

Woodland Management for Wildlife -

The impacts of humans on the woodland environment

Suitable for Years 3-4, March to November

Using the arboretum as an example, students explore the potential impact of humans, positive and negative, on the woodland environment. They will learn about the conflicts of woodlands as places for people, tree products and wildlife and how we manage Westonbirt sustainably.

Key Concepts

Sustainability, habitats, deforestation, animals in the environment, plants are essential to life.

Learning Outcomes

By the end of the programme, students should be able to:

- Discuss potential human impacts on the woodland environment
- Name some positive woodland management techniques
- Recognise that forests are important habitats around the world
- Understand the importance of stewardship and know what humans can do to help

Before you come

Q What do we use trees for?

Q Why do animals need trees?

Programme Outline

Learning objectives	Activity
To see first-hand positive woodland management	Arboretum Explore - Why do we do that? In pairs, students use our spotter guide to find signs of Westonbirt's woodland management techniques in the arboretum
To recognise that trees are essential for woodland animals	Time for my close up In groups, students choose a tree and find evidence for the living things that are sheltering there or using it as a food source
To discuss deforestation and its impact on wildlife To understand the importance of stewardship	Shrinking forest A game that looks at the importance of tree to animals and people and the need to care for our trees and plants

<p>To discuss the global importance of sustainable forestry</p> <p>To be aware of positive action that people can take</p>	<p><i>Treasure in the trees</i></p> <p>Individually, students explore the 'treasure' hidden amongst the trees before sorting out the items they find. This activity explores the concept of sustainable forest management, and introduces the idea of FSC and PEFC accredited products. It presents students with positive action they can take to help.</p>
<p>To explain how sustainable forestry can also help wildlife</p> <p>To assess students learning during the day</p>	<p><i>Forests for the future</i></p> <p>A conclusion activity that brings together much of the session's learning and discoveries. In groups, pupils create a mini model forest. How would you plan a forest for the future? What would you do to ensure your forest is managed sustainably and can help wildlife?</p>

National Curriculum links
Animals (Year 3)

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

Living things and their habitats (Year 4)

- Recognise that environments can change and that this can sometimes pose dangers to living things
- Explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, and the negative effects of deforestation.