

Forest Values



Activity Information

Level: junior/Intermediate

Subject: environmental science, social studies, values education

Skills: identifying values, comparing, implying, summarizing, planning and organizing

Duration: 1 class

Group size: individual and class

Setting: classroom

Preparation: copy activity sheets for younger students



Summary

In addition to products from wood, the forest has many values — ecological, economic, cultural and spiritual, and recreational [see insert page 24].

Using the activity sheet and their own research, students will explore these different values.



Learning Outcomes

Students will:

- research and discuss non-timber values from the local forests and look at the different ways that forest users perceive it
- look at these competing values and begin to assign ways to plan a forest based on evaluating and prioritizing these different values

Adapted from a variety of sources including, The Forest Explorers, Canadian Council of Forest Ministers and Ontario's Focus on Forests.

This activity sponsored by:



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1. **For younger students**, begin by asking them to fill in the enclosed activity sheet **Who Wants What From the Forest**, matching the **Forest Users** with **Their Wants/Needs**. After the students have completed the sheets, discuss their answers.

For older students, begin at step 2.

2. **As a class, discuss the different categories of forest values:** ecological, economic, cultural and spiritual, recreational and the more familiar products from wood. Help them to generate a list of the forest values similar to the insert on page 24.

3. **Modern forest managers are faced with many different values** when they plan for the long-term management of the forest. Ask the students to think about the different competing values and how they would work to balance them.

- Whose concerns would they have to consider?
- What would they need to know and what research might they need to do?
- How would they balance different values and in what circumstances would one value take precedence over another? How would they judge this?

Ask the students to make a brief written summary of their key points. You may want to ask older students to present this in the form of a chronological plan or flow chart.

Ontario's Living Legacy

Announced in March 1999, this innovative strategy includes the greatest increase in history of Ontario's parks and protected areas. Ontario's Living Legacy [OLL] also introduced measures to improve the business climate for the forest industry, resource-based tourism, outdoor recreation, mining and northern communities. A key part of OLL is the Ontario Forest Accord, created by representatives of the government, forestry and environmental sectors, which is an innovative approach to establishing protected areas while considering the needs of the forest industry. This represents an important new relationship between the forest industry and the environmental movement towards the protection of natural features. Thus, Ontario's forest industry reaffirms its commitment to promoting an environmentally sensitive resource sector which is managing its forests for sustainability.

For more information: www.ontarioslivinglegacy.com/

Forest Values

Ecological

- capture solar energy and create oxygen
- moderate local and regional climates
- store water and affect water table
- develop and condition soils
- store and recycle nutrients
- provide essentials of life to birds, fish and other wildlife
- add to the planet's biodiversity
- temper the effects of global warming
- act as carbon reservoirs

Economic

- one of Canada's primary industries
- employs 800,000+ Canadians
- support [past and present] Aboriginal people and others through trapping, fishing, guiding, outfitting

Wood Products

- more than 5,000 products are produced from wood
- traditional wood products [lumber, furniture, tissue, packaging]
- pulp and paper
- maple syrup
- fuelwood
- lesser known by-products — *vanillin* [a flavouring in food and pharmaceuticals], shatterproof glass, adhesives, upholstery, rayon, turpentine, nature crafts

Cultural and Spiritual

- interwoven into our culture
- provide links to our historic past
- play a significant spiritual role for Aboriginal peoples
- used as source of artistic materials and inspiration

Recreational

- hiking, camping, skiing, photography, bird-watching, canoeing and so on
- recreational fishing, hunting
- ecotourism
- provide wood products used in recreation [hockey sticks, guitars, basketball's hardwood floors]



Sacred Forests

Trees and forests play an important role in the lives of many aboriginal communities. As part of forest management planning, efforts are now made to identify and protect special spiritual places within Canada's forests.

Trapline Project in the Waswanipi Cree Model Forest

This first Aboriginal-led model forest is located in the boreal forest in Quebec. Nearly half of the local population lives in the forest and relies on it for their income, much of it coming from trapping. Many of the younger people want to continue this way of life, but current forestry operations are threatening their livelihood. However, the forestry industry partners in the Waswanipi Cree Model Forest are working with the local community to help them preserve their traditional way of life.

Although *ucimows* — custodians of family hunting territories known as traplines — oversee the hunting and fallowing of land, there is a need for more detailed plans integrating industry and First Nations' views and needs. In collaboration with the forest companies and the Waswanipi Cree Model Forest, the community is collecting baseline information and mapping the way they use the land on the 52 traplines.



Who Wants What From the Forest?



Draw lines to connect the forest user with what they want or need from the forest.

Hint: There may be more than one link!

FOREST USERS	WANTS OR NEEDS
hunter	• a nice, forested view of the lake
fish	• to keep working in this area
moose	• the ground left in good condition for planting new trees
cottage owners	• trees left along river banks to prevent erosion, provide shade and keep the water clean
loggers	• a forest with plenty of rabbit, deer and grouse
artist	• a dense, mature forest with insects
tree planter	• tree cavities for nesting
tour operator	• a spiritual connection with the forest
canoeist	• a profit from the forest
naturalist	• to contribute to the well-being of their local community
wildflower	• a forest with a variety of plants and animals
logging company manager	• to capture the beauty of the forest and share it with others
pileated woodpecker	• healthy soils and shade provided by trees
Native elder	
wolf	

