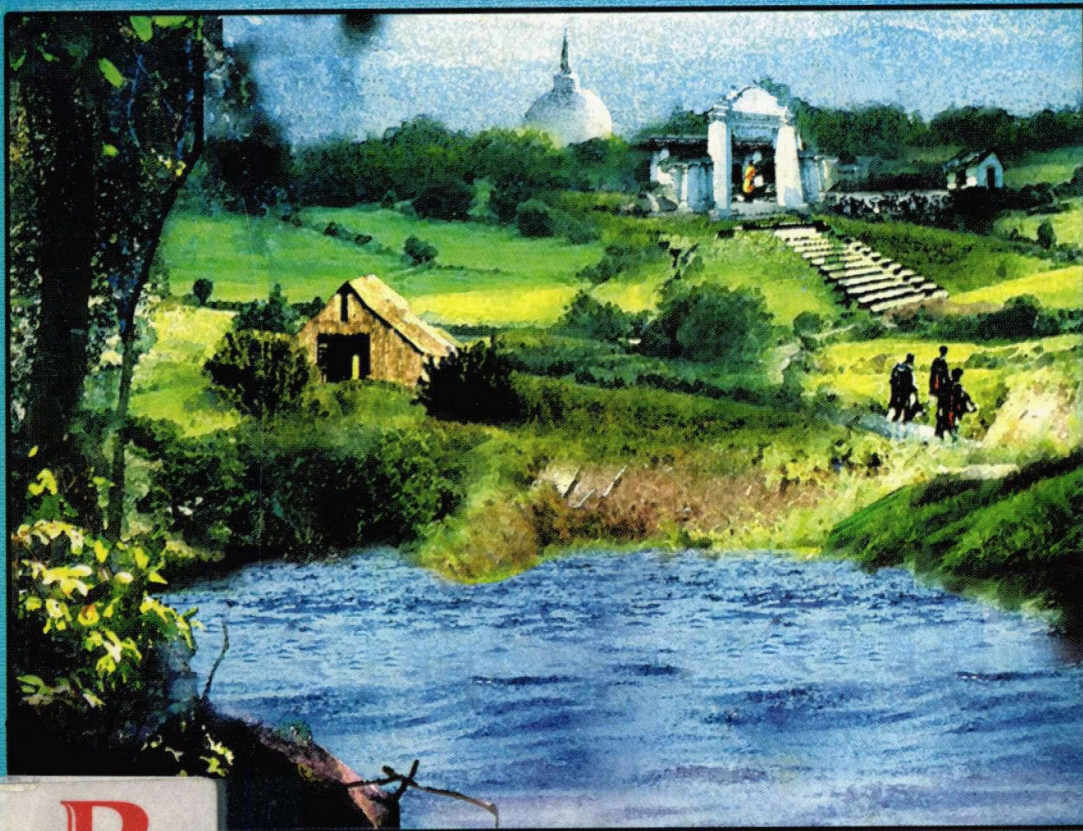


Forests and the People

(Related to Fact Sheet No. 5)



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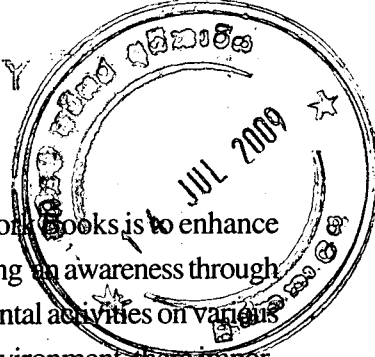


Central Environmental Authority

Funded by : Forest Resources Management Project

REFERENCE ONLY

FOREWORD



The objective of introducing this Field Work Books is to enhance knowledge on environment among students by creating an awareness through practical experiences gained by means of environmental activities on various environmental components and their existence in environment, their importance and the present conditions.

There are seven (07) such Field Work Books compiled on that basis through which an understanding could be had about environmental aspects connected to forests through students activities, accompanied with a Fact Sheet relating to each of the Field Books. By referring to the basic data and information given in the Fact Sheet, students will be able to have a basic understanding of the relationship between forests and the components which is described (e.g. forests and water) through the activities included therein.

It is expected to use the Fact Sheets and the Field Work Books to improve knowledge on the subject of forestry. The role on the part of students will be to use this Field Work Book as a basis on which they can be conscious of various environmental aspects in the light of the new knowledge; to think deep on the subject, on the basis of the Fact Sheet and to focus on the activities referred to.

This Field Work Book has been prepared for the environmental pioneer students in Year 06 to 13 and it has been designed to enable the completion of every activity within a period of one year.

Instructions which are necessary to carry out the activities are given along with the respective activities. While the activities are designed in such a manner that they can be carried out (to the maximum) in relation to one's environment, it is our expectation to perfect this Field Work Book in the

future by taking note of the short comings and difficulties that may arise in the implementation and to rectify them. Therefore, we are pleased to request you that such problems faced in the practical use may be intimated to the address given below.

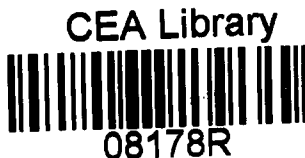
It is further informed that you may obtain the assistance of the Divisional Environmental Officers and the Range Forest Officers in conducting these activities.

These Field Work Books were tested under a pilot project during 2002 - 2003 and every Divisional Environmental Officer was issued with a set of books on an experimental basis. However, it noted that their response in this regard was not very encouraging.

We extend our thanks to the members of the steering committee, Mr. Tilak Hewawasam the (then) chairman of the Central Environmental Authority, Prof. Sarath Kotagama, University of Colombo, Mr. W. R. M. S. Wickremasinghe, Additional Secretary, Ministry of Environment and Natural Resources and Mr. W. Rajapakse, Commissioner, Education Publication Ministry of Education for their services rendered as members of the Steering Committee and staff of the Central Environmental Authority, resources persons who contributed for the preparation of these Field Work books.

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Introduction

This Field Work Book titled “Forests and the People” will guide environmental Pioneer students towards the activities related to them.

Since the Field Work Book has to be used with some knowledge of the scientific background, it is necessary to obtain the assistance of a science teacher of the school.

It is expected to use of the Field Work Book to create an awareness among the students by directing them towards five (5) selected practical environmental activities; to improve their knowledge of the environment and to focus their thinking towards such activities. It is further expected to enhance the ability of students to come to conclusions by observing and studying environmental phenomena and also to improve their exploratory skills on environmental matters.

Therefore, we request all those concerned that their maximum contribution be extended in order to realize the above benefits by performing the activities contained in this work book in achieving the expected objectives.

Further we expect to improve this activity which has been launched as a pilot project to be implemented among school children and therefore the views and suggestions of all group members and teachers who provide the necessary guidance in this regard are highly appreciated.

Forests and the People

Activities for School Environmental Pioneer Groups mentioned in this Guide Book have been prepared with the intention of creating 5 behavioural objectives.

Expected behavioural objective - 1

Build up personality by providing an opportunity to take up leadership, organize and contribute in order to be a good citizens in the society through the organization and conduct of an Environment Society.

Expected behavioural objective - 2

Provide awareness for correct and independent studies on environmental problems.

Expected behavioural objective - 3

Provide an understanding of activities relating to tree planting and to encourage students for forest tree planting thereby enabling them to experience mental satisfaction through forest plantation establishment.

Expected behavioural objective - 4

Provide awareness on the forest conservation through recycling of certain materials.

Expected behavioural objective - 5

Provide an understanding on the relationship between man and forests by providing an opportunity to explore / study it.

Forests and the People

Field Activities

01. Implementation of Environmental Pioneer Society.

Expected objective - 01

01. Maintain organized relationship between environment and the people.

Implementation

- ◆ Appoint the teacher as patron.
- ◆ The teacher needs to assist the students on legal matters.

Activity group

- ◆ Prepare a constitution for the society. Include the name of the Pioneer Society. Particulars regarding membership, activity framework, management of financial assets etc. should be included in the constitution. (A draft of a model constitution is given below).

(Name of society)

.....
Constitution

1. Official Name :
2. Official Logo :
3. Address :
4. Membership :
5. Office bearers :
6. Assets :

- Appoint office bearers for the Pioneer Society.
- Organize and maintain the activities by holding regular meetings.
- Prepare an annual action plan including activities to be performed by the Society.
- Evaluate the success of each project at the end of each project.
- Awareness for people there who contribute to environmental pollution and deforestation.
- Have them apprehended by the law.
- Contribute to environmental conservation through activities such as organizing environmental painting exhibitions etc.

Skills :

- Leadership
- Capacity building

(2) Environmental Role Play

Expected objective - 02

- Ability to look at environmental problems from various angles.
- To obtain a wider understanding of environmental problems through such ability.

Implementation

- Select an environmental issue relevant to Sri Lanka.
- Act according to the views and instructions of teachers.

Activity group.

- Discuss a leading problem which exists, as the environmental problem relevant to Sri Lanka.
e.g.
 - The proposed thermal power plant at Norochcholai.
 - The handing over of the management of Sri Lanka's wet zone forests to companies.
 - A super high way proposed to be constructed anew.
- Arrange the role play as a television programme.
- Conduct dialogue on the selected problem by using the characters given below.
 - The media person who conducts the discussion

- An environmentalist
- The politician of ruling party
- A religious leader.
- A resident of the area
- A scientist / researcher

Thus, prepare role plays to suit the topics you have selected.

- The media person conducts the dialogue as a television or radio programme and the other characters play their respective roles in such a manner that the shortcomings etc., which exist in various sectors are highlighted in a satiric way. (Particular attention should be given to the avoidance of derogatory remarks).

Skills

1. Ability to look at any matter impartially.
2. Identify the nature of complexity of environmental issues.

(3) Forest conservation through forest cultivation.

Expected objective - 03

- Protection of forests up to the maximum level.

Implementation

- Obtain the assistance of the Agriculture teacher of the school.
- Get the assistance of the school to obtain the necessary fertilizer etc.
- Appoint a leader to the student group.

Activity group.

- Prepare the site for a plant nursery according to the instructions of the teacher.

- In preparing the plant nursery, pay special attention to the available space, type of plants, nature of the soil, the gap between plants etc.
- Cultivate seeds suitable for forest plantation obtained from the Department of Agriculture.
e.g. teak, mahogany, pihimbiya, mara etc. obtain technological instructions from Forest Conservation Officers.
- Use organic fertilizer only.
- Maintain the nursery according to the instructions of the teacher. (e.g. application of fertilizer, water etc. and how natural pesticides can be used)
- When the plants grow to the required level, distribute among the students, or the group may plant them near a forest in the area.
- Maintain the plants for few months (otherwise they may wither.)

Skills :

- | | |
|-------------------|--|
| 1. Co - operation | 3. Training for leadership and obeying leadership. |
| 2. Enthusiasm | 4. An understanding of planting of forest species. |

(4) Contribution to forest conservation through recycling.

Expected objective - 04

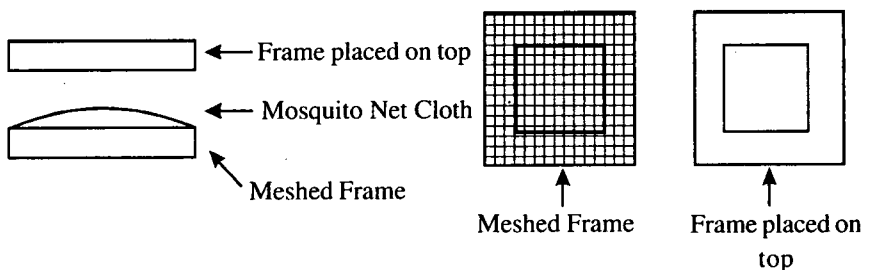
- Contribution of recycling a forest matter to forest protection.

Implementation :

- Appoint a leader to the project team.
- Educate the students on the expected objectives and the procedure to follow.

Activity group :

- Soak small pieces of discarded paper in water.
 - Blend them until a pulp is made.
 - Add a little wheat flour to the mixture.
 - Make a wooden frame of 1' x 1' and fix a piece of mesh with small eyes, to the frame. (The green nets used for reducing light in green houses are more suitable.)
 - Place on it a piece of mosquito net cut to a size little larger than the frame.
 - Place on this net, a frame which is similar in size to the original one. The second frame is not fixed with a mesh.
 - Dip the frames in the pulp mixture and take out so that a thin pulp layer is made.
 - Then keep the mosquito net with the pulp, to dry.
 - When it dries, it should be smoothed by ironing.
 - When the paper is dry, create items like greeting cards etc. out of the paper.
- Dry leaves, flowers etc. may be used for decorations if prefer.



Skills:

1. Training for leadership
2. Enthusiasm
3. Creativity.

Expected objective - 05

- To identify the relationship between man and forest.



Implementation :

- Appoint a leader to co-ordinate the relevant functions.
- The teacher is expected to assist in matters such as for participation in lectures, co - ordination of activities with invitees etc.

Activity group.

- Describe the changes that have occurred in the relationship between man and forests during human evolution from the early period.
- Depict it in a poster. (Use pictures / drawings as many as possible). If possible, have the poster printed and distribute among the schools / Dhamma schools around the area.
- Form the groups into two parties and conduct a debate. Select the following topics or any other topic as the subject for debate.
 1. Man protects / destroys environment.
 2. Forests should be totally conserved / made use of.
 3. Eco tourism is suitable / not suitable for Sri Lanka.
- The student group is to create an environment magazing by the School Environmental Society.
- Include articles on scientific topics and general awareness, poetic creational etc. in the contents of the magazine.
(Allow the students to have an opportunity to improve their abilities by by obtaining such creations from the school itself.)
- Print it as a periodical.

Skills :

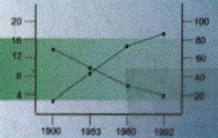
- Creativity
- Ability to understand problems.

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