



# Humans and Trees

This is ECO<sub>2</sub> COP30 Lesson 2 aimed at children aged 9–11.

## Trees to...

Slides 2 – 6

There are so many ways that humans use trees, such as for medicine, tools, buildings, food and sport. Look at PowerPoint slides 2–6 to discover some of the ways that they are used; do any of these surprise the children?

Ask the children to think about their daily routine over the last day, few days or week. Can they list different times when they used, touched or ate things that originated from trees? For example, they may have had cereal for breakfast which came out of a cardboard box, sitting at their wooden kitchen table on a wooden chair. At school in the morning, they may have written in a paper exercise book and read a paper storybook. For lunch they may have eaten an apple, which comes from a tree. In music lessons in the afternoon, they may have played a musical instrument made of wood, such as a violin. After school, they may have gone out with their friends on their skateboard, the board part being made of wood. Ask the children to compare their answers with each other to see how often we come into contact with something that has originated from a tree.

## Table Timeline

A tree goes through many stages to turn it from a tree into a wooden product. Find out what happens at each stage from tree to table by doing this activity:

- The photos in Appendix 1 shows the different stages from a tree to a table.
- You can print the pages so the text is on the back of the photo or separate.
- Get the children to cut out the photos along the dotted lines.
- Can they put the photos in the right order from tree to table?



## The Forest is Our Home

Slides 7 – 12

Millions of people around the world live in forests. Their families have lived in forests for generations. Their knowledge of their forest is passed down, so every child learns how to live in and take care of the forest from a young age.

Look at the image of deforestation on slide 8. What do the children think is happening in the picture? Use slide 9 to introduce deforestation. How do these pictures make the children feel?

Use slides 10 – 12 to explain that deforestation is affecting people who live in forests and that they have been speaking up about the impact that climate change and deforestation is having on their communities and forests for a long time. Explain that it is really important that they are at the forefront of planning and take action for forests and fighting climate change, because of their knowledge and understanding of forests.

## The Woodcutter Game

Tell the children they are standing in a Forest. Assign each child to be an animal or a tree. One child should be designated as the woodcutter.

If a child has been assigned to be an animal, they have to decide what animal they are. They need to choose an animal that would live in a Forest.

Ask each child to announce what animal they are (this could be accompanied by an action or sound for some added fun)

The children who are trees stand apart from each other in an area. They need to try and stand as still as possible with their arms out (stood like a T).

The children who are animals then choose a tree to stand 'under'. There can only be 5 children max under a tree.

The woodcutter then 'cuts' down the trees one by one and the animals at that tree have to flee to a still standing tree. Every time the woodcutter cuts down a tree they



give a reason why they are cutting them down (I'm going to build a table, I'm going to make some paper etc.) Any children who don't make it to a new tree are out of the game.

When there are only 1-2 trees left, ask the woodcutter whether they would like to continue cutting down the trees or whether they would like to leave some.

The game is finished when all the trees are cut down or the woodcutter decides to stop cutting them down. Discuss what will happen to all the animals now? Where has the CO<sub>2</sub> that was locked away in the trees gone?



## Sustainable Forestry

*Slides 13 - 14*

What is sustainable forestry? Use slides 13 -14 to learn about how we can cut down trees sustainably so we can protect our forests while still using them for the things we need.

