

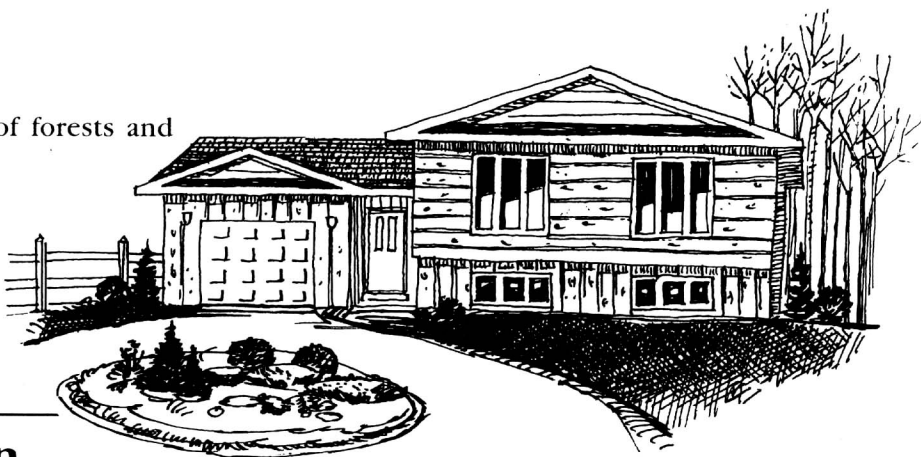
# What “Wood” Happen...

## Learning Outcomes

Students will understand the value of forests and the need to prevent wildfires.

## Summary

This activity will consider the value of forests, and how fire can destroy valuable resources.



## Activity Information

**Grade level:** primary

**Subject:** math, language arts

**Focus on Forests connections (P/J Manual):**

**Value/Dependence:** Forest Food Webs, pg. 118; The Man Who Couldn't Stop Sneezing, pg. 140; Maple Sugar Bush Activities, pg. 147; Visit to a Saw Mill, pg. 151; Visit to a Lumber Yard, pg. 153; Music from the Woods, pg. 158; The Giving Tree, pg. 160; The Lorax, pg. 172; **Management:** Sylvan Stewardship, pg. 174; Managing the Forest, pg. 181.

**Skills:** problem solving, noting patterns and relationships, predicting, focusing, hypothesizing

**Duration:** one hour

**Group size:** any

**Setting:** classroom

**Vocabulary:** wood, flow chart, wildfire, lumber

**Materials:** chart paper, items made of wood

within the forest community; nursery workers who grow tree seedlings; biologists who study living organisms and their environments; and entomologists who specialize in forest insects. Forestry employs pilots, surveyors, cartographers, marketing analysts and economists, planners, administrators, engineers, truck drivers, mechanics, heavy equipment operators and fire fighters.

In general, the forest industry provides employment opportunities for a vast array of individuals!

## Activity

1. Begin by choosing five students. Ask them each to find one item in the classroom made of wood.
2. Give the students about a minute or so to find something.
3. Ask one student at a time to hold up their item. If a student chooses something not made from wood, talk about what the item is made of and have the student choose another item.
4. Repeat this procedure until the whole class has had the opportunity to find an object. Ask the students what they know about where we get wood to make these objects. Some students may initially say from the store, etc. Guide the discussion until the answer “forest” has been reached.
5. Pick one object from the group and ask the students to think of the journey that piece of wood had to go through to get to where it is now. Draw a flow chart on the blackboard or on chart paper showing the various stages from tree to product.
6. Ask the students to consider what happens if a wildfire occurs in the forest. Have them each draw a

## Background Information

There are several valuable activities in *Focus on Forests*, Primary/Junior Manual, which discuss the value of wood. (See “Forests In Our Lives Section”, pages 138 - 163)

About 150,000 people are employed, either directly or indirectly, by the forest industries of Ontario. They include people such as loggers, furniture makers, wood processing and pulp mill workers. They also include research scientists who experiment with ways to improve tree species and growth; forest ecologists who study the interactions

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picture of a fire at the first stage of the flow chart, to show a wildfire occurred at this location.

7. Ask the students to identify the type of workers who would be involved at each step—for example:

- the wood cutter who cut the tree down
- the trucker who hauled the tree out of the forest to the sawmill.
- the sawmill workers who cut the tree into lumber.
- the lumber was transported to a factory where people transformed the lumber into building materials such as the molding.
- the item was shipped to a storekeeper who sells the item.

## Evaluation

Discuss with students the value of wood in our life. Also, why it is necessary to prevent forest fires. Have the students list ways, through words or pictures, of how they can prevent forest fires. Remember to discuss that fire is a natural component of some outdoor environments (*See Fire in Our Lives*).

## Extensions

1. Have the students work in small groups and draw a flow chart of the experience of the object they chose as a group.
2. Have students discuss what other events could destroy as much wood as a fire. For example, insects and disease in the forest, and major wind blowing down forests in the northern regions of the province.
3. Have the students write and illustrate a story following the life of a wood product, from life to use. Have the students play act their story.

## Resources

*Wildfires: Should we let them burn or put them out?*, National Geographic World, v(177) May, 1990 page 10

*Wildfire: It's a hot topic*, National Geographic World, v(169), Sept. 1989, Pg. 26-31.

The Year of Fire, by Teddy Jam and Ian Wallace; ISBN 0-88899-154-1