

YUNGA LEARNING AND ACTION SERIES

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Forests Challenge Badge



CBD :: FAO :: THE GREEN WAVE :: UNESCO
WAGGGS :: WOSM :: WWF



SCOUTS[®]
Creating a Better World

World Organization of the Scout Movement
Organisation Mondiale du Mouvement Scout
Всемирная Организация Скаутовского Движения
Organizaci3n Mundial del Movimiento Scout
المنظمة العالمية للمحركة السكوتية



**Boy Scouts of the Philippines
Manila Council
Brighton Venturers Outfit 1012**

A. Forest Life

A.2: Biome Homes (p.93) Compulsory Activity

Learning Objectives: To learn about different forest biomes in your area or country.

The type of forest and the variety of life that is found in it (its biodiversity) depends on many factors, including the forest's geographic location and climate. Learn about these different "forest biomes". What is a forest biome?

Name four examples of forest biomes. What are the main characteristics of each one? Where are they located in the world? Which forest biomes are found in your area or country? Share your answers with your group.

Extension: Collect or draw pictures of different forest biomes. Invent a matching game in which you place the forest biome onto the geographical location where it is found around the world. Play the game with a friend.

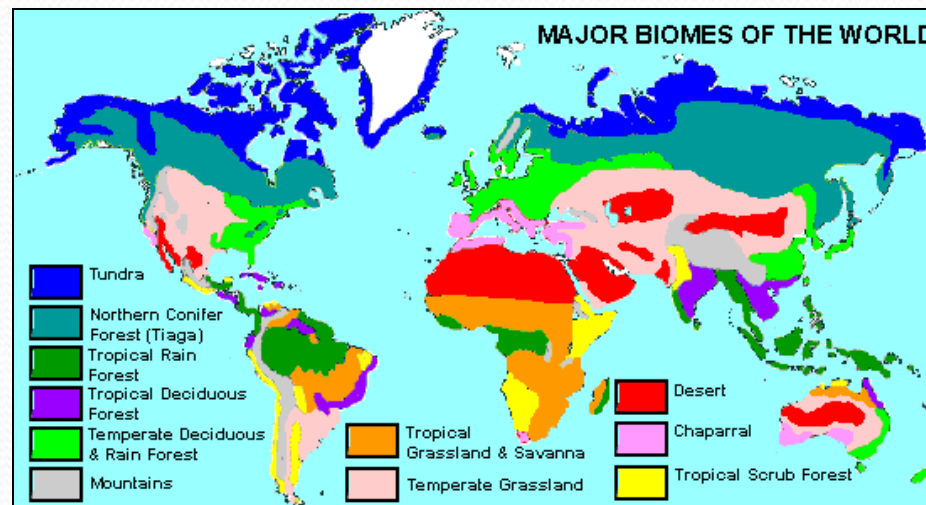
A. Forest Life

A.2: Biome Homes (p.93)

Learning Objectives: To learn about different forest biomes in your area or country.

Forest Biome

- It is the largest and has a wide variety of plants, trees, animals, insects, and microscopic organisms.
- The major characteristic of the forest biome is its trees.
- About 30% of the Earth is considered a part of the forest biome.
- The forest biome is subdivided by its climate and types of trees present.



A. Forest Life

A.2: Biome Homes (p.93)

Learning Objectives: To learn about different forest biomes in your area or country.

1. Taiga or Boreal Forest

- It is the largest terrestrial biome and extends across Europe, North America, and Asia;
- Also known as coniferous forest or boreal forest;
- This biome has short, wet summers and long, cold winters;
- Precipitation is moderate in the taiga;
- It gets plenty of snow during the winter and plenty of rainfall during the summer.



A. Forest Life

A.2: Biome Homes (p.93)

Learning Objectives: To learn about different forest biomes in your area or country.

2. Tropical Rainforest

- An ecosystem that covers about 7% of the Earth's surface.
- They are found all over the world but the majority of the tropical rainforest lies in South America in Brazil.
- The weather in the tropical rainforest is rainy yet pleasant all year round, day or night.



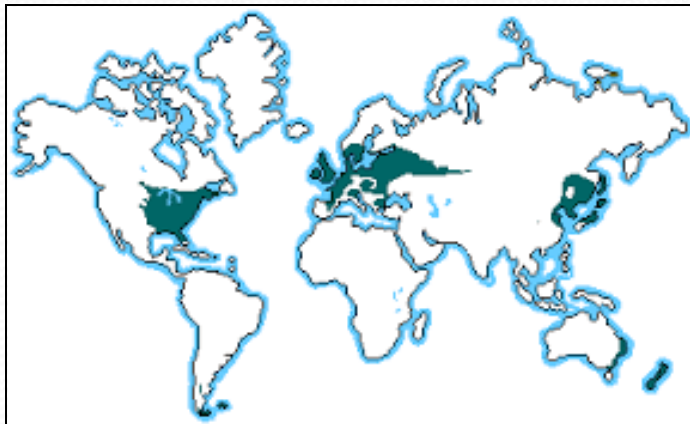
A. Forest Life

A.2: Biome Homes (p.93)

Learning Objectives: To learn about different forest biomes in your area or country.

3. Temperate Deciduous Forest

- Characterized by its leaf-shedding trees and its seasons.
- This biome experiences all four seasons - winter, spring, summer, and fall.
- This biome is located in the United States, Canada, Europe, China, and Japan.
- There are also some parts of Russia that contain this biome.



A. Forest Life

A.26: Mighty Mangroves (p.101) Optional Activity

Learning Objectives: To discover how mangrove forests protect coastal areas.

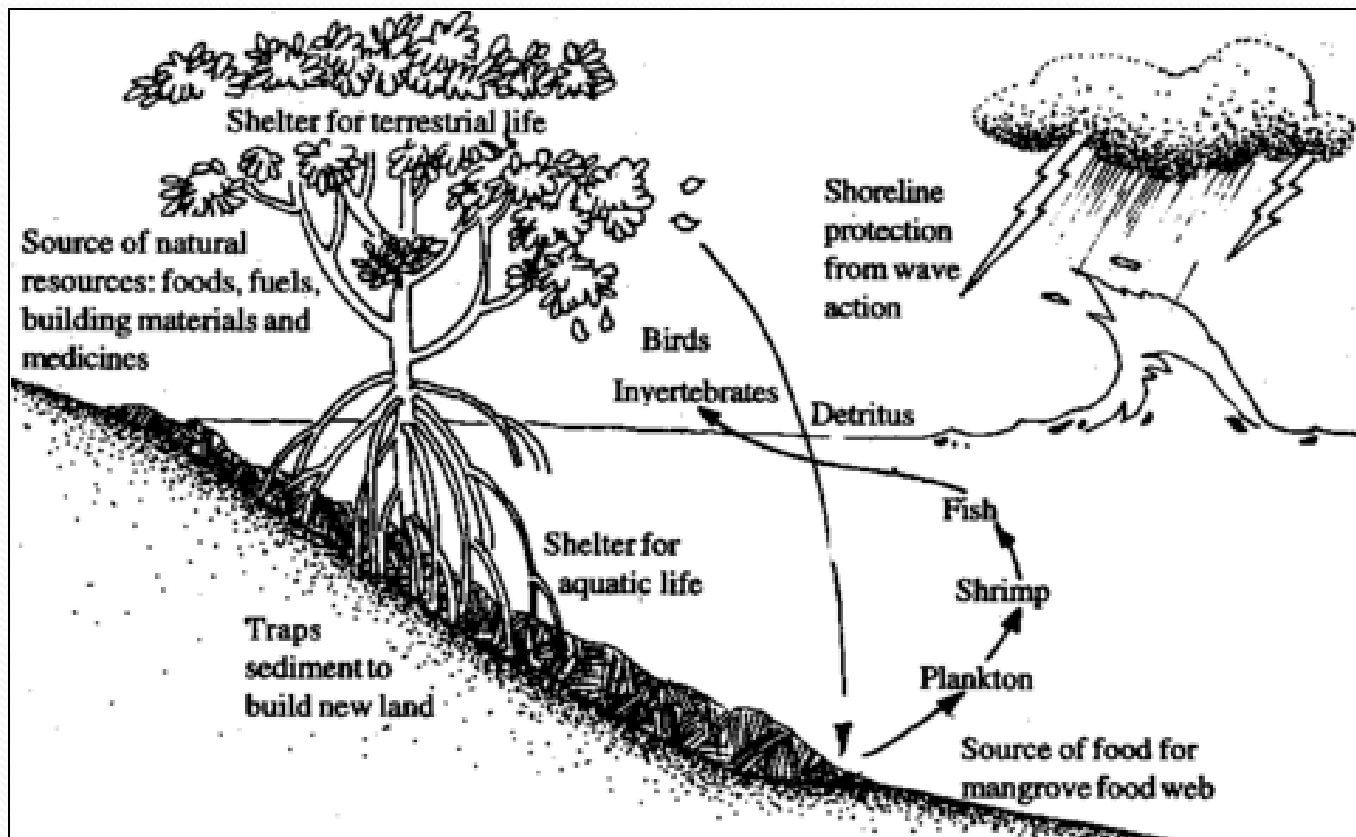
Learn how a mangrove forest can help to protect coastal areas from storm surges (huge waves caused out at sea by extraordinarily strong winds pushing the water's surface) and tsunamis (huge waves caused by large masses of sea water being moved by events like earthquakes or volcanic eruptions underwater).

If you can, visit a mangrove forest. Observe the way the trees grow. What does the root system look like? What other species – both land and water based species – live in the mangrove forest? What role do you think the mangrove trees play in providing a 'structure' for these species to live in?

A. Forest Life

A.26: Mighty Mangroves (p.101)

Learning Objectives: To discover how mangrove forests protect coastal areas.

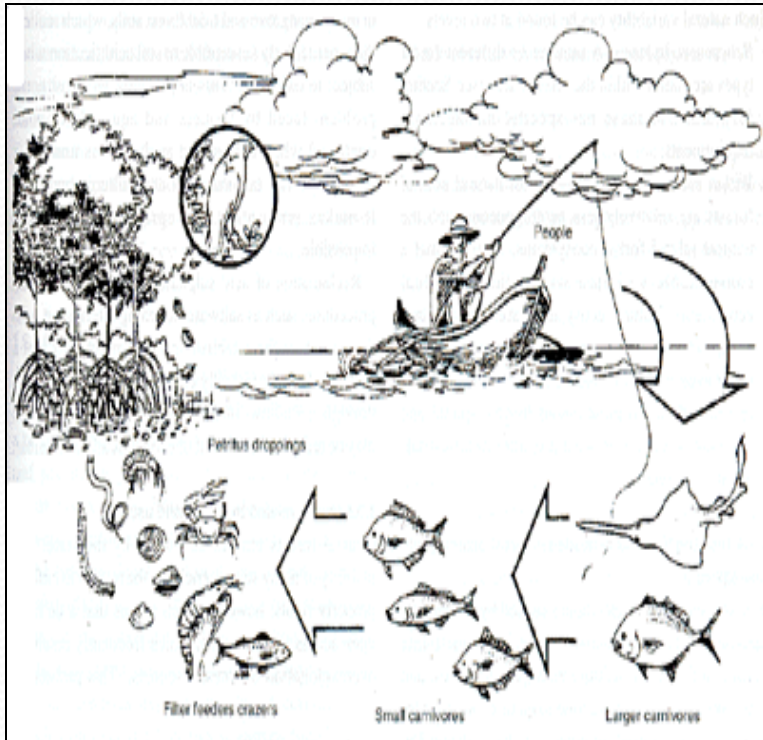


How a mangrove forest can help to protect coastal areas.

A. Forest Life

A.26: Mighty Mangroves (p.101)

Learning Objectives: To discover how mangrove forests protect coastal areas.



Mangrove marine food web



Mangrove Marine & Land-based Fauna

B. Forests in Use

B.2: Alternative Livelihoods (p.103) Compulsory Activity
Learning Objectives: To explore how people rely on forests for their livelihoods and well-being.

Not all people who rely on forests for their livelihoods are part of what is called the “formal economy” – the official economic system (of earning money, buying and selling goods) in a country that is recognized by the government. Some people hunt and gather wood and forest products for food, medicine, clothing and supplies to make other goods that are important for their wellbeing. Make a list of all the things found in a forest that people can use for their livelihoods. Invent a game to teach your friends about different forest products and their livelihood uses.

B. Forests in Use

B.2: Alternative Livelihoods (p.103)

Learning Objectives: To explore how people rely on forests for their livelihoods and well-being.

Some of the many forest resources that people could use for their livelihoods.

Forest resource	Possible livelihood
Bamboo	Could be used in making nipa huts and furniture such as chair, couches, sofa, cabinet, tables, etc. that be also sold commercially.
Dried branches, twigs and etc.	Could made into souvenir items such as key chains, frames, slides and etc.

B. Forests in Use

Forest resource	Possible livelihood
Fruit bearing trees and medicinal plants	<ul style="list-style-type: none">➤ Fruits and medicinal plants could be sold to the market.➤ Medicinal plants also could be used by locals and travelers for immediate treatments for wounds and illness.
Coconut	<ul style="list-style-type: none">➤ Coconut fruits could be sold as a refreshments➤ Coconut husks could be (reused) made into improvised floor polishers.

B. Forests in Use

B.10: Energetic Trees (p.107) Optional Activity

Learning Objectives: To stimulate creative thinking about making energy from resources found in forests.

Forests can be an important energy source.

For example, logs and sticks can be burned as cooking fuel or turned into charcoal. What are some other ways in which forest resources are used as sources of energy? What are some of the possibilities being explored by energy and biotechnology companies at the moment? Do you have any new and original ideas for how to make energy from forests? Create a mini-model of your invention.

B. Forests in Use

B.10: Energetic Trees (p.107)

Learning Objectives: To stimulate creative thinking about making energy from resources found in forests.

➤ **Geothermal energy**

This source of energy could be found in areas where there are active volcanoes, which is also found in a forest area; e.g. is Mt. Mayon in the Bicol Region of the Philippines. Areas near the said volcano have hot springs that could be sources of geothermal energy.

➤ **Biomass**

Is an important source of natural energy that is commonly made from plant or animal matter (e.g. decayed wood or animal droppings).

➤ **Hydropower**

Hydroelectric power is commonly generated in dams and reservoirs, and is also a location where trees are abundant.

C. Forests and Culture

C.2: Forests and Fires (p.111) Compulsory Activity

Learning Objectives: To safely build an outdoor campfire and to roast food over it.

Learn how to safely build and enjoy an outdoor campfire. Collect wood and kindling (dry leaves and small sticks to help light the fire). Build up the pyre and light it under adult supervision. Make sure to take precautions so that the fire remains under control. You can carefully roast food on the fire (e.g. chestnuts, apples, potatoes, popcorn). Create a list of why fires are essential for our survival. Look up the different kinds of wood and find out which ones burn faster than others (e.g. oak burns slowly whereas pine burns very quickly). When are fires dangerous to humans and forests? Have any forests in your area suffered from forest fires? What precautions can you take to ensure your campfire does not start a forest fire? Discuss in your group. You can also enjoy the campfire by singing or reading around it. Discuss how campfires are important to different cultures – what events or rituals can you think of that take place around a fire?

Extension: Plan and lead a campfire sing-along with a forest theme.

C. Forests and Culture

C.2: Forests and Fires (p.111)

Learning Objectives: To safely build an outdoor campfire and to roast food over it.

How to safely build an outdoor campfire?

- Select a spot on gravel, sand, or bare earth that is well away from trees, brush and dry grasses. Look overhead and avoid choosing a spot near low-hanging branches that sparks might ignite. Choose a site that is far enough away from rocks and boulders so that they won't be blackened by smoke. Also check that you are not building your fire near tree root that could be harmed by heat.
- Rake away pine needles, leaves, twigs, and anything else that might burn. Save the ground cover so that you can put back when you are done with your fire. Place a pot or bucket of water close by to put the flames if they begin to spread.



C. Forests and Culture

C.2: Forests and Fires (p.111)

Learning Objectives: To safely build an outdoor campfire and to roast food over it.

Brighton Venturers Outfit 1012 Contribution to Environmental Science



The logo is a circular emblem with a purple background. It features a yellow spiral in the center. The words "LEAVE NO TRACE" are written in white, uppercase letters along the top inner edge of the circle, and "OUTDOOR ETHICS" is written along the bottom inner edge.

- Plan ahead and prepare
- Travel and camp on durable surfaces
- Dispose of waste properly
- Leave what you find
- Minimize campfire impacts
- Respect wildlife
- Be considerate of other visitors

C. Forests and Culture

C.2: Forests and Fires (p.111)

Learning Objectives: To safely build an outdoor campfire and to roast food over it.

1. Why fires are essential for our survival?

- It gives warmth, provides light, allows you to cook food;
- It gives you a way to signal your location in case of emergencies;
- Will help keep all types of critters away, and other fauna.

2. Different kinds of wood in Philippine Flora.

- Examples of fast burning wood:
Philippine Rosewood, Yakal, Pine;
- Examples of slow burning wood:
Narra, Mahogany



Phil. Narra Tree



Phil. Yakal Tree

C. Forests and Culture

C.2: Forests and Fires (p.111)

Learning Objectives: To safely build an outdoor campfire and to roast food over it.

3. When are fires dangerous to humans and forests?

Negligence, improper use of fire, Arson.

4. Have any forests in your area suffered in forests fires.

Non encountered (in the nearest area).

5. Discuss how campfires are important to different cultures.

It promotes social interaction, entertainment and art; plays a major role in the development and spread human culture.

6. Indigenous People-performing rituals/ceremonies.



C. Forests and Culture

C.18: News Report (p.117) Additional Activity

Learning Objectives: To create a news report about an indigenous person and the challenges they face in local forests.

Interview an indigenous person about an important challenge facing his or her people, and their use of local forests. Write a newspaper report or make up a radio show based on your interview. Remember to ask for the person's permission to share the information they give you. It is also a good idea to have the person preview your report before you show it to your family and friends. If you have permission from the person you interviewed, you may even want to share your report or radio show to the local newspaper or radio station!

C. Forests and Culture

C.18: News Report (p.117)

Learning Objectives: To create a news report about an indigenous person and the challenges they face in local forests.

- Last July 2014, our group Brighton Venturers 1012 in coordination with Department of Environment and Natural Resources (DENR), had conducted a tree planting activity at IPO Dam Watershed. We are guided by the Indigenous people (Dumagats) on our way to the planting site.
- We had a simple conversation regarding to the forest management. He demonstrated the procedures of taking care of the trees, putting fences to support the saplings.
- They also gave us a simple lecture on the different trees needed for the watershed and likewise the advocacy to prevent Illegal logging thru the use of social media.

D. Forests at Risk

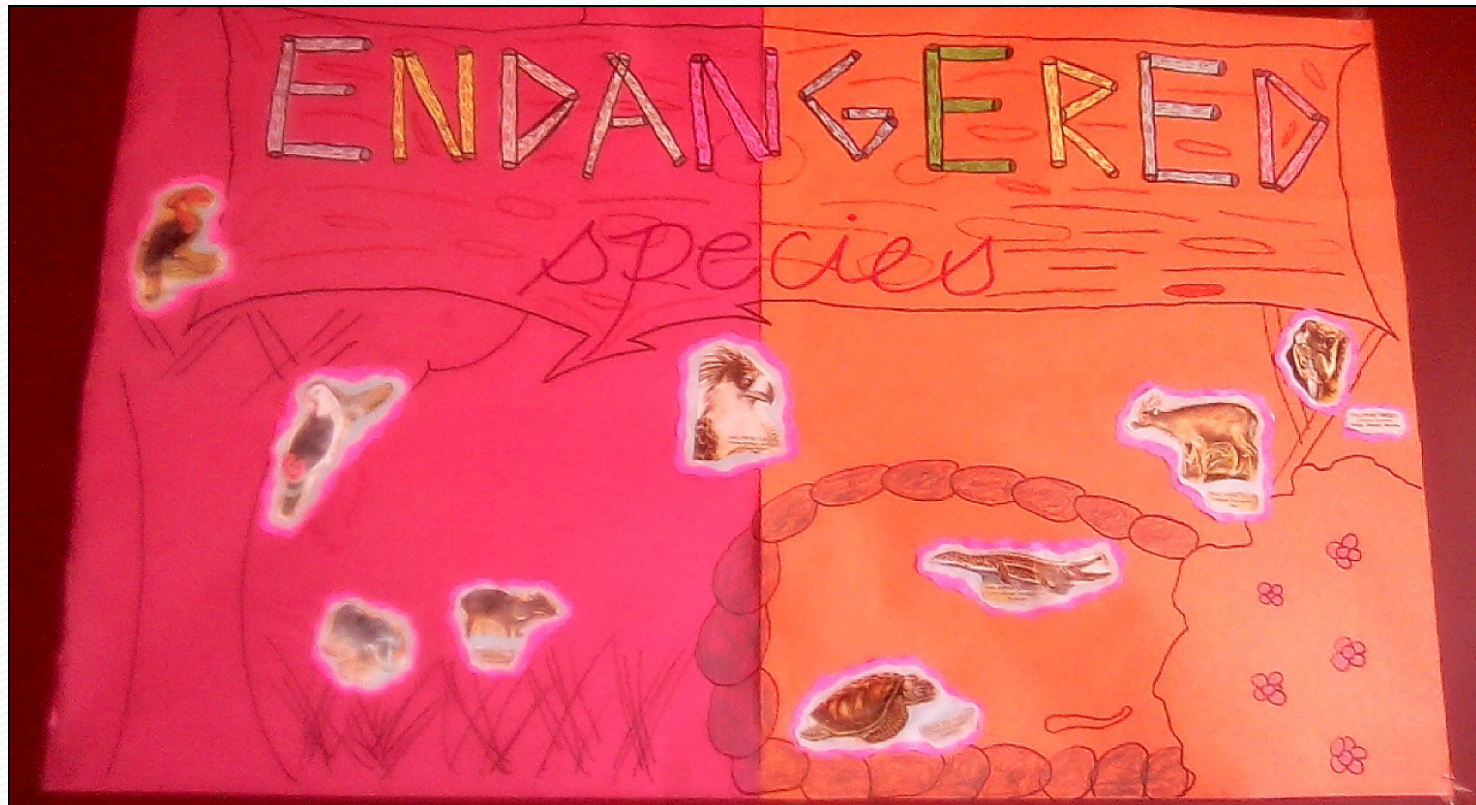
D.2: Losing Biodiversity (p.119) Compulsory Activity **Learning Objectives: To discover which forest animals face extinction.**

Forest animals suffer as forests are destroyed or degraded. The many thousands of forest species currently at risk of extinction include some of the most well-known animals on Earth, such as giant pandas, Asian rhinoceroses, tigers, orangutans and gorillas. Pick your favorite forest animal out of those facing extinction, and make a poster describing its current situation and how you think this animal could be protected from extinction.

D. Forests at Risk

D.2: Losing Biodiversity (p.119)

Learning Objectives: To discover which forest animals face extinction.



Poster high lighting Philippine Endangered Species (Fauna)

D. Forests at Risk

D.2: Losing Biodiversity (p.119)

Learning Objectives: To discover which forest animals face extinction.



Examples of Endangered Philippines Species (Fauna):

- Philippine Eagle;
- Philippine Crocodile;
- Tarsier;
- Philippine Spotted Deer
- Wild Boar



Reasons why they are endangered:

- Habitat Loss thru illegal logging;
- Over hunting & poaching;
- Irresponsible forest management;

When the buying stops the killing stops.



D. Forests at Risk

D.13: Forests in Flames (p.123) Additional Activity **Learning Objectives: To understand the impacts of forest fires on forest ecosystems.**

Fires can be part of the natural forest cycle. In fact, some seeds need the intense heat of a fire before they can germinate. On the other hand, some fires destroy huge parts of forest and people's homes. Find out how your municipality and/or country deals with forest fires. Does it carry out controlled burns (burning specific parts of the forest under careful supervision)? Does it allow natural forest fires? Does it educate residents on forest fire prevention? Are fires important to the forest ecosystems in your area? What can you do to prevent accidental and uncontrolled fires? Share your ideas with your group.

D. Forests at Risk

D.13: Forests in Flames (p.123)

Learning Objectives: To understand the impacts of forest fires on forest ecosystems.

Fire serves an important function in maintaining the health of certain ecosystems, but as a result of changes in climate and in human use (and misuse) of fire, fires are now a threat to many forests and their biodiversity.



Wildfires can be ignited by a variety of occurrences. In addition to lightning, human-related activities start a large number of fires every year. Unattended or out-of-control campfires, a discarded burning cigarette, arson, or even equipment use can set off a blaze.

D. Forests at Risk

D.13: Forests in Flames (p.123)

Learning Objectives: To understand the impacts of forest fires on forest ecosystems.



In moist tropical forests, the threat to biodiversity posed by clearing for agriculture is compounded by the use of fire if not kept under control.

E. Take Action

E.2: Plant a Tree (p.125) Compulsory Activity

Learning Objectives: To organize a tree planting event and to motivate others to plant trees, too.

Work with a teacher or parent to find a community space where your group can get permission to plant a tree. Next, research which type of tree to plant. Visit this Web site for instructions on how to go about planting your tree:

<http://greenwave.cbd.int/resources/how-to-plant>, and then organize an official tree planting ceremony. Invite friends and family to join you on the big day and hand out information about trees and forests, encouraging everyone to organize tree plantings of their own. Make sure you plan how to take care of your tree after having planted it, and how to share responsibility for doing so.

E. Take Action

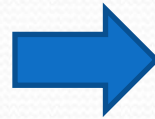
E.2: Plant a Tree (p.125)

Learning Objectives: To organize a tree planting event and to motivate others to plant trees, too.

IPO DAM Watershed July 2014



DENR & Indigenous people briefing.



At the planting site, 10 saplings each.

E. Take Action

E.10: Forest Volunteer (p.128) Additional Activity
Learning Objectives: To support forest conservation by volunteering for a local organization.

Spend a few hours each week for a couple of months helping a local forest conservation organization.

Back at the IPO Dam Watershed September 2014



Environmental Education Through Scouting.

Scouts in Action



YUNGA Forests Challenge Badge Participants

Brighton Venturers Outfit 1012

Boy Scouts of the Philippines-Manila Council

420 Bulacan cor. Fidel St., Gagalangin, Tondo, Manila, Philippines

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