

Discovering a sustainable Mindset [SysMind]

Design of a Teaching-Training-Setting to improve sustainability

Name: Oksana Pelyukh (Ukraine)

Subject of the lesson: 2-days training on "How to distinguish illegal logging from legal logging and respond to deforestation? "



DISCOVERING A SUSTAINABLE MINDSET

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Guiding questions:

♣ Can an interconnectedness of ecology, economy and social equality be worked on this topic?

Ecological level – preservation and sustainable use of forest resources.

Economical level – combating illegal logging, combating the "black market" of wood sales.

Social equality – change in people's thinking about the need to treat the forest with care, preservation of the forest for today and future generations.

♣ What dilemma situations or different perspectives can be illustrated by the topic?

Perspectives of public inspectors/activists/local residents/representatives of forestry enterprises/representatives of nature protection institutions, etc.

♣ Does the structure of the topic offer interdisciplinary, self-directed processing?
Yes, forestry, economy, ecology, GIS technology, psychology, sociology etc.

♣ How can learner emotions be brought in and considered at the beginning and throughout the learning setting?

Make a short test survey about their level of knowledge about illegal logging before and after, and how they can rate the obtained level of knowledge on a 5-point scale. Participants can formulate their own opinion.

♣ What opportunities does the topic offer for learner empowerment?

Increasing knowledge about:

- *Identifying legal versus illegal logging activities;*
- *Recording coordinates of logged trees;*
- *Recognizing common forest-related violations;*
- *Verifying illegal logging in authorized logging areas;*
- *Informing relevant authorities about forest violations;*
- *Utilizing voluntary forest management certification to combat illegal activities.*

General information about the Teaching-Training-Setting

TOPIC: How to distinguish illegal logging from legal logging and respond to deforestation?

Age of the students:

Participants from 16 years old of different basic knowledge

Number of students	10-15
Aim of the lesson	The aim of the training is to improve their skills for detecting, monitoring, and reporting potential illegal logging and other forest crime issues
Learning outcomes/competences	<ul style="list-style-type: none"> - Identifying legal versus illegal logging activities - Recording coordinates of logged trees - Recognizing common forest-related violations - Verifying illegal logging in authorized logging areas - Informing relevant authorities about forest violations - Utilizing voluntary forest management certification to combat illegal activities
Duration	2 days – 16 hours including presentation in class and practical work in a forest, group works.

Schedule

Time/ minutes	Phase	Steps in Teaching/Training Setting	Methods	Social form	Media/Materials needed
1st day of the training					
30 min	Introduction	1. General information given by lecturer	1. Lecture	Presentation	Information from ForestCom website.
45 min	Working	2. Acquaintance with the spatial structure of forestry and various types of forest users	2. Lecture 3. Practical task (20 min): How to find a forest user?	Individual work	Access to scientific databases and practical information of ForestCom experts. Access to internet.
45 min	Working	3. Acquaintance with the main types of logging and their planning and basic documents	4. Lecture	Presentation	Access to scientific databases and practical information of ForestCom experts.
45 min	Working	4. How to determine the coordinates of a logged tree.	5. Practical tasks in the classroom up to 30 minutes: 6. We learn to turn on geolocation on a smartphone for: 1 - the phone itself; 2 - navigation software (e.g., Google Maps, etc.); 3 - for the camera) – (10 min). 7. We learn to see the coordinates of our location in the forest with the help of one of the possible coordinates detection programs:	Individual work	Information about task presented in the handouts for each participant.

			compass, map, geodata photos or others - (10 min). 8. 3. Let's find out what different coordinate formats exist on smartphones - (5 min).		
45 min	Working	5. How to determine the coordinates of a logged tree.	9. Practical task on the street 10. Participants are divided into small groups of 4-5 people. The moderator appoints a coordinator for each group.	Group work	Information about task presented in the handouts for each participant.
45 min	Working	6. How to distinguish between legal logging and illegal logging 7. Familiarization with the main elements of legal logging, the main signs of illegally cut trees	11. Lecture	Presentation	Access to scientific databases and practical information of ForestCom experts.
45 min	Working	8. The most common offenses related to forests: criminal, administrative and civil liability	12. Lecture	Presentation	Access to scientific databases and practical information of ForestCom experts.
2nd day of training					
45 min	Working	1. What to do if the forest has already been cut down. 2. How to check if there are no illegally cut trees on legal loggings 3. Acquaintance with the algorithm of actions on already cut areas.	1. Lecture	Presentation	Access to scientific databases and practical information of ForestCom experts
60 min	Working	4. A role-playing game using previously studied material (loggers vs. activists and vice versa)	2. The groups are divided into active members of the public, who found the logging and are	Group work	Information about task presented in the handouts for each participant.

			checking it, and foresters who try their best to prove that the logging is legal (2 groups play the role of foresters, 2 groups are active members of the public and change places) to prepare information from already existing cases.		
90 min	Working	5. What to do if the forest has already been cut down. 6. How to check if there are no illegally cut trees on legal loggings	3. Practical task 4. Prepare documents for site analysis for violations.	Group work in the forest.	Information about task presented in the handouts for each participant.
45 min	Working	7. What's next? - We inform law enforcement agencies, the media and other interested parties about the detected suspicions	5. We get geodata from a photograph - a practical activity with the involvement of each volunteer. 6. We write and send a statement adding a photo + a field form (if any) to law enforcement agencies	Individual work	Information about task presented in the handouts for each participant.
45 min	Knowledge transfer	8. Further plans 9. How and where you will be able to apply the acquired knowledge. 10. Examples of the most common forest disturbances.	7. How and where you will be able to apply the acquired knowledge. 8. Examples of the most common forest disturbances. 9. Presentations. Conversations. Answers to questions.	Discussion	Based on the two days training information.
15 min	Knowledge transfer	11. Results of the two days of training.	12. Feedback from participants on two days of training	Discussion	Based on the two days training information.
Open end					

Examples for phases:

- Introduction
- Working phase
- Knowledge transfer

Examples for Social Form:

- Individual-work
- Pairs
- Group-work



Retrospective lesson analysis

♣ Is an evaluation of the Teaching - Training Setting planned?

Yes, and each participant can receive a certificate of completion of the training.

♣ How can the experiences I have made improve my teaching?

Participation in the training of participants from different professional fields and with different levels of education will allow me to understand how to adapt the training program for other audiences. Therefore, make the training more effective for assimilating information about illegal logging.