or business can take to use forests in a sustainable way

– identifying arguments supporting the necessity of rational management of forest resources according to the principles of sustainable forest management and nature conservation

Subtopic 2 Energy efficiency (Transport /Production)

- defining efficiency
- benefits of efficiency
- positive and negative effects

Subtopic 3 Green marketing

- defining Green Marketing
- working on examples of Green Marketing
- preparing individual Green Marketing strategy

School-based specifications:

This class can be implemented in small working groups. Every subtopic can be implemented as a stand-alone minimodule that can be either completed as an individual assignment or a group workshop.

Interactive materials/tools used

- Wordwall – online tasks
- Canva
- podcasts or short YT videos
- interactive presentations
- selected articles connected to the specific activities in paper form or in the form of an online game– depending on the form of the class
- worksheets

Methods to be used: lecture, presentation, work in groups, discussion, individual research, moderated discussion, individual approach – in case of self-learning.

Indications online teaching:

For exercises online (Wordwall) it is possible to change the template and language. All the materials can be also transform into “paper tasks” – just click “print” below the exercise.

Phase 1 – Ecological production	Intended competences		Topics covered	Methods	Material/ Media	Outcome (Product/ Solution)
	Specialist competences	Personal competences				
	Students …					
Information *Students analyse the situation/ problem/conflict considering a possible outcome*	• data and information gathering, critical thinking, analyse of the gathered information,	• communication skills, listening skills	• introducing the topic of the sustainable forest management to the class and the video that is going to be played	• **video presentation** • **Canva presentation**	• • (4) What is Sustainable Forest Management? • https://www.youtube.com/watch?v=cT-mWi5x2Jo • Presentation (3)	• starting the conversation about the sustainable forestry
Planning *Students plan an approach for an outcome. They detail a work schedule and fix quality criteria for the outcome.*	• data and information gathering, critical thinking	• self-confidence, self-reliance, communication skills,	• inviting the learners to share their own ideas of sustainable forestry	• **group work with a worksheet**	• https://wordwall.net/pl/resource/64216568 • paper worksheet 1and 1T	• common definition of sustainable forestry
Decision making *Students choose a plan/schedule and determine responsibilities and results*	• data and information gathering, critical thinking	• self-reflection	• encouraging the learners for justifying the need for rational management of • forest resources	• **group work**	• paper worksheet for teachers 3T	• a list of arguments

Execution *Students execute the plan and collect further information for implementation*	critical thinking	self-reflection,	encouraging the learners to think about their local communities and business dealing with forestry	**What should be done? -working on the article**	https://wordwall.net/pl/resource/64213631 paper worksheet 2 and 2T	a list of practical steps that a community or business can take to use forests in a sustainable way
Monitoring/ Assessment *Students assess outcome according to fixed quality criteria*	presentation skills	self-confidence, self-reliance, communication skills, body language	presenting learners' opinions on the class forum	**oral presentations**	presentations prepared by learners basing on the previous exercises	
Reflection *Students reflect on implementation, pros and cons of plan as well as gained competences*	critical thinking	giving out a constructive feedback	open discussion on the presented ideas	**moderated discussion**		

Phase 2 – Efficiency in transport and production	Intended competences		Topics covered	Methods	Material/ Media	Outcome (Product/ Solution)
	Specialist competences	Personal competences				
	Students …					
Information *Students analyse the situation/ problem/conflict considering a possible outcome*	• data and information gathering, critical thinking, analyse of the gathered information	• active listening	• introducing the topic of production and transport efficiency in forestry • factors on which efficiency depends	• presentation and discussion • group works, discussion	• oral presentation with demonstration • https://wordwall.net/pl/resource/64540631	• established definition of efficiency in forestry production and transport
Planning *Students plan an approach for an outcome. They detail a work schedule and fix quality criteria for the outcome.*	• data and information gathering	• self-study skills	• benefits of increased efficiency	• individual/ group works	• https://wordwall.net/pl/resource/64539903	
Decision making *Students choose a plan/schedule and determine responsibilities and results*	• critical thinking, decision making skills	• decision making skills	• how to improve efficiency in forest operations	• individual/ group works	• Presentation (4)	
Execution *Students execute the plan and collect further information for implementation*	• planning, critical evaluation,	• writing skills	• share your experiences with transport in forestry.	• individual/ group works	• worksheet 1	

	data and information gathering, critical thinking, decision making	writing skills	positive and negative effects of efficiency in forestry	individual/ group works	worksheet 2 https://wordwall.net/resource/64548827	Summarization of the main points and lessons learned
Monitoring/ Assessment *Students assess outcome according to fixed quality criteria*	presentation skills	self-confidence, self-reliance, communication skills, body language	presenting learners' opinions on the class forum	**pair work, oral presentations**	worksheet 3 short presentations prepared by learners basing on the previous exercise	
Reflection *Students reflect on implementation, pros and cons of plan as well as gained competences*	critical thinking	dealing with critique and praise, giving out a constructive feedback	open discussion on the presented ideas	**moderated discussion**		choosing the most interesting ideas

Phase 3 – Green marketing	Intended competences		Topics covered	Methods	Material/ Media	Outcome (Product/ Solution)
	Specialist competences	Personal competences				
	Students …					
Information *Students analyse the situation/ problem/conflict considering a possible outcome*	• data and information gathering, critical thinking, analyse of the gathered information	• communication skills, listening skills	• introducing a term of Green Marketing	• individual work/ teacher's presentation – Canva • video	• Presentation (5) (presentation slide 3) • 4) Green Marketing strategies: What is the meaning of green marketing? - YouTube • https://www.youtube.com/watch?v=qZFpYT7Jct0 • (presentation (5) slide 2) •	• understanding the concept
Planning *Students plan an*	• data and information	• active listening, • self-reflection	• gathering information on	• individual/ group work	• (presentation (5) slides 5-15)	• information on the

approach for an outcome. They detail a work schedule and fix quality criteria for the outcome.	gathering, critical thinking, analyse of the gathered information	self-confidence, self-reliance, self-study skills/ teamworking skills	the rules and examples of Green Marketing	video presentation	(presentation (5) slide 4)	practical introduction of Green Marketing
Decision making *Students choose a plan/schedule and determine responsibilities and results*	data and information gathering, critical thinking, decision making, teamworking skills	self-confidence, decision making skills	discussing benefits and challenges of Green Marketing debate on negative effects of Green Marketing	individual/ group work	https://wordwall.net/resource/64638826 presentation slide 23 presentation (5) slides 16-19	summarisation of knowledge on the Green Marketing
Execution *Students execute the plan and collect further information for implementation*	data and information gathering, critical thinking, decision making	self-confidence, self-reliance, decision making skills	preparation of the strategy for a potential forest company	individual/ group work	worksheet 1	decision making on the Green Marketing strategy
Monitoring/ Assessment *Students assess outcome according to fixed quality criteria*	presentation skills	self-confidence, self-reliance, communication skills, body language	presenting learners' strategies	**oral presentations**	presentations prepared by learners basing on the previous exercises	
Reflection *Students reflect on implementation, pros and cons of plan as well as gained competences*	critical thinking	self-confidence, self-reliance, dealing with critique and praise, giving out a constructive feedback	open discussion on the presented ideas	**moderated discussion**		choosing the most interesting/ innovative/ strategy

This document by EcoGreen is licensed under CC BY-SA 4.0.

To view a copy of this license, visit https://creativecommons.org/licenses/by-sa/4.0.