

<b>WOOD TECHNOLOGY UNIT LEVEL C</b>			
<b>ATTAINMENT TARGETS</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITIES</b>	<b>USEFUL RESOURCES/CONTACTS</b>
<p><b>Show how people affect their surroundings by choosing to make or change things</b></p> <p><b>Give examples of ways in which tools and equipment can be used to create solutions to practical problems</b></p> <p><b>Describe how resources generally are gathered, worked on and changed, packaged, distributed, sold and used in various ways as familiar products</b></p> <p><b>Give some examples of how materials are changed in making products</b></p> <p><b>Demonstrate that materials, tools and people are resources necessary to make things</b></p>	<p>Give some examples of hardwood and softwood trees</p> <p>Be able to suggest a range of products made from different types of wood</p> <p>Know the changes that occur from tree to finished wood product - including how trees are felled, made into timber and timber products, sent to saw mills and factories etc</p> <p>Have some knowledge of local woodlands and how Scottish trees are marketed and sold</p> <p>Understand the importance of forest management and the long term conservation issues</p>	<p>Worksheet "Hardwood - Softwood"</p> <p>Worksheet "Wood Type - Tree Type" and teachers notes</p> <p>Worksheet "Using Wood in Modern Houses"</p> <p>Survey of school and/or home of wood products - using the headings; location, function, wear and tear, type of wood - (includes chip board, paper, sawdust, bark chippings etc) make spreadsheets, graphs and databases with results</p> <p>Make an illustrated flow chart and/or use some of the pictures from worksheet "Modern Harvesting and Processing" of the stages from planting seedlings of specific trees - growth - harvesting - sawmill - timber depot - end product "The Forest Cycle" and "Forests for Timber" leaflets are helpful - discuss the use of technology/machines at various stages in the process</p> <p>Invite in a local carpenter to demonstrate his work</p> <p>Organise a visit to a local tree nursery and/or saw mill/timber merchant such as B&amp;Q or invite someone from the above to come and speak to the children. Have specific questions ready about types of wood used, where the wood comes from, how much Scottish timber is used locally, are they members of the FOREST STEWARDSHIP COUNCIL (FSC) - which means they are buying wood from sustainable forests - write a report (Ref. to Scotland's Trees, Woods and Forests)</p> <p>Look at the people involved in the wood industry and their different jobs - worksheet "Caring for the Forest"</p> <p>Look at the impact of changing technology (e.g. new machines to cut and harvest the wood, computer programmes which give details of tree sizes and allow predictions of harvesting times) and the increased demand for wood on the timber industry. What measures have been/are being put in place to ensure sustainable forests for the future? "Forests for People" leaflet is helpful. (Ref. to Forests for Scotland)</p> <p>Make posters highlighting the key points</p>	<p>USEFUL BOOKS / PUBLICATIONS:</p> <p>"Materials - Wood" - Heinemann ISBN: 9780431127279</p> <p>"Science Files Wood" - Heinemann ISBN: 9780431143002</p> <p>"Scotland's trees, woods and forests" (Forestry Commission Scotland)</p> <p>"Forests for Scotland" The Scottish Forestry Strategy Scottish Executive publication No. SE/2000/199 (Forestry Commission Scotland)</p> <p>FORESTRY COMMISSION CONTACT:</p> <p>Sally York FC Environmental Education Advisor Forestry Commission 231 Corstorphine Road Edinburgh EH12 7AT Tel: 0131 314 6458 E-mail: <a href="mailto:sally.york@forestry.gsi.gov.uk">sally.york@forestry.gsi.gov.uk</a></p>
<p><b>SKILLS</b> Preparing for the tasks, carrying out the tasks, reviewing and reporting on tasks</p> <p><b>DEVELOPING INFORMED ATTITUDES</b> Awareness of the world of work, use of technology in society to meet specific needs and the importance of forest sustainability and management</p>	<p><b>ASSESSMENTS</b> Hard copy evidence of flow charts, survey results, posters and reports</p> <p>Discussion with children and observation of their work</p> <p>Specific assessment worksheet linked to this unit's work</p>		