

## LEAF Forest conflicts

**Ages: 5 – 16****Time: 1 – 2 hrs**

**Purpose:** Pupils will examine different conflicts of interest around the use of forests, considering different perspectives on forest use. This activity has been adapted from a resource created by the Foundation for Environmental Education.

### Curricular links

HWB 0-4-09a

LIT 0-4-02a

ENG / GAI 0-4-03a

SOC 0-4-08a, 0-02-08b

### Introduction

Forests serve many purposes for people. Some have economic interests, some care about forests for their social and cultural values, yet others are concerned about the biological values of forests. All perspectives are equally important and are represented by stakeholders caring specifically for each perspective. With more than one stakeholder conflicts of interest can occur.

Conflicts of interest trigger democratic processes. It is important to give young people experience in participating in these processes and to see a case from different perspectives.

### Activity for younger pupils (Early years to P3)

#### 1. Who wants what from the forest?

Cut out the cards on the following page, representing forest users and what they want from the forest. Mix the cards up and ask pupils to match them up.

Ask pupils to think about any other people who might want to use a forest and what they would want from the forest.

#### 2. Forest conflicts





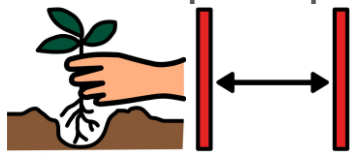

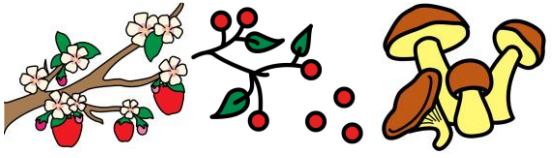
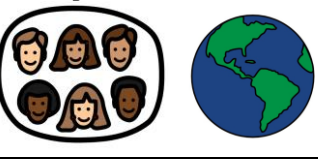



Using your matched cards from part 1, ask pupils where forest users might disagree on what they want from the forest. For example, tourists might not want hunters to kill animals that they want to see.

Ask pupils what could be done to manage what different people want from a forest where different people want different things.



**Who wants what from the forest table (Early years – P3)**

Cut the cards out, mix them up and ask pupils to match the forest users to what they want from the forest.

<p><b>Hunter</b></p> 	<p><b>A forest with plenty of animals to hunt</b></p> 
<p><b>Photographer</b></p> 	<p><b>To capture the beauty of a forest</b></p> 
<p><b>Tree planter</b></p> 	<p><b>Good places with space to plant trees</b></p> 
<p><b>Fruit/berry/mushroom collector</b></p> 	<p><b>Lots of different fruit/berries/ mushrooms</b></p> 
<p><b>Everyone in the world</b></p> 	<p><b>Clean air to breathe</b></p> 
<p><b>Forest tourist</b></p> 	<p><b>Lots of nature to explore</b></p> 
<p><b>Paper maker</b></p> 	<p><b>Trees that can be cut down to make paper</b></p> 

## Activity for older pupils (P4 to Secondary)

### 1. Who wants what from the forest?

In the table on the following page, draw lines to connect the forest user to what they want or need. There may be more than one possible alternative, but one fits better when you do them all correctly.

Ask pupils to think about any other people who might want to use a forest and what they would want from the forest.

### 2. Forest conflicts

You are going to consider conflicts of interest that can arise between different forest users.

Choose one of the following conflict examples, or create your own:

- Tourists want varied nature, peace and quiet **versus** forest owners who want to use machinery to harvest timber
- Foresters want to build a road to bring out timber **versus** biology researchers who know that the road may change the habits and migration patterns of animals
- The world's population wants clean air to breath **versus** wood based industries want to cut lots of trees down to make products

For your chosen conflict, consider the following questions:

- Which of the stakeholder's interests can possibly trigger a conflict?
- Are any of the various interests more valuable than others?
- How do we measure what is valuable?
- Is it possible to find a solution that all parties agree with?

You can consider your chosen conflict in a variety of ways:

- Ask different pupils to role play each stakeholder and ask other pupils to interview them in a mock news report
- Ask pupils to role play the stakeholders and play out the conflicts
- Arrange a class debate with two or more teams arguing different points of view

Have a discussion afterwards about how these conflicts might apply to your pupils based on local circumstances (for example, are there plans to develop any local woodlands, or cut down local trees?)



**Who wants what from the forest table (P4 – Secondary)**

Draw lines to connect the forest user to what they want or need (the solution is on the following page).

<b>Hunter</b>	<b>To capture the beauty of a forest and all its inhabitants to share with others</b>
<b>Cabin owner</b>	<b>Clean air</b>
<b>Forest owner</b>	<b>A forest with plenty of game</b>
<b>Photographer</b>	<b>Nature with variation and quietness (except for nature's own sounds)</b>
<b>Tree planter</b>	<b>Long term surplus from the forest area</b>
<b>Jogger</b>	<b>Pristine forests where species may be studied in their natural habitat</b>
<b>Fruit/berry/mushroom collector</b>	<b>Great biodiversity</b>
<b>Biology researchers</b>	<b>Clear forests to use the land for other purposes</b>
<b>The whole world's population</b>	<b>The ground left in good condition for planting new trees</b>
<b>Wood based industry</b>	<b>Good tracks in beautiful surroundings</b>
<b>Tourist</b>	<b>Suitable timber for making paper, building materials etc.</b>
<b>Urbanisation</b>	<b>Open forest with a good view and access by road</b>





**Solution**

