



Teaching Unit 4 – Sustainable Forestry

Lesson Plan

Imprint

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Vocation/Course:	Teaching Unit 4
Curriculum:	
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:	
<p>Subtopic 1 Ecological Production</p> <ul style="list-style-type: none"> - comparison the ways in which forest resources are managed in Poland and in other countries (e.g. in Sweden) <ul style="list-style-type: none"> • researching for the data on the Internet – how to use forest resources while not diminishing them <ul style="list-style-type: none"> • 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 <i>Students analyse the situation/ problem/conflict considering a possible outcome</i>	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	<u>(4) What is Sustainable Forest Management?</u> https://www.youtube.com/watch?v=cT-mWi5x2Jo https://www.canva.com/design/DAF1AXGFCGU/KOuYV-Hbn9v5UUxXLW_U1w/edit?u	starting the conversation about the sustainable forestry



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Planning <i>Students plan an approach for an outcome. They detail a work schedule and fix quality criteria for the outcome.</i>	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 <i>Students choose a plan/schedule and determine responsibilities and results</i>	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 <i>Students execute the plan and collect further information for implementation</i>	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 <i>Students assess outcome according to fixed quality criteria</i>	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 <i>Students reflect on implementation, pros and cons of plan as well as gained competences</i>	critical thinking	giving out a constructive feedback	open discussion on the presented ideas	moderated discussion		

Phase 2 – Efficiency in	Intended competences	Topics covered	Methods	Material/ Media	Outcome (Product/
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transport and production	Specialist competence s	Personal competences				Solution)
	Students ...					
Information <i>Students analyse the situation/ problem/conflict considering a possible outcome</i>	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 <i>Students plan an approach for an outcome. They detail a work schedule and fix quality criteria for the outcome.</i>	data and information gathering	self-study skills	benefits of increased efficiency	individual/ group works	https://wordwall.net/pl/resource/64539903	--
Decision making <i>Students choose a plan/schedule and determine responsibilities and results</i>	critical thinking, decision making skills	decision making skills	how to improve efficiency in forest operations	individual/ group works	https://www.canva.com/design/DAF1QjFvkRI/MPH49YPOxXNksW7uGF0umQ/edit?utm_content=DAF1QjFvkRI&utm_campaign=designshare&utm_medium=link2&ut	--



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Execution <i>Students execute the plan and collect further information for implementation</i>	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 <i>Students assess outcome according to fixed quality criteria</i>	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 <i>Students reflect on implementation, pros and cons of plan as well as gained competences</i>	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	Intended competences		Topics covered	Methods	Material/ Media	Outcome (Product/



marketing	Specialist competences	Personal competences				Solution)
	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	https://www.canva.com/design/DAF1Yx96_p0/nedsfFfOH9UYmw6K5Jmftg/edit?utm_content=DAF1Yx96_p0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton (presentation slide 3) <u>4) Green Marketing strategies: What is the meaning of green marketing? - YouTube</u> https://www.youtube.com/watch?v=qZFpYT7Jct0 (presentation slide 2)	understanding the concept



Planning <i>Students plan an approach for an outcome. They detail a work schedule and fix quality criteria for the outcome.</i>	data and information gathering, critical thinking, analyse of the gathered information	active listening, self-reflection self-confidence, self-reliance, self-study skills/ teamworking skills	gathering information on the rules and examples of Green Marketing	individual/ group work video presentation	(presentation slides 5-15) (presentation slide 4)	information on the practical introduction of Green Marketing
Decision making <i>Students choose a plan/schedule and determine responsibilities and results</i>	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 slides 16-19	summarisation of knowledge on the Green Marketing
Execution <i>Students execute the</i>	data and information gathering, critical	self-confidence, self-reliance, decision making	preparation of the strategy for a potential	individual/ group work	worksheet 1	decision making on the Green Marketing

<i>plan and collect further information for implementation</i>	thinking, decision making	skills	forest company			strategy
Monitoring/ Assessment <i>Students assess outcome according to fixed quality criteria</i>	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 <i>Students reflect on implementation, pros and cons of plan as well as gained competences</i>	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