



**FEDERATION OF BRITISH COLUMBIA
WOODLOT ASSOCIATIONS**

OUR FAMILY FORESTS: BC'S WOODLOT LICENCE PROGRAM

**An educational program on our Forests, Forest Management and
BC's Woodlot Licences**

Learning Outcomes:

- What is a forest? Students will consider what makes a forest
- Students will learn about forest resources and forest values
- Students will have an understanding of the vocabulary used when discussing forests and forest management (see vocabulary sheet)
- Students will have a general understanding of how BC's forests are managed
- Students will learn about BC's smallest managed forest - a woodlot or woodlot licence

Total Lesson Time: 30 – 40 minutes

- Introduction – 5 minutes
- DVD – 12 minutes
- Discussion / Review (10 minutes)
 - Vocabulary Review – 5 minutes
 - Woodlot Licence Review – 5 minutes
- Exercise (can be completed in class or take away)
 - Vocabulary Quiz– 5 minutes
 - Colouring Book “Ollie’s Woodlot Adventures” (K – 4)

Materials

- DVD: “Our Family Forest: BC’s Woodlot Licence Program”
- Carabineer and education cards
- Vocabulary Sheet
- Vocabulary Quiz and Answer Key
- Colouring Book “Ollie’s Woodlot Adventures” (K – 4)



OUR FAMILY FORESTS: BC'S WOODLOT LICENCE PROGRAM

Lesson Plan

Part 1 (Introduction – What is a Forest? - time 5 minutes)

Lead students in a brainstorming session:

- What is a forest?
- What is a woodlot licence?
- Do you know any woodlot licencees/woodlot licences near you?

Record answers on board/flipchart paper. Group the answers i.e. plants/animals/recreation/timber/water so that students realize the diversity of the forest resources and values.

Introduce the definition of **Forest** (see Vocabulary Reference (or Carabineer and educational cards) and compare the definition to the responses the students came up with and discuss the diversity of our forests.

Part 2 (DVD - time 12 minutes)

- Play DVD

Part 3 (Vocabulary Review)

Ask the students what vocabulary they learned in the DVD. List the vocabulary words on the board or flipchart.

Students can complete the Vocabulary Quiz.

Ask if there were any terms they didn't understand. Explain these terms.



OUR FAMILY FORESTS: BC'S WOODLOT LICENCE PROGRAM

Vocabulary terms introduced in the DVD include:

- Forest
- Ecosystem
- Crown Land
- Forest Resources
- Forest Values
- Woodlot Licence
- Renewable Resource
- Sustainable
- Natural Regeneration
- Reforestation
- Harvested

Ask question “How many trees were planted in 2013?” A: Over 7 billion

Part 4 (Woodlot Licence Review - Conduct a Q. & A. to generate discussion)

Q: Who knows how many woodlot licences there are in BC?

A: More than 870.

Q: Where are many located?

A: Next to communities, recreational areas, sensitive ecosystems.

Q: What are some of the things that make woodlot licenses unique in BC?

A: They are BC's smallest crown forests.

Many are managed by families and are passed along to the next generation.

Woodlot licensees take a hands-on management style. Some even harvest using hand saws and horses. Any appropriate answers are acceptable.

As a review of the ideas introduced in today's lesson give each student (if available) a carabineer with educational cards and/or the colouring book “Ollie's Woodlot Adventures”.

Vocabulary of our Forests

| Vocabulary | Definition |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Berries | Natural food in the forest |
| Clear Cut | Where most of the trees are removed with reserved trees for; wildlife, riparian areas for fish, visuals, cultural for archaeological reasons, range barrier, trap line, trails for recreation |
| Crown Forest Land | Forested land owned by the Provincial or Federal Government |
| Cultural Heritage | First Nations history |
| Ecosystem | A system of soil, water and air which supports a community of plants and animals |
| Feller Buncher | A piece of equipment used for logging, it cuts the tree and moves it to a pile for skidding |
| Forest | A plant community mostly made up of trees |
| Forest Resources | Trees, plants, water, natural foods (berries, mushrooms), soil and animals |
| Forest Values | Economic, recreation, visual, habitat, cultural heritage, soil and water |
| Free Growing | Healthy young trees are taller than the vegetation around it |
| Habitat | A natural place where plants and animals live |
| Harvested | An area where trees have been removed |
| Manufacturing | Making wood products from the log such as; lumber, plywood, pulp and paper |
| Medicinal Plants | Plants used for medicinal purposes; roots, leaves, needles, bark, stems |
| Mills | Manufacturing facility to process the logs |
| Mountain Pine Beetle | A native insect and a serious pest of mature pine trees in western Canada |
| Natural Regeneration | The renewal of trees by natural means. Trees drop their cones and seeds fall onto the ground, sprout and produce a new tree |
| Nursery | Where tree seedlings are grown |
| Nutrients | Are the food in the soil that plants require to grow |
| Plant Community | All the plants within the forest in one area |
| Private Woodlot | Privately owned forest land |
| Public Forest Land | Land owned by the Provincial Government on behalf of its citizens, sometimes referred to as Crown Land |
| Range | Where cattle graze in the forest and grasslands |
| Reforestation | When a forest is restocked by planting seedlings grown by a nursery |
| Renewable Resource | To make new again |
| Scenic Views | Views of the forests from certain vantage points; road systems, lakes, residential areas |
| Seed Orchard | An orchard of trees for producing seeds. The cones are gathered from the trees and seeds are collected from the cones to produce superior seedlings and trees |
| Seedlings | Are young trees |
| Select Harvesting | When only a few trees are harvested to protect habitat, preserve scenic views from towns or highways and trees for producing tree seeds for natural regeneration |
| Skidder | A piece of equipment used for logging, it skids the pile of trees to a landing where the tree is processed into a log (de-limbed and cut to length) |
| Sustainable | Can reproduce forever if properly managed |
| Vegetation | Competing plants which grow in the forest alongside the trees |
| Wetlands | An area with shallow water |
| Wildlife | Animals in a natural environment |
| Wildlife Tree Patch | Areas of trees left for wildlife habitat |
| Woodlot Licence | Agreement to manage a plot of public forest land |

Name: _____

Vocabulary Quiz on our Forests

Directions: Write a number beside the definition that best describes the word.

| | Word | | Definition |
|----|----------------------|--|----------------------------------------------------------------------------------|
| 1 | Forest | | Competing plants which grow in the forest alongside the trees |
| 2 | Ecosystem | | An area where trees have been removed |
| 3 | Wildlife | | Are young trees |
| 4 | Harvested | | Animals in a natural environment |
| 5 | Private Woodlot | | Forested land owned by the Provincial or Federal Government |
| 6 | Habitat | | A native insect and a serious pest of mature pine trees in western Canada |
| 7 | Woodlot License | | A system of soil, water and air which supports a community of plants and animals |
| 8 | Mountain Pine Beetle | | Agreement to manage a plot of public forest land |
| 9 | Nutrients | | A plant community mostly made up of trees |
| 10 | Seedlings | | A natural place where plants and animals live |
| 11 | Vegetation | | Are the food in the soil that plants require to grow |
| 12 | Crown Forest Land | | Privately owned forest land |

Vocabulary Quiz on our Forests Answer Key

Directions: Write a number beside the definition that best describes the word.

| | Word | | Definition |
|----|----------------------|----|----------------------------------------------------------------------------------|
| 1 | Forest | 11 | Competing plants which grow in the forest alongside the trees |
| 2 | Ecosystem | 4 | An area where trees have been removed |
| 3 | Wildlife | 10 | Are young trees |
| 4 | Harvested | 6 | Animals in a natural environment |
| 5 | Private Woodlot | 12 | Forested land owned by the Provincial or Federal Government |
| 6 | Habitat | 8 | A native insect and a serious pest of mature pine trees in western Canada |
| 7 | Woodlot Licence | 2 | A system of soil, water and air which supports a community of plants and animals |
| 8 | Mountain Pine Beetle | 7 | Agreement to manage a plot of public forest land |
| 9 | Nutrients | 1 | A plant community mostly made up of trees |
| 10 | Seedlings | 6 | A natural place where plants and animals live |
| 11 | Vegetation | 9 | Are the food in the soil that plants require to grow |
| 12 | Crown Forest Land | 5 | Privately owned forest land |

Our Family Forests BC's Woodlot Licence Program

Curricular Connections

| Grade Level | Connections |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Kindergarten | <ul style="list-style-type: none"> ▪ Describe features of local plants and animals ▪ Describe features of their immediate environment ▪ Demonstrate awareness of natural and human-built environments (K&Gr.1) ▪ Practice responsible behaviour in caring for their immediate environment (K&Gr.1) |
| Grade 1 | <ul style="list-style-type: none"> ▪ Describe the basic needs of local plants and animals ▪ Describe how the basic needs of plants and animals are met in their environment (K&Gr.1) ▪ Practice responsible behaviour in caring for their immediate environment (K& Gr.1) |
| Grade 2 | <ul style="list-style-type: none"> ▪ Distinguish ways in which air, water and soil interact ▪ Explain why air, water and soil are important for living things ▪ Explain ways in which animals are important to other living things and the environment ▪ Describe how various BC communities have developed in relation to their location and available resources (Gr.1&2) |
| Grade 3 | <ul style="list-style-type: none"> ▪ Describe how various BC communities have developed in relation to their location and available resources (Gr. 1&2) |
| Grade 4 | <ul style="list-style-type: none"> ▪ Determine how personal choices and actions have environmental consequences ▪ Analyze impacts of weather on living and non-living things ▪ Analyze how people interact with their environment, in the past and the present |
| Grade 5 | <ul style="list-style-type: none"> ▪ Identify methods of extracting or harvesting and processing BC's resources ▪ Analyze the relationship between development of communities and their available natural resources ▪ Analyze the influence of technology on lifestyle and work ▪ Demonstrate understanding of sustainability, stewardship and renewable versus non renewable resources |
| Grade 7 | <ul style="list-style-type: none"> ▪ Assess the requirements for sustaining healthy local ecosystems ▪ Evaluate human impacts on local ecosystems |