

The forest is a renewable resource, and the planting and harvesting of trees is part of a natural and necessary cycle of events. Perhaps you will be surprised to read below how many people are working hard to look after our forests.



CARING FOR THE FOREST



1. THE SURVEYOR

- Maps the land and takes account of climate, wind speed and different types of soil.

2. THE SCIENTIST

- Advises the forester which trees will grow fastest, give the best timber, resist pests and provide the best habitats for wildlife.

3. THE LANDSCAPE DESIGNER

- Makes sure that when forests are planted or felled, the work does not spoil the look of the surrounding countryside.

4. THE NURSERY WORKER

- Sows the seed beds in spring, then covers them with a layer of gravel to stop the seeds drying out or blowing away. When they are 2-3 years old, the trees can be planted.

5. THE PLANTER

- Plants the young trees by hand after the ground has been prepared. The planter puts the trees into holes which have been dug with a spade, then closes the earth firmly round the tree with their heel.

6. THE WEEDER/FERTILISER

- Weeds by hand or uses herbicides. Often helicopters with hoppers full of fertiliser are used to spread fertiliser on poor soil.

7. THE HARVESTER

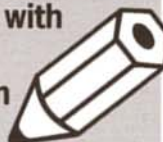
- Thins poorer trees every few years to give more light and space to stronger ones. The thinnings are used for poles or making paper.
- Fells full-grown trees when conifers are about 70 years old and broad-leaved trees about 100 years old. The feller uses a chainsaw and wears special clothes.

8. THE FORESTER

- Makes sure the forests are for *everyone* (multi-purpose). This means managing the forests to:
 - create a good yield of timber
 - create and protect habitats for a wide variety of plants and animals
 - help the forest contribute to a beautiful and healthy environment
 - enable people to enjoy the forest for a variety of leisure activities.

WHAT TO DO:
 Work in a small group. Use the information on this sheet and any other details or drawings in your wood topic reference books to help you form a good picture of the people who work to care for the forests. You should be clear about any special clothing, tools or equipment they use.

Draw and paint pictures of these people and mount them on a background showing a forest to make a mural. Design a key to link your pictures with a description of each job written in your own words.





Forestry-related industries in the UK employ more and more people as the years go by. Here is a list of how over 40,000 people were employed in 1989.

NURSERIES	545	HAULAGE	1,495
PLANTING	4,320	PROCESSING	14,100
MAINTENANCE	2,245	MANAGERIAL	3,625
HARVESTING	10,715	CLERICAL	1,850
OTHER FOREST JOBS	1,725	OTHER NON-FOREST JOBS	430
		TOTAL	41,050



WHAT TO DO:

Working with partners, discuss and decide what these areas of employment mean. When you are sure, make up a logo for each one. For example, *Managerial* might be: **BOSS**

Study the numbers and work out how to round up/down each one (except the total) to the nearest hundred. Write beside each how many hundreds that makes (for instance, *Processing* would be 141).

Fold a large piece of sugar paper lengthwise to make eleven columns. Draw a horizontal and vertical axis. Label each column with the name of one of the job areas.

Draw one logo for each hundred in each job area and place it in the right column. Share the work out fairly – especially the *Processing* logo!

Give your pictogram a title which will tell people what it shows. Take care with the lettering so that it looks good.

DON'T FORGET THE KEY: 1 LOGO = 100 JOBS.

Don't you think it was kind of me not to include the 160,000 people whose job it is to make timber products such as paper? How many logos would that have needed?



MORE TO DO:

Other, non-timber, products come from forests, and are very important to the people who use them and the people whose jobs and wages depend on them. Make a classroom display of examples of these products:

NUTS

PALM
OIL

RUBBER

BAMBOO

FRUIT

RATTAN

COCONUT

RESIN
& GUM