



The aims of these sheets are:

- *to guide the children towards further research*
- *to encourage the children to think about gathering information and presenting it in a variety of ways*



POINTS TO MAKE:

- **there is a wealth of information available to support work in this section and the children will benefit from exploring different sources and gathering information together themselves**



ACTIVITY 1

If the children adopt a tree to study it needs to be close by, ideally on the school site or in their back gardens. If there are no trees on site and the children have no access to a garden, then the teacher might be able to arrange a weekly visit to a local park or wood. This would be especially valuable in very urban environments.

There is a wealth of information available from the *Useful Addresses* section at the back of this resource pack, which will provide plenty of ideas for the study.

The children could write letters setting out their requirements and asking for information to be sent to them at school.

Split the class into groups, each with an organisation to contact. This will not overload the recipient with requests. The children will get a better response if they clearly outline the nature of their project.



ACTIVITY 2 : INSPIRATION FOR ASSEMBLIES AND SCHOOL WORSHIP

A 'BRIGHT IDEAS' BOOK

This book contains a section on 'Trees' and includes ideas for assemblies and class lessons.

'The tree is a key symbol of life. According to the Bible, the Tree of Life stood in the Garden of Eden as well as the Tree of the Knowledge of Good and Evil, and it is said to stand in Paradise. These assemblies are designed to encourage children to value trees as intrinsic to life, and to tell the children that they have a role to play in caring for them.'

Enrich the assemblies through talking about the way other religions use trees as symbols. Where appropriate, the selections for the assemblies could reflect the cultural diversity in the school itself.

In the beginning
Lay the Yanomanid
In the beginning
They learnt from the giant
anaconda snake

They learnt from him to live in
the jungle
Taking only what they need
Treating it with care
Treating it with respect

May we learn to treat our world
with care
May we learn to treat it with
respect

To us the land is a living thing
The land is our mother
It is the source of our existence
Our religion, our identity
To us the land is a living thing
We are part of it
And it is part of us.



Aboriginal statement
Liturgy of Life – by D. Hitton



ANSWERS TO ACTIVITY SHEET 13B

SECTION A: Teachers will need to use their discretion when marking the answers to this activity sheet, especially with Section A2 when up to eight chapters might be listed for one answer.

EXAMPLE: How trees grow
A2.C LEAVES From leaf to bud
 Simple leaves
 Compound leaves
 Falling leaves
 Life among the leaves
 Life in the leaf litter
 Looking at trees

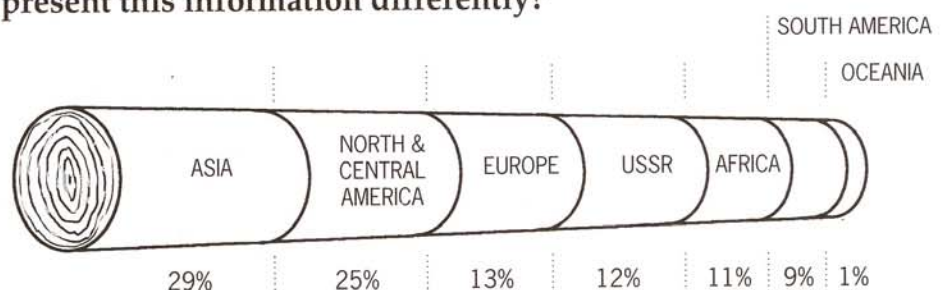
SECTION B: A. Death of trees
 B. Seeds and nuts
 C. Fruit and berries
 D. Tropical trees
 E. Coniferous trees
 F. Working with wood



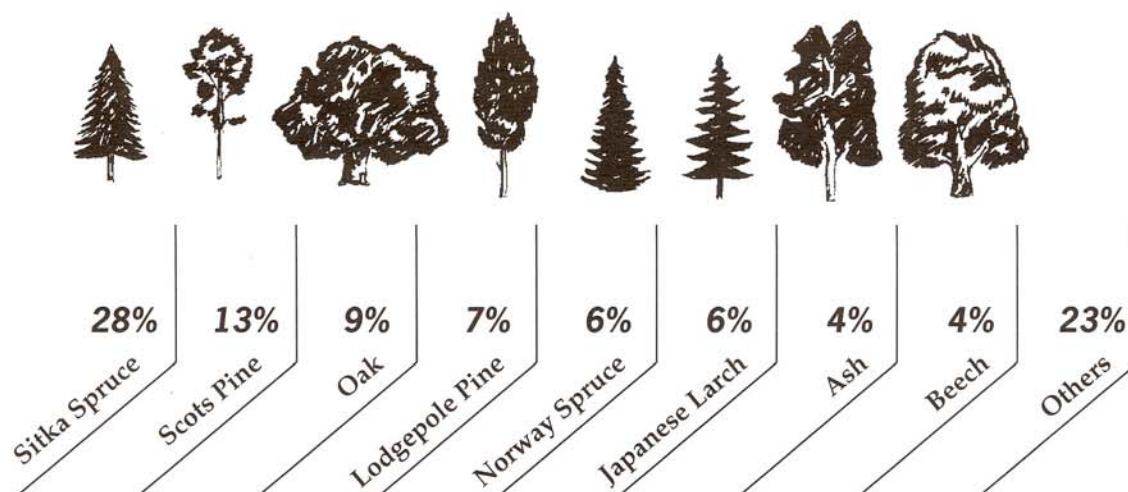
ACTIVITY 3

The children will need to think carefully about how they could present information in a variety of ways for their project work. Photographs, sketches, magazine cuttings and flow charts represent a few suggestions but what about the information below? Have the children any ideas about how they might present this information differently?

WORLD
TIMBER
PRODUCTION



TREE COVER BY SPECIES IN BRITAIN



BRITAIN 10%

BRAZIL 42%

USA 29%

SWEDEN 64%

CANADA 38%

JAPAN 67%

USSR 42%

FINLAND 76%

