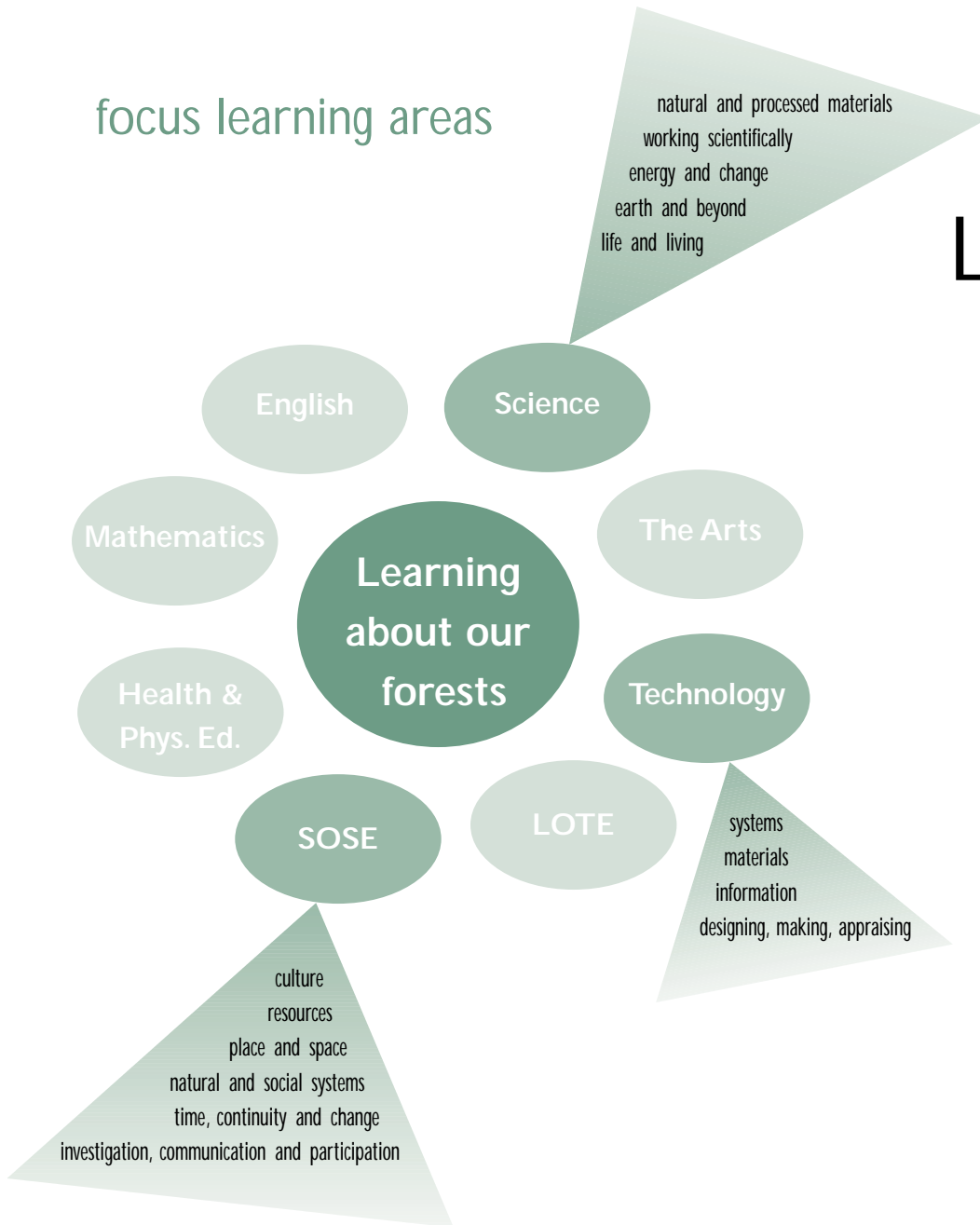


focus learning areas



Why *this* resource?

Learning about our forests has been developed to raise the awareness of teachers to the many learning opportunities provided by our diverse forest environments and management practices.

Tasmania's forest environment has played, and will continue to play, a major role in shaping our society. Learning about this environment will engage students in an area which is relevant to their culture, heritage and future.

This resource is designed to:

- develop teacher knowledge and understanding of forest environments and human interactions with them;
- develop teacher confidence to participate in forest education opportunities with students;
- encourage and support teachers to explore forest education opportunities within the curriculum; and
- provide opportunities for students to understand and participate in decision-making processes concerning our forest environments.

Forests can be studied through any of the learning areas. Working either independently or co-operatively, teachers can use this resource to develop an integrated study across the curriculum or, alternatively, to investigate a topic in a single learning area.

Learning about our forests has a major focus in SOSE, Science and Technology, with supporting ideas and activities in other learning areas. The Key Ideas are linked to each of these learning areas.

Why learn about forests?

Forests are an important part of our environment

Approximately two-thirds of our island is covered by forests of varying types and extent. Knowledge about these forests contributes to each citizen's perceptions and judgments about them. It is important that students are able to understand the distribution and nature of these forests in Tasmania and elsewhere.

Forests provide an ideal environment for scientific study

The forest habitat is an interdependent system of flora, fauna and natural phenomena that responds and adjusts to change – within and external to that system. Students should understand the cyclical and interdependent nature of forest systems.

Forests make an important aesthetic contribution to our society

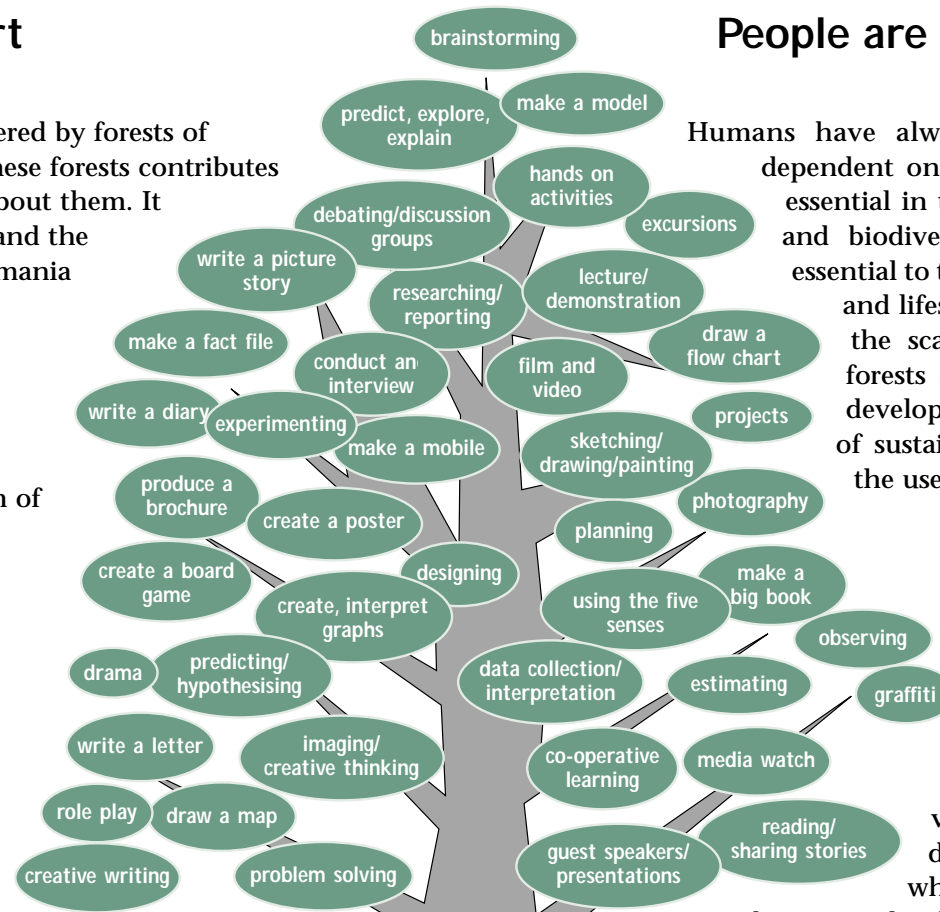
Throughout our history, forest environments have had a profound influence on the emotions and attitudes of the people who interact with them. This is reflected in the expressive arts, crafts and literature which, over time, have created a tangible record of our response to the environment. Students should be aware of this legacy, reflect on the way forests are represented in the arts and be encouraged to make their own creative responses.

People are dependent on forests and their products

Humans have always been and continue to be dependent on forest environments. Forests are essential in the maintenance of water quality and biodiversity. Many forest products are essential to the maintenance of our well-being and lifestyle. Students should be aware of the scale, diversity and importance of forests and their products. They should develop an understanding of the concept of sustainability and the implications of the use of forests and their products.

There is continuing public debate about the use and non-use of our forests

Decisions and actions about the degree of use of our forests are being made through a variety of processes. There are diverse, often confusing views as to what an optimum balance about use and non-use should be. Students should develop an informed, rational and responsible position on this matter and feel able to contribute to decision-making processes and the public debate.



Learning about our forests
offers the opportunity to pursue a wide range of teaching approaches

Key ideas for Learning about our forests

Learning about our forests covers three distinct areas for addressing the Key Ideas. These are the systems (the nature of the forests), management of these systems to meet a range of objectives and issues arising from this management.

This division also makes it easier to make links between Learning about our forests and the structure of learning areas within the curriculum.

The Key Ideas shown on the right have been defined to provide teachers with a focus for developing teaching units.

Forest systems

- There are different types of forests.
- Forests change.
- Forests provide an interdependent habitat for a wide variety of plants and animals.

Forest management

- Forests provide valuable resources.
- Forests are managed for a diverse range of purposes.
- Forests are a valuable source of income, employment and trade.
- The utilisation of forests and processing of forest products continues to change.

Forest issues

- People have a range of different values associated with forests.
- Many issues arise as a consequence of human use of forests and forest products.
- There are likely, possible and preferred futures for our forests.

These key ideas are further developed on pages 10 and 11.

Learning about our forests and the curriculum

Learning about our forests provides direction for schools and teachers to pursue many of the educational opportunities which the Tasmanian environment, its cultural history and its commerce provide. For example:

In conjunction with the Tasmanian Studies of Society and Environment Planning Grid schools and teachers can explore aspects of Essential Learning About Australia by focusing on the forest environment in areas such as Ecological Sustainability, Civics and Citizenship and Australian Global Connections.

The support materials, *Investigating Social Issues Scientifically, Linking the National Statements and Profiles for the Science and SOSE Learning Areas* (DECCD, Educational Programs Branch, Yaxley, 1997), enable teachers to develop learning pathways for investigating social and community issues. The process and examples described can readily be adapted to integrate Learning about our forests across learning areas.

This resource document suggests a range of other options including teacher work-samples.

Focus strands in SOSE, Science and Technology SOSE

Time, Continuity and Change: This strand focuses on continuity and change in people's lives. Students analyse how and why changes have occurred over time. Concepts of time give students a framework within which to organise, record and interpret human experiences.

Place and Space: Students learn about how various groups value place and space. Through investigation, students learn how the interdependence of natural and built environments affect people's experiences and how people understand and respond to these environments. They are encouraged to explore issues and values associated with places. Context for study will vary from the home and local area through to regional, State, national and global context.

Resources: Students investigate the nature and use of resources; any object, material, circumstance, product, individual or group valued for its ability

to satisfy people's needs and wants. The impact of resource development on the environment is a major focus of study. The central disciplines underpinning this strand are economics, business and ecology.

Natural and Social Systems: Students develop essential understandings of the features and operations of natural systems and political, legal and economic systems.

Investigation, Communication and Participation: Students investigate the way humans interact with environments in different places and times. The values, attitudes, skills and knowledge described in this strand develop students' ability to plan and implement appropriate social action.



Key Ideas

Content overview – SOSE

Forest Systems

- 1 There are different types of forests.
- 2 Forests change.
- 3 Forests provide an interdependent habitat for a wide variety of plants and animals.

Forest Management

- 4 Forests contain valuable resources which have been utilised in various ways over time.
- 5 Forests are managed for a diverse range of purposes.
- 6 Forests are a valuable source of income, employment and trade.
- 7 The harvesting, processing and utilisation of timber products continues to change.

Forest Issues

- 8 People have a range of different values associated with forests.
- 9 Many issues arise as a consequence of human use of forests and forest products.
- 10 There are likely, possible and preferred futures for our forests.

Band

Forest Systems

Forest Management

Forest Issues

A

- features of different forest environments
- young and old forests
- what is a forest?
- flora and fauna in forest
- relationships between plants and animals
- human interaction with forest systems

- forest resources
- how people use forest environments
- land classification in the local area
- people who work in forests
- people in the timber industry
- historical timber harvesting lifestyles and equipment

- areas of special value, and how they are used in the local community
- recognise personal responsibility for actions and care of places
- different values and views people have about forest environments

B

- unique and common features of forests
- how and why forests change
- cycles and food webs in forests
- relationships between environmental factors and location of forest types in Tasmania
- natural regeneration pathways for Tasmanian forests
- adaptations of Tasmanian plants and animals
- effects of introduced plants and animals
- human interaction with forest systems

- changing use of forest environments
- managing forests to meet a range of needs
- regeneration of forest
- forest industries in the local area and Tasmania
- forest products, imports and exports
- historical timber harvesting and the development of a forestry service
- Aboriginal use of fire in the Australian environment

- making decisions about the use of forest environments
- major historical issues relating to forest environments
- historical bushfires and issues of fire management
- different values and views people have about forest environments

C

- Australian and global forest systems
- evolution of forests
- effects of increasing human populations on forest systems
- effects of changing fire use patterns on native flora and fauna
- effects of introduced plants and animals
- human interaction with forest systems

- ecologically sustainable forest management
- changing use of forest environments
- human modification of forest environments
- Government regulation in the timber industry
- costs and benefits of downstream processing and value adding
- changing technology and its impact on timber communities and employment
- vocational opportunities

- changes in Tasmanian land classification; how and why
- planning policies and activities influencing forest use
- management practices and environmental and social consequences
- issues resolution processes
- social issues and forest management decisions
- different values and views people have about forest environments

Key Ideas

Starter Ideas – SOSE Level 4

Forest Systems

- 1 There are different types of forests.
- 2 Forests change.
- 3 Forests provide an interdependent habitat for a wide variety of plants and animals.

Forest Management

- 4 Forests contain valuable resources which have been utilised in various ways over time.
- 5 Forests are managed for a diverse range of purposes.
- 6 Forests are a valuable source of income, employment and trade.
- 7 The harvesting, processing and utilisation of timber products continues to change.

Forest Issues

- 8 People have a range of different values associated with forests.
- 9 Many issues arise as a consequence of human use of forests and forest products.
- 10 There are likely, possible and preferred futures for our forests.

| | Strand Organiser | Possible Activities | Investigation, Communication and Participation | Key Ideas/s |
|--------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------|
| Time, Continuity and Change | Understanding the past | 4.1(a) Write stories from historical pictures, artifacts, guest speaker interviews ... that describe the lifestyle of the early timber harvesters. | 4.16, 4.17 | 7 |
| | Features of places | 4.4 Identify locations of different forest types in the local area, and Tasmania, using maps. Visit and describe differences and similarities in your area. | 4.16, 4.18 | 1 |
| Place and Space | People and places | 4.5 Identify forest environments which are significant to the community and describe why they are significant, how they are used and what determines the type of use. How and why could this use change. | 4.16, 4.17, 4.18 | 8 10 |
| | Care of places | 4.6 Investigate a local forest area where a natural system has adapted or failed to adapt following bushfire, human activity (mining, rubbish dumping ...). Survey the local community for different view points to these changes in the natural system. | 4.16, 4.17, 4.18 | 9 |
| | | 4.6 Research an issue such as the Gordon-below-Franklin dam, Lake Pedder or Farmhouse Creek. Identify any resulting changes in futures for forests. | 4.16, 4.17, 4.18 | 9, 10 |
| Resources | Use of resources | 4.10 Identify the types of timber products (and their value) which are exported from Tasmania and mainland Australia. Compare this list with imports of forest products. Suggest ways in which Australia might improve its balance of trade in forest products. | 4.16, 4.17, 4.18 | 6 10 |
| | | 4.10 Use examples of consumer demands (consumer demand for paper products or hardwood versus softwood products) for timber products to show how these are linked to decisions by companies to produce or stop producing particular products. | 4.16, 4.17, 4.18 | 4 |
| Natural and Social Systems | Management and enterprise | 4.12 Investigate a management plan for a Forest District or a National Park to determine information that is considered. Investigate management maps for forest areas. | 4.16, 4.17, 4.18 | 5 |
| | Natural systems | 4.13 Report on the differences between natural regeneration pathways for different forest types. Identify specific adaptations that some plants and animals have to cope with these regeneration pathways. | 4.16, 4.17 | 2, 3 |

Summary of teaching unit samples

These teaching units have been developed to demonstrate some of the ways Learning about our forests can support classroom teachers in the planning, resourcing and delivery of units.

Student work samples are included to highlight achievement of some learning outcomes.

Forests and forestry

This is a grade 6 integrated unit having a major focus in SOSE, Science and Technology with support activities in other learning areas covering levels 3 and 4.

Students are engaged in a variety of research and discovery activities designed to create an awareness of the structure, function and impact of forest environments on our lives. The nature of conflict that so often surrounds environmental issues is investigated in different ways.



Natural resources in our local area

A grade 8 SOSE unit with links to Health and Physical Education, English and Technology covering levels 3 to 5.

Students investigate the nature of local forest areas and their use for a wide range of activities. Guest speakers from the local community who make use of the forests and/or its products enhance student learning.



Xanthorrhoea australis
Grasstree

Flowers prolifically after fire. Very susceptible to phytophthora. Shafts used by Tasmanian Aboriginals for spears.



Forests and forestry in the Derwent River catchment

A grade 9/10 integrated unit in SOSE, Science and Technology covering levels 3 to 6.

Students investigate forest ecology, timber harvesting, processing and marketing. Included in their studies are issues related to forest use, technology of timber production and harvesting, environmental impacts and occupational health and safety.



Tall timber

A Prep., Grade 1/2 integrated unit.

This integrated unit provides the students with the opportunity to investigate the growth cycle of trees and the importance of trees for all people. It provides opportunities for children to question and to explore ideas.

Forests Tasmania: If trees could talk what stories would they tell?

A grade 7/8 SOSE unit covering levels 2 to 6.

Develops students' understanding and appreciation that choices made about resource use have broad implications for our local, national and international communities.

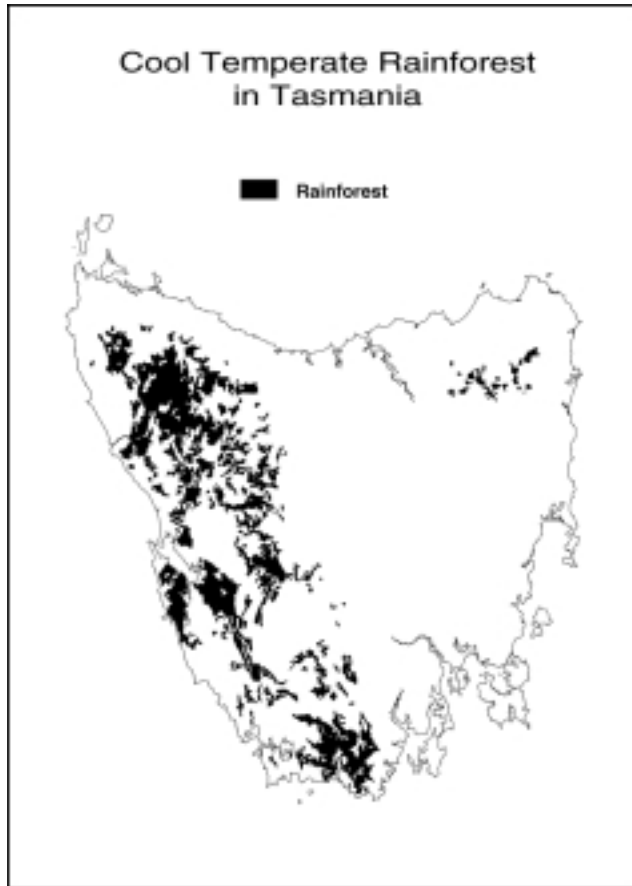
Where have all the bush sawmills gone?

A grade 4 unit focusing on the Technology and SOSE learning areas.

This unit investigates historical timber harvesting and processing methods and compares these with the present. Changes in timber communities resulting from evolving technology are investigated.

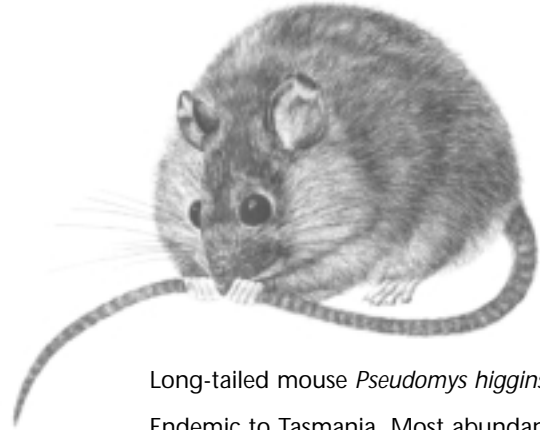


Vombatus ursinus
Common wombat



Source: Forestry Tasmania

Note: A larger version of the maps on pages 9, 10 and 11 and a colour map showing all three forest types is included in the package. Tasmanian Rainfall map for comparing distribution of forest types and rainfall is included in the package.



Long-tailed mouse *Pseudomys higginsii*

Endemic to Tasmania. Most abundant in high rainfall areas of western Tasmania. Also found in wetter forests of eastern Tasmania and beneath screens in sub-alpine areas. Feeds on fungi, insects, spiders, seeds and fruit.

Illustration: Jane Burrell

DID YOU KNOW?

- Cool temperate rainforest can be replaced by other forest types where the fire-free interval is less than about 350 years.
- Cool temperate rainforest covers about 600,000 ha or 10% of Tasmania's land surface.
- The main cause of death of myrtle trees is myrtle wilt, a disease caused by the fungus *Chalara australis*. Recent surveys of undisturbed cool temperate rainforest in Tasmania show that, annual mortality due to the disease was about 0.6% per annum. Most fungus infections occur through branch or stem wounds and root grafts with diseased trees.
- The earliest of the current rainforest trees to evolve were the ancestors Huon, King Billy and celery-top pines around 135 million years ago. Of the flowering trees myrtle is one of the oldest with pollen records dating back 85 million years.
- The oldest living organism is a Huon pine which appears to have been reproducing vegetatively for about 10,000 years. Individual Huon pine stems can live well beyond 2,000 years, King Billy over 1,000 years and celery-top around 800 years. This compares with the eucalypts maximum life span of a little over 400 years in wet forests.
- Changing weather patterns can result in variations in the width of growth rings in trees. Changing climate patterns going back thousands of years have been identified using growth rings in rainforest pines.
- Although many Tasmanian mammals can be found in cool temperate rainforest, only the endemic long-tailed mouse makes its home primarily in rainforest. No rainforest mammal is considered an endangered species in Tasmania.
- No bird species is found only in Tasmanian rainforest, similarly with reptiles and amphibians.
- Sassafras trees commonly replace themselves by **basal sprouts**; when a tree crown dies from old age a new stem from the same root stock takes its place.

*This resource focuses
on Key Idea 5*

Key Ideas

Forest systems

- 1 There are different types of forests.
- 2 Forests change.
- 3 Forests provide an interdependent habitat for a wide variety of plants and animals.

Forest management

- 4 Forests provide valuable resources.
- 5 **Forests are managed for a diverse range of purposes.**
- 6 Forests are a valuable source of income, employment and trade.
- 7 The utilisation of forests and processing of forest products continues to change.

Forest issues

- 8 People have a range of different values associated with forests.
- 9 Many issues arise as a consequence of human use of forests and forest products.
- 10 There are likely, possible and preferred futures for our forests.

From Learning about our forests

*See the glossary on page 16 for
definitions of the words in bold and
refer to the Appendix for links to
Learning about our forests
A resource for schools and teachers*

and transported to re-
packed vehicles such as bu-
such as **skidders**, or cable
has winches and block-
expensive to use

Appendix: Links to 'Learning about our forests: A resource for schools and teachers'

Content Overview Links

(see 'A resource for schools and teachers' page 12–17)

SOSE

- features of different forest environments
- **What is a forest?**
- unique and common features of forests
- relationship between environmental factors and location of forest types in Tasmania:
 - cool temperate rainforest
 - wet eucalypt forest
 - dry sclerophyll forest
- Australian and global forest systems

SCIENCE

- the needs of different forest plants
- **remnant rainforest in Tasmania**

Starter Idea Links, for example

SOSE Level 1 – what is a forest?

(see 'A resource for schools and teachers' page 19)

| Strand | Strand Organiser | Possible Activities | ICP | Key Idea/s |
|-----------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------|
| Place and Space | Features of Places | 1.4 Explore trees in the school ground and gather information by using the senses, sketching, discussing shapes and identifying the different parts of trees. Show, discuss and share pictures and experiences of forest environments. Introduce 'forest' vocabulary words. | 1.16 1.17 | 1 |

Science Level 5 – remnant rainforest in Tasmania

(see 'A resource for schools and teachers' page 29)

| Strand | Strand Organiser | Possible Activities | WS | Key Idea/s |
|-----------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------|
| Life and Living | Living together | 5.9 Visit a wet gully, or remnant rainforest, and report on features of the habitat that would protect it from fire and drought. Investigate the location of remnant rainforest in Tasmania and suggest reasons for their survival. Suggest some evolutionary problems for these environments. | 5.13 5.14 5.15 5.16 5.18 | 1 |

A Tasmanian terrestrial (land) food web

Note: Some linkages within consumer groups are also shown (--->)

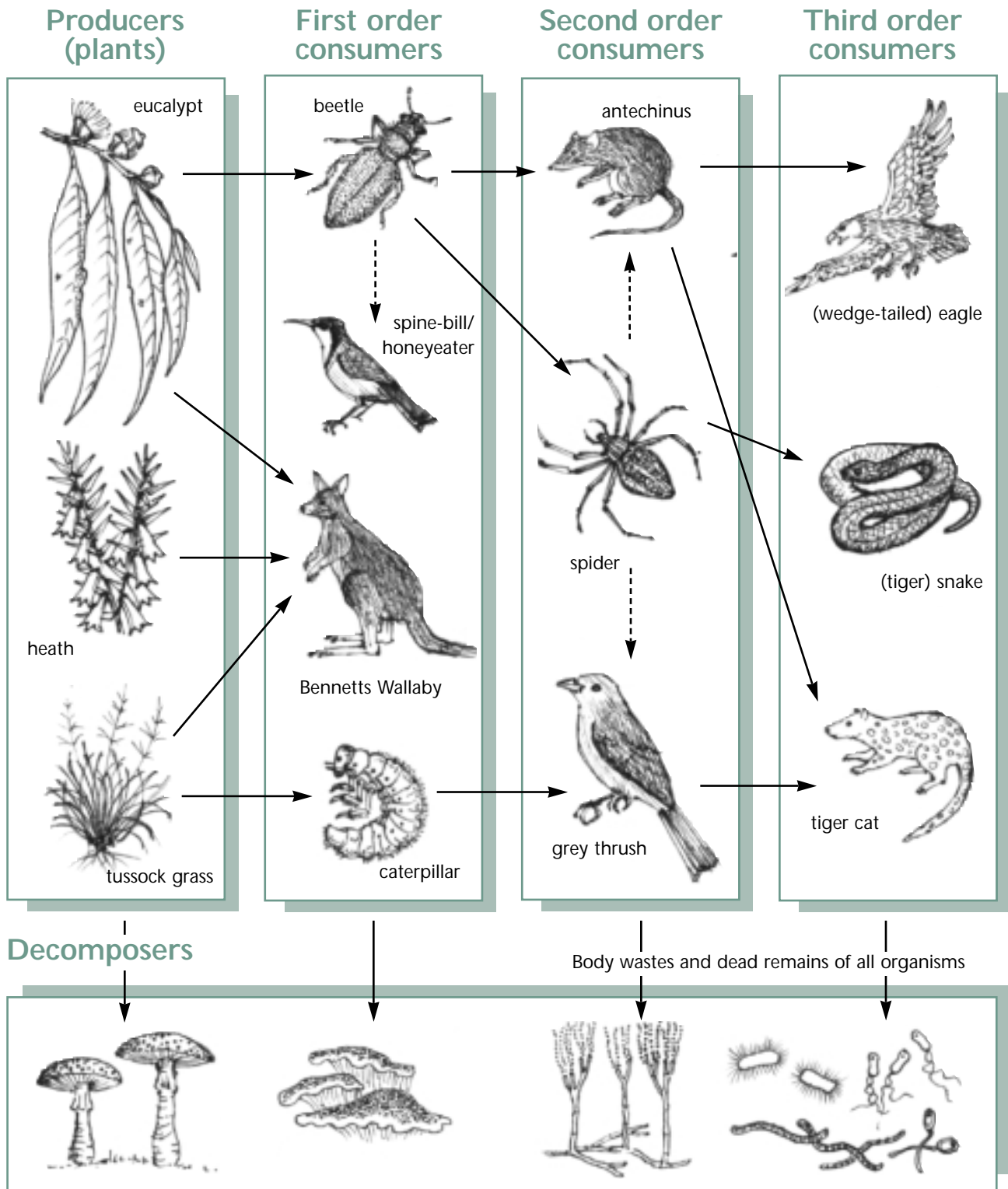


Illustration: Fred Duncan

Modern methods of timber harvesting and regeneration

Today, deciding which type of harvesting method should be used to log a particular timber **coupe**, or area to be harvested, is an important management issue. Environmental as well as economic effects are a major consideration in making decisions, along with the size of the coupe, the **terrain**, the type of forest and the harvesting equipment available. In Tasmania the *Forest Practices Code* determines strict environmental guidelines governing the use of harvesting equipment and all commercial operations must abide by an approved Timber Harvesting Plan. Management methods for timber harvesting currently used in Tasmania's native eucalypt forests include clearfelling and selection logging.

Clearfelling

Using the clearfelling method, all commercially valuable trees in a coupe are harvested at one time. Retention of trees near waterways or in habitat strips and adjacent areas provides habitats for animals and insects. Clearfelling is highly economical and is used in areas where widespread burning is required to create a suitable seedbed for **regeneration** of new

forest. After clearing and burning, seed taken from the site before harvesting is sown across the area, either by hand or from the air.

Selection logging

Several different methods of selection logging are employed in Tasmania. These are described and illustrated below.



Seedtree retention. Illustration: Jane Burrell

Seedtree retention. This method is similar to clearfelling, but is applied to open forests where a continuing seed source from unfelled trees (usually 7-12 per hectare) will maximise forest regeneration. The area around the seedtrees must be prepared by burning or mechanical disturbance, and once the new forest is established the seedtrees are removed.

Shelterwood. This method is usually applied to high altitude open forests. All the mature trees are removed in stages, generally about 20 years apart. Removal of the mature trees allows younger trees to grow through, and regeneration of new trees occurs under the opened canopy. This method results in ongoing growth of different aged trees.



Shelterwood. Illustration: Jane Burrell



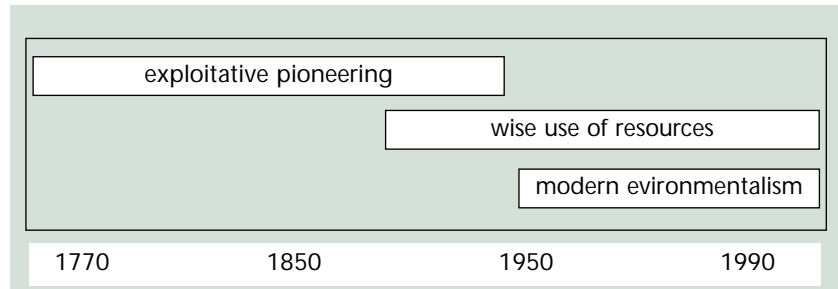
Overstorey removal. Illustration: Jane Burrell

Overstorey removal. Similar to shelterwood, but applied to two-aged forests, where the younger aged trees are well-stocked and over 5 metres in height. The older class is removed in one harvest and the younger trees are thinned and then allowed to grow to full maturity.

How our changing values have changed the role of governments

Changes in Australian attitudes to land over the past two hundred years demonstrate a complex interplay of many 'visions' and values, reflecting wider changes in our nation's history. These changes can be seen in the way government involvement in land management has changed since 1788. Frawley 1994 (developing the work of Heathcote) identifies the evolution of three broad eras in the role Australian governments have taken with regard to the environment since 1788 (Table 1).

Table 1: Three broad eras in evolving Australian visions since 1788 (following Frawley, 1994)



The first is an era of exploitative pioneering, a period beginning shortly after European settlement, characterised by nil or minimum government intervention. Where government support for resource development existed, it showed no consideration of environmental effects or future consequences.

The second era, from around 1900 (but strongest before 1960), has seen a focus on national development, but also a concern for the 'wise use' of resources. This has been a period of increasing government intervention in environmental management – for both conservation and developmental purposes, and to protect capital investment and sectoral interests.

The third era, from the 1960s, is characterised by the rise of modern environmentalism. During this period the development ethos has been consistently challenged and a wide range of environmental legislation passed by state and federal governments.

Different people – different values

Every person has their own way of looking at the world, a different sense of what is important, and a different set of values. While we each have personal values, they are often similar to the values held by people in our family, work, religious or cultural communities. Throughout our lives, we are all members of many communities. The shared values of a community are important because they reflect and strengthen our individual perceptions of the world. It makes us feel comfortable and secure to know that the way we perceive the world around us is how others see it too.

Although we are often unaware of them, our values are very important to us. They go a long way to defining who we are, what we believe in and stand for, and our sense of meaning in the world.

Different communities perceive forests differently

When people disagree on issues such as how we manage, use and preserve Tasmania's forests, it is generally because they value different things about our forests. On a broader level, the five European 'visions' referred to earlier illustrate how Australians have changed the way they perceive the environment over time. (Aboriginal perceptions illustrate a different set of cultural values.) However, other sets of values also exist that are related to a particular community's location, economy, education levels, employment base, culture and orientation. These values could be said to be community-specific rather than era-specific. In the many complex forest debates throughout Tasmania's history, value differences between communities have played an important role.

Table 4. Mainland Tasmanian reptiles with distribution and habit preferences.

Endemic species are indicated by an E. Source: Rawlinson (1974), Cogger (1986) Hutchinson and Donnellan (1988), Hutchinson et al. (1990), Smith (1990), Reounsevell et al. (1996).

| Species | Common name | Thermal zone | | | Vegetation usage | | | | | Habits |
|--------------------------------------|----------------------|--------------|------|--|------------------|-----|-----|-----|--|------------------------------------------------------------------------------------------|
| | | Cool | Cold | | NF | DSF | WSF | TRF | | |
| <i>Lampropholis delicata</i> | delicate grass skink | X | | | X | X | | | | Forages in leaf litter in medium density vegetation |
| <i>Pseudemoia pagenstecheri</i> | tussock skink | X | X | | X | X | | | | Limited to areas of low tussocky vegetation |
| <i>Pseudemoia entrecasteauxii</i> | southern grass skink | X | X | | X | X | | | | Limited to open areas or low grassy undergrowth |
| <i>Pseudemoia rawlinsoni</i> | glossy grass skink | X | X | | X | | | | | Humid areas with dense ground cover (e.g. marshes, boggy creek valleys, wet heathland) |
| <i>Niveoscincus greeni</i> E | northern snow skink | | X | | X | | | | | Rocky areas in alpine zone |
| <i>Niveoscincus orocryptus</i> E | mountain skink | X | X | | | | | | | Low vegetation in alpine and subalpine areas in the south-west |
| <i>Niveoscincus metallicus</i> | metallic skink | X | X | | X | X | | X | | Widespread and common. Occurs in rocky area and most vegetation types especially forests |
| <i>Niveoscincus microlepidotus</i> E | southern snow skink | | X | | X | | | | | Rocky areas in alpine and subalpine in southern Tasmania |
| <i>Niveoscincus ocellatus</i> E | ocellated skink | X | X | | X | X | | | | Restricted to areas of extensive rocky outcrops |
| <i>Niveoscincus pretiosus</i> E | Tasmanian tree skink | X | X | | X | X | | X | | Occurs in a variety of vegetated habitats or rocky areas |
| <i>Bassiana duperryi</i> | three-lined skink | X | | | X | | | | | Restricted to areas with low or open vegetation |
| <i>Lerista bougainvillii</i> | Bougainville's skink | X | | | X | X | | | | North-east Tasmania on loose sandy soils |
| <i>Egernia whitei</i> | White's skink | X | | | X | X | | | | Occurs mainly in open rocky areas |
| <i>Cyclodomorphus casuarinae</i> | she-oak skink | X | | | X | X | | X | | Most vegetation types, commonest in clearings bordered by dense arboreal vegetation |
| <i>Tiliqua nigrolutea</i> | blotched blue-tongue | X | | | X | | | | | Most common in clearings with dense heath or arboreal lizard vegetation nearby |
| <i>Tympanocryptis diemensis</i> | mountain dragon | X | | | X | X | | | | Open vegetated areas including coastal heath |
| <i>Austrelaps superbus</i> | copperhead snake | | X | | X | X | | | | Most abundant in low lying areas subject to periodic flooding |
| <i>Notechis ater</i> | tiger snake | X | X | | X | X | | X | | In all vegetation types but most common around watercourses and swamps |
| <i>Drysdalia coronoides</i> | white-lipped snake | X | X | | X | X | | X | | Low tussocky or heath-like vegetation |

Looking at the *Key Ideas* through print & visual texts



Introduction

This teacher resource is divided into three sections. **Section 1** is primarily related to Key Ideas 1–7 as described in *Learning about our forests* and contains reviews of:

- fiction and non-fiction books;
- poetry;
- video texts; and
- posters, with some suggestions for their use by teachers and students in a study of *Learning about our forests*.

Sections 2 and 3 are primarily related to Forest Issues Key Ideas 8–10. Section 2, 'Exploring Forest Issues: The part that language plays in presenting an issue', is related directly to an approach to exploring the print and visual resources reviewed in Section 3. It provides a brief analysis of how language and visual image are used by authors, artists and directors and how they can be used by students to present and influence attitudes and particular points of view concerning forest issues. **Section 3** reviews print and visual texts, including video texts. Included also are suggestions for a range of learning activities for each of the texts reviewed.

