

Global Connections: Forests of the World

Hike through the Guide: 13 Steps to Get Your Workshop Walking, Talking, and Thinking

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This hike helps workshop participants understand and use the *Global Connections Forests of the World* guide. The 13 step hike does not include the PLT history and other institutional boilerplate found on pages 5-10 of the guide, as most facilitators know what they need to say and how to use limited workshop time to the greatest advantage.

This hike may also be an interactive way to run a short “express” workshop. It presents much of the important material in *Global Connections: Forests of the World*, without participants actually *doing* activities.

For this hike, it is highly desirable for all participants to have “guides in hand”, but requires no other materials or special set up. Workshop facilitators are encouraged to have lots of small post-it notes on hand for participants to “flag” or tab important sections of the guide, thus making a big book small and personalized.

Here is your hike in 13 steps. In constructivist style, we start by asking questions.

1. Ask participants ***“Why should students study forests of the world?”***
 - Use flip chart to record responses or have participants write responses on file cards or post it notes. Share individual responses as participants post their answers on flip chart or chalkboard.
2. Ask participants: ***“What should students know about forests of the world?”***
 - Use flip chart to record responses or have participants write responses on file cards or post it notes. Share individual responses as they post their answers on flip chart or chalkboard.
3. Ask participants ***“At your school, what courses or subjects might use this type of content or skills?”***
 - Use a flip chart to record responses or have participants write responses on file cards or post it notes. Share individual responses as they post answers on flip chart or chalkboard.

4. Ask participants to open ***Global Connections: Forest of the World*** to **Page 11. (post it!)**
 - Copy the first three paragraphs of **Why Study Forests of the World?** and cut into 3 separate paragraphs and distribute to three volunteers to share aloud, one paragraph per person. These can be laminated for future use. Text can also be posted or projected.
 - Compare this to your group's response to Step # 1 above.

5. Ask participants to open ***Global Connections: Forest of the World*** to **Page 15. (post it!)**
 - Ask participants to quickly scan **The Forest Planet** pages 15-22 to find two or three facts or items of personal interest to them. Or, divide **The Forest Planet** into sections by the **BOLD** headings or the *ITALIC* topic headings and assign to individuals or small groups to read and discuss. Or print the pages and cut out each section and distribute. These can be laminated for future use.
 - Ask 2-3 participants to share what they discovered. Compare to group response to Step # 2 above.
 - Ask participants how teachers and students might use **The Forest Planet**.
 - Tell participants that **The Forest Planet** material can be copied and shared with students as a reading assignment, reference guide, or background information. Tell participants that electronic PDF versions of **The Forest Planet** are available online at www.plt.org/forests-of-the-world.
 - **WORKSHOP IDEA:** Print out the *Global Connections: Forests of the World* link on small mailing labels to attach directly to cover of the guide and distribute the stickers at this time: <http://www.plt.org/forests-of-the-world>

6. Tell participants that PLT material is protected by COPYRIGHT, but all **Student Pages** in the guide are designed to share. This may be for background material or easy-to-use worksheets for students to record their responses. If time allows, share these examples:

Page 41 - What Do Forests Symbolize? (post it!)
Page 62 - Planting Trees in Kenya (post it!)
Page 109 - Forests of the World Profile (post it!)

7. Ask participants to open ***Global Connections: Forest of the World*** to **Page 113. (post it!)**
 - Ask each workshop participant to select and silently read one term from **Appendix A. Glossary** on pages 113-115.

- Select 3-5 workshop participants to share their term and its meaning. Alternative: Print copies of glossary and cut out individual terms to distribute to the group. These can be laminated for future use.
 - **IMPORTANT.** Please remind participants that the content material in the guide was developed for secondary students in grades 9-12, including Advanced Placement (AP) courses, but can be modified for younger students or students with special needs. If time allows, ask participants how they might use the glossary with their students: vocabulary, spelling, other?
8. Ask participants to open ***Global Connections: Forest of the World*** to **Page 123. (post it!)**
- **Appendix D. Countries Cited in the Module.** Ask participants if they have visited or lived in any of the countries listed, or have students from these places, or have connections with any of the countries. Ask a few volunteers to share the name of their country and briefly describe their connection.
 - **WORKSHOP IDEA:** Some workshop facilitators use a large world map or even plastic shower curtain printed with a world map for participants to put their names on the specific counties with post it notes. This can be a fun icebreaker at the beginning of a workshop or used in sequence at this point to advance the content application of the guide.
 - Ask each participant to select a country listed here and then locate the country in **Appendix E. Forest Area and Area Change by Country - Page 126-129.**
 - Ask a few volunteers to share a few facts about the country they selected. **(when you are finished, post it!)**
9. Ask participants to open ***Global Connections: Forest of the World*** to **Page 12. (post it!)**
- Ask participants to review the list of courses and subjects covered by the guide. Ask them to compare to their response to Step # 3 above. Are there other applications or uses?
 - Review the seven (7) objectives also found on Page 12. Copy the objectives and cut out individual objectives to distribute to different individuals or groups. These can be laminated for future use. Ask participants to read aloud the assigned objective and say a few words about why this might be of value to teachers and students. Objectives can also be posted or projected. A good place to put them is on the printed workshop agenda. Keep in mind the PLT participant survey question about workshop objectives.

10. Ask participants to open *Global Connections: Forest of the World* to **Page 24. (post it!)**

- **World Forest Tour:** Ask participants to review pages 24-30 and select one or two “cards” (boxes) of interest to them. Alternative: Print and cut out individual cards, spread them out on a tabletop and allow participants to make their own selection. These can be laminated for future use.
- Ask each participant to share information from their card(s) – country, topic, issue or challenge. Alternative: Divide into small groups and have each group discuss their cards.
- Ask participants how one might organize all the diverse information on the cards? Note that icons used on each card correspond to four categories described on **Page 23**. Ask if there are there other ways to organize this information (See below.)

11. Ask participants to open *Global Connections: Forest of the World* to **Page 73. (post it!)**

- **Student Page: The Three Elements of Forest Sustainability.** Ask a volunteer to read aloud the first two paragraphs of **The Idea of Sustainability**.
- Ask participants if they agree, disagree, or have a different definition or interpretation. Allow brief discussion.
- Ask participants to identify “the three elements of forest sustainability.” If time allows, as each “element” is cited, draw and label an interlocking circle as in the diagram on Page 73.
- Ask participants why this might be a useful way to organize information related to forests of the world. Ask for ideas about how this concept is or might be incorporated into their teaching.

12. Ask participants to open *Global Connections: Forest of the World* to **Page 3. (post it!)**

- Share with the participants that the guide contains nine (9) different activities for students which are described briefly in the **Table of Contents**. Each activity incorporates “the three elements of sustainability” and will help students explore one or more element in depth.
- **IMPORTANT:** Tell participants that all the activities in this guide were designed to be used as student-centered investigations or research projects and usually require more than one class period to complete. Some activities can be easily conducted over the course of a week, month, or semester. Students should be challenged, but each activity is broken down into easy to follow steps and the Student Pages in each activity support collecting, organizing, and sharing information. Creativity is encouraged and most activities can be greatly enhanced with art, literature, and media. Activities can easily be

adapted for younger students or students with special needs by modifying the reading materials provided or simplifying the questions in the **Doing the Activity** section.

- Divide participants into nine (9) groups and assign one activity to each group to review and report on. Ask each group to share:

What is the activity about?

What subjects does the activity use?

What will the students do?

What will be a challenge for students?

What will they like?

What did you like?

How might you use or modify this activity to use with your students?

- **WORKSHOP IDEA.** If time is short, narrow the list of activities you assign. You may also narrow the list of questions, but the small group, peer-to-peer discussion and activity evaluation is key.
- Allow time for participants to review the activity and locate the information. Allow additional time for each participant to share their ideas with their group and for the group to formulate a response.
- Select a “spokesperson” for each group to report out. As each group completes its report, ask other participants to comment.
- **WORKSHOP IDEA:** Invite participants to share ideas about benchmarks and standards that apply to each activity. This may be done immediately after each group reports out or when the all groups have reported out. Record this information and share with participants. It is often much more effective for them to share what they know and see, than it is for you to tell them what the standards are.

13. Ask participants to open ***Global Connections: Forest of the World*** to **Page 87. (post it!)**

- **Exploring the World Marketplace.** Point to the measurable **Objectives** of this activity and the adjacent **Assessments** at the top of the page. Remind participants that each activity offers numerous opportunities to assess student learning.
- Student investigations, projects and reporting also have applications to many highly desirable skill-building activities. Point to the **Skills** section on the left sidebar.
- End the hike with a short stop at **Page 11 – Increasing Students’ Global Awareness.**
- Ask participants to identify the bullet points they think *Global Connections: Forests of the World* can contribute to improving global awareness of students.