



*The aims of these sheets are:*

- *to present the children with a case study of the changing forest – the New Forest is used as an example*
- *to present the ideas of cause and effect in relation to the changing forest*
- *to present the fact that people have had the most influence and effect on how the New Forest has changed*



**POINTS TO MAKE:**

- **try to arrange a school trip to a forest. If appropriate, suggest to parents that they take their child out for a visit**
- **these sheets could open up discussion about changing world forests and the need for sustainable forestry management**
- **although some activities are based on the New Forest, teachers may choose to adapt the worksheets by using a location more suitable for their school**



**ACTIVITY 1**

A road atlas of Britain would be useful in looking for forests. The children would be able to find many more forests – especially in Scotland! They could put their forest lists in alphabetical order.





*Here are a few forests that the children can find on physical maps of Britain.*

NEW FOREST – HAMPSHIRE

SHERWOOD FOREST – NOTTINGHAMSHIRE

FOREST OF DEAN – GLOUCESTER

CHARWOOD FOREST – LEICESTERSHIRE

RADNOR FOREST – POWYS, CENTRAL WALES

LOCH ARD FOREST – CENTRAL SCOTLAND

BLACKWOOD OF RANNOCK – SCOTLAND

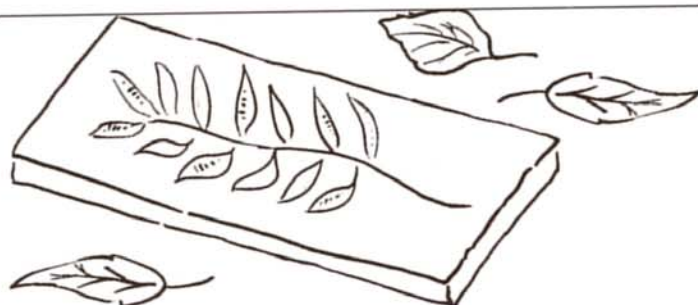
GLENMERE FOREST PARK – SCOTLAND



## ACTIVITY 2

**Making plaster of paris models of fossilised pollen in the classroom might cause a few problems so use leaves, twigs, seeds etc.**

- roll out a 1 cm thickness of Plasticine large enough on which to place the chosen leaf
- build a Plasticine wall around the base about 3 cm high
- press the leaf into the Plasticine base to leave an impression, then remove the leaf
- pour liquid plaster of paris into the mould and leave to set
- remove all Plasticine and the fossil will be complete!







## ACTIVITY 3

Once the children have read this poem and considered the decline of our forests they could write their own poems in a more positive vein about trees and wood. One theme might be the life cycle of an oak tree which starts as an acorn buried in the soil, grows towards maturity and eventually starts to die but is used by a furniture maker to produce a beautiful piece of furniture. Another suggestion might be to keep the 'Ten Green Bottles' model of the poem but write about a new forest being planted and cared for.

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TEN TALL OAKTREES

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Ten tall oaktrees  
Standing in a line,  
'Warships,' cried King Henry,  
Then there were nine.

Nine tall oaktrees  
Growing strong and straight,  
'Charcoal,' breathed the furnace,  
Then there were eight.

Eight tall oaktrees  
Reaching towards heaven,  
'Sizzle,' spoke the lightning,  
Then there were seven.

Seven tall oaktrees,  
Branches, leaves and sticks,  
'Firewood,' smiled the merchant,  
Then there were six.

Six tall oaktrees  
Glad to be alive,  
'Barrels,' boomed the brewery,  
Then there were five.

Five tall oaktrees,  
Suddenly a roar,  
'Gangway,' screamed the west  
wind,  
Then there were four.

Four tall oaktrees  
Sighing like the sea,  
'Floorboards,' beamed the builder,  
Then there were three.

Three tall oaktrees  
Groaning as trees do,  
'Unsafe,' claimed the council,  
Then there were two.

Two tall oaktrees  
Spreading in the sun,  
'Progress,' snarled the by-pass,  
Then there was one.

One tall oaktree  
Wishing it could run,  
'Nuisance,' grumped the farmer,  
Then there were none.

No tall oaktrees,  
Search the fields in vain:  
Only empty skylines  
And the cold, grey rain.



Richard Edwards