

5^a EDICIÓN | SECUNDARIA

CONCURSO ESCOLAR

HAZLO VERDE

MISIÓN #SALVEMOSLOS BOSQUES

CAMBIAR TU MUNDO ESTÁ EN TUS MANOS

UNIDAD DIDÁCTICA 3

**EL CUADERNO FORESTAL
Y OTRAS PROPUESTAS
PARA PASAR A LA ACCIÓN**

LEROY MERLIN
Da vida a tus ideas

**DEMOS VIDA A UN
HÁBITAT MEJOR**

CONTENTS

1 OVERVIEW

1.1 HOW TO WORK WITH THIS UNIT

2 TAKING IMMEDIATE ACTION IN THE SURROUNDINGS

3 FOREST NOTEBOOK



We suggest a set of **small research and data collection activities that will help you determine the condition of the forests in your surroundings.**

Whether **you are in the countryside or in the city, in an urban or in a rural environment, there is life around you.**

That is why it is important to be aware of the SDG we are discussing in this issue, because the land ecosystems and biodiversity that they contain have been adapting to the new circumstances arising from climate change, some more than others, and some have already disappeared and become extinct.

That is why it is important to take care of our forests and, if we are not lucky enough to live close to them, that we appreciate what they give and offer us, while reflecting on the impact of development of the natural environment and over-exploitation of forest resources.

Spain is the European country with the second largest forest area with 7,500 million trees, after Sweden.

Its forest cover has grown by 31% in recent years thanks to environmental protection. These are data from [the National Forest Inventory](#).

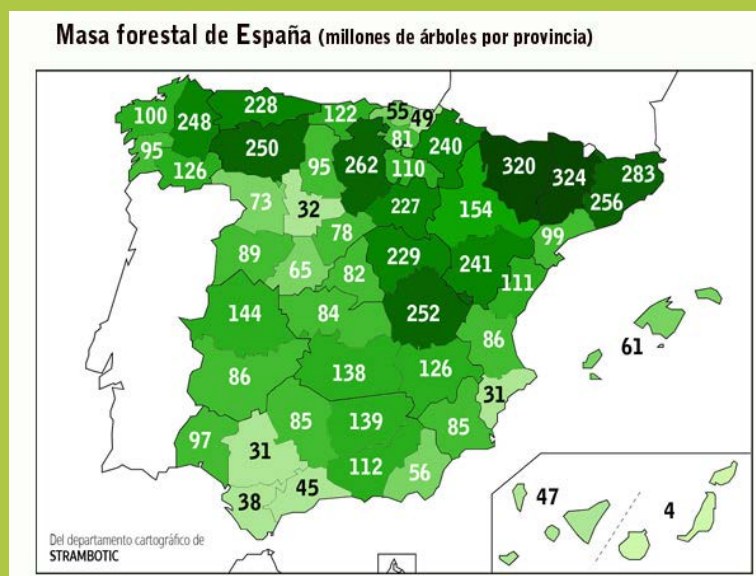


Image source: blogs.publico.es

1.1 HOW TO WORK WITH THIS UNIT

These optional activities can help you focus your presentation work and **guide your awareness campaign**.

Before you start working on this, we recommend **you start the work with the suggested viewing and discussion in Unit 2** to put things into context and understand the significance of the SDG15.

1. **Learn more about the causes and consequences** (videos, links to data and reports on the state of the forest cover).
2. **Discuss and reflect on the actions** that lead to the negative consequences (watching video, sharing and reflective debate).
3. **Weigh up possible solutions**, detect shortcomings and propose improvements, acquiring individual and collective awareness skills and attitudes (direct activities, forest notebook).
4. **Work as a team**, considering all positions to create a group **awareness campaign aimed at the community**.

Suggested activities	How and for what purpose	Purpose of the awareness campaign
Carry out five group activities on the subject of the environment.	First of all analyse the condition of your local environment and the steps you can take to improve it.	You can play an active role in activities with families, the local authority, and the local environment to get the entire community involved in your awareness campaign.
Group development of the forest notebook. Research and data collection.	Do some research into the condition of the forest in your environment to find out the state they are in, their forest mass and the condition of the soil. Collect autochthonous and invasive species to define the forest pattern of your community.	Analysing your environment and the condition of your forests will help you define the message of your awareness campaign. Understanding the condition of your forest will help you determine whether it aligns with the goals of SDG15.
Certifications, labels, and sustainability criteria of local companies.	Do some research into the business community in your region and check whether companies are governed by sustainability criteria and which have labels and certifications.	Use your campaign to highlight the need for consumers and companies to play an active role to have a positive impact on the environment.

2 TAKING IMMEDIATE ACTION IN THE SURROUNDINGS

Competences

Social and civic competence

Competence in autonomy and personal initiative

Competence and interaction over the physical world

SDG 15

REFORESTATION AND PLANTING OTHER SPECIES

Community service

Organise a tree planting project with students to reforest areas affected by erosion and fires or to plant trees and other species of plant in places such as vacant lots and sterile areas and brownfield sites close to the school.

To increase appreciation of the role of trees in the environment, leave posters or distribute brochures to the local community to inform them of the importance of caring for them to counteract the effects of pollution and deforestation in urban and rural environments.

Lessons learned

Appreciation of the impact of development on the natural environment.
Teamwork skills.
Dialogue and decision-making.
Commitment to respect the environment.

SDG 15

CLEAN UP CONTAMINATED ENVIRONMENTS

Community service

Organise litter collection campaigns with your students and their families to get them involved in cleaning up a dirty or polluted area close to your school or in your area such as a park, river bank, a forest, a grove, the beach, etc.

Lessons learned

To develop environmental awareness and an understanding of importance of not littering natural spaces because of the risk of pollution and the loss of biodiversity.

SDG 15	SPONSOR A TREE
Community service	<p>Ask each student to sponsor a neighbourhood, nearby park, a courtyard, or a local tree. Get each student to add their name to a poster, with information about the scientific name of the tree, year of planting, etc. Sponsor a tree in the neighbourhood, a nearby park or a courtyard.</p> <p>By making this commitment, each student will become its caretaker, and when they see problems they will notify the city council (lack of water, posters nailed in the trunk, branches in poor condition...) thus involving and educating the rest of the community in the conservation and ecological value of the asset.</p>
Lessons learned	<p>Familiarity with the local natural environment. Assess the importance of conserving trees and their importance in preserving oxygen. Decision-making, autonomy, and accountability. Environmental commitment.</p>

SDG 15	HOME COMPOSTING
Community service	<p>It draws students' attention to the amount of organic waste generated daily and how organic fertiliser benefits the environment and the community.</p> <p>To do this, create a compost bin or a compost heap to transform food waste from the school canteen into organic compost for the school garden or nearby gardens.</p>
Lessons learned	<p>Learn about the processes of decomposition and their benefits to the environment. To be aware of recycling and transformation of organic waste into compost.</p>



The purpose of the forest notebook is to gather information about **forest cover** in the surroundings, the province, and the Autonomous Region and to learn about **the products generated by the forest**, i.e. **the economy derived from the** mycological crops, timber production, etc.

- Ask your students to **work in groups** and to collect and compile the following information broken down in the table, and then **to share it and classify the forest cover in environment**.
- One group is in charge of collecting information about the forest cover and the other for gathering information on **the forestry industry**.
- The following table contains numerous websites where the data is available.
- The table is divided into sections for sub-working groups to work with. There are seven sections with information on forest cover, and seven on the forestry industry.
- They will use the information gathered to draw up **several maps of your province** showing the distribution of tree species, **graphs with the data** collected, **the location of** timber industries, **natural spaces** and parks, **unique trees, etc. to get an overview of the condition of your forests**.

Competences

Digital competence	Learning to learn competence	Competence and interaction over the physical world	Mathematical competence	Linguistic competence
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1. LET'S LEARN ABOUT THE FORESTS IN OUR SURROUNDINGS.

1. Climate.
2. Mountain systems, rivers, and orography.
3. Forest coverage per hectare.
4. Types of trees and shrubs.
5. Animals that inhabit the forests, fauna, and flora in the surroundings.
6. Protected natural areas: National parks, natural parks, nature reserves, protected landscapes, and natural monuments.
7. Unique trees, specially protected species.

2. LET'S LEARN ABOUT THE TIMBER INDUSTRY.

1. Timber production: wood cutting, firewood and resin.
2. Forest production: processing wood into panels and chipboard for construction and furniture.
3. Forest production: processing wood to make wooden packaging.
4. Forest production: cellulose and paper mills.
5. Forest products: honey, edible mushrooms, truffles, and other food products.
6. Forest products: grazing, hunting, and fishing.
7. Forest products: sustainable forests.

To **kick off your digital search**, we will leave you with **this selection of reports and websites** where you can search for summarised information in graphs, maps, and infographics.

This contains summarised basic data on Spanish forests. Data, statistics, and location maps.

Map of Spain's forests in zones.

Map of Spanish forests. By autonomous region.

Graphs, maps, and fact sheets with the autoecology of the main forest species in Spain.

Descriptive maps with Spain's diverse species of tree.

Graphs and maps with the main tree species of Spain.

Graphs and maps with the main tree species. Provincial breakdown.

Tree formations in Spain.

Holm oak woods. Explanation and distribution by autonomous regions.

Beech forests. Explanation and distribution by autonomous regions.

Pyrenean oak forests. Explanation and distribution by autonomous regions.

Common pine woods. Explanation and distribution by autonomous regions.

Aleppo pine woods. Explanation and distribution by autonomous regions.

Radiata pine woods. Explanation and distribution by autonomous regions.

Protected natural spaces in Spain. Cartography.

Catalogue of invasive alien species in the autonomous regions of Spain.

Timber resources and production.

Forest products, food.