

# Trees are a solution

## – what do you think?

### Learners will have/be able to:

- Use prior knowledge to weigh up the importance of trees to them
- Contribute to a group discussion by articulating some ideas, and joining with others to reach a decision

### Outdoor or indoor space

Surface to lay out cards

### 2.2A Statement cards

1 set of 9 per group of 3-4 students

**Trees and woodlands offer many advantages for nature and for people in reducing/mitigating the effects of climate change. This activity explores what the children already know and think about the importance of trees and woodland in our world, and how they can help us.**

There are no right answers – it's up to them!

### Preparatory activity

To get the best results you will need children to have some experience of trees, playing near them or on them, touching them, etc. Going to some woodlands or a forest plantation would be ideal, but if not, they may be able to observe trees in your school grounds or in a local park.

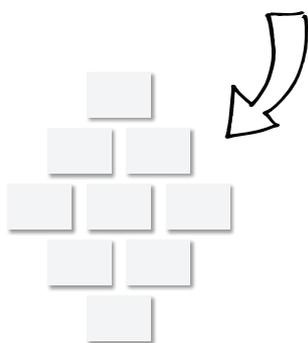
It would also help for children to have an idea about the structure of plants, and to have seen a tree sapling with its bare roots. If possible, before this activity, try to arrange a tree planting session with local rangers, farmers or foresters, on the school grounds or at a local site.



## Activity 2

**01** Working in small groups (3–4), present the children with a set of 9 cards. Each card displays a role that trees play for nature and/or people. Explain that their task is to read each of the cards, and within their group talk about the roles and how important they think they are in helping reduce the warming /wetting effects of climate change.

**02** Ask the learners to say which do they think is the most important, and which the least important. Ask the group to agree together to place the cards in an order that creates a diamond – with most important role at the top, least important at the bottom, and the rest in between. Emphasise that there are no right answers – it's what they think that matters. However they should be able to explain why they place the cards where they do.



**03** When all the groups have made their decisions and laid their cards out, ask them to look at the arrangements other groups have made. Discuss their findings. Has everyone got the same most and least important? Yes/No –why might this be? Ask for explanations of why they have placed certain cards in certain places. Did they have enough knowledge and understanding to make a choice? Ask the groups to summarise their key learning points from doing this exercise and to write them down.

**04** Ask each group for one/two things they have learnt from this exercise Write them up and sort them into: 1) things that are about the role of trees and climate change, 2) things that are about themselves and working in a group with others.

**05** There are many other important uses of trees not included in the set of cards. You may like to ask the groups to create their own set of roles, and challenge another group to put it in order.

2.2A

# Statement card set

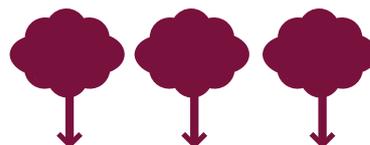
For effective use in the classroom, you may want to enlarge these materials before printing or copying.



Trees and forests are useful to farmers & foresters – as a windbreak & shelter



Trees and woodlands provide different habitats for wildlife



Trees remove carbon dioxide from the air everywhere, and act as a carbon store

Trees provide timber for wood fuel – burning releases carbon back into the air



Tree canopies provide shade, cooling the environment around them

Trees provide timber that can be used to make many things, and keep carbon stored for longer



Trees have roots that anchor them & stop soil from eroding – by feet, water or wind



Tree canopies delay the rain reaching the ground, this can reduce flooding & its effects

Trees absorb carbon dioxide but release oxygen for animals (and you!) to breathe - nature's air fresheners



