

# Youth for Trees Guide



*Ensuring a future  
for young people with trees and forests  
for trees and forests with young people*

## What is this guide about?

It is about how young people can learn about and promote the value of trees and forests and work for their future management and protection.

## Who is it for?

Leaders and educators of student and youth groups of 15+ year olds.

## What does it offer?

Ideas, guidance, practical activities, case studies and links.

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## What are the objectives?

### Enabling young people

- ◆ to learn about and promote the diversity, life and value of trees and forests.
- ◆ to explore, experience, and engage with wood, trees and forests in terms of our impacts and future.
- ◆ to plan and work together effectively.
- ◆ to volunteer and organise volunteering.
- ◆ to learn about and develop enterprises and careers related to trees and forests.
- ◆ to express their concerns about trees and forests.

### Developing their competencies

- ◆ for teamwork, creativity, employability, project management and entrepreneurship.
- ◆ for public participation, citizenship, civic and political engagement.

### Youthpass Competencies

- ◆ **Communication in the mother tongue** - Skills of Identification and naming of trees, Interviewing professionals and youth group
- ◆ **Communication in foreign languages** - Identification and naming of trees in different languages to demonstrate the links between European languages.
- ◆ **Mathematical competence and basic competences in science and technology** - Understanding woodland and forest ecosystems and biodiversity. Use of equipment and tools to measure and record. Use of tools for food production and use of wood/timber.
- ◆ **Digital competence** - Use of a range of apps about weather, trees, forests, soil. Production of short videos and photos.
- ◆ **Learning to learn** - motivation to develop new ways of organising forest-based projects and activities for youth groups.
- ◆ **Social and civic competences** - focus on wider values of trees and forests, community activities, campaigns to protect and enhance.
- ◆ **Sense of initiative and entrepreneurship** - Developing project ideas and cooperative activities with communities and professional staff. Learning about tree, forest and wood product enterprises.
- ◆ **Cultural awareness and expression** - Exploring the cultural and natural heritage of an ancient forest.

*The tree which moves some to tears of joy is in the eyes of others only a green thing that stands in the way. Some see nature all ridicule and deformity... and some scarce see nature at all. But to the eyes of the man of imagination, nature is imagination itself* - William Blake

*For in the true nature of things, if we rightly consider, every green tree is far more glorious than if it were made of gold and silver* - Martin Luther

*The best time to plant a tree was 20 years ago - the next best time is now* - Chinese proverb

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## List of Activity Sheets

These are 1 page practical activities for educators or coordinators to use with groups of young people or students.

All the activity sheets are on the website here, and relevant sheets are listed at the end of each section.

- 1 Assessing carbon in trees
- 2 Assessing seasonal change in trees
- 3 Campaigning about felling trees
- 4 Campaigning online to plant trees
- 5 Celebrating important tree dates
- 6 Constructing with bamboo
- 7 Creating a rope adventure park
- 8 Creating bird and bat boxes
- 9 Creating tree fruit characters
- 10 Foraging from edible trees
- 11 Geocaching in a forest
- 12 Germinating tree seeds
- 13 Growing tree seedlings and cuttings
- 14 Guiding forest walks
- 15 Identifying trees
- 16 Looking inside trees
- 17 Making a clue trail with trees
- 18 Making small wooden products
- 19 Measuring and monitoring trees
- 20 Online challenges about trees
- 21 Planting trees with seedballs
- 22 Supporting the forest school approach

## Activity Sheets

1 page practical activities.

All activity sheets are on the website, and listed at the end of each section.

They should enable young people:

- to learn about and promote the diversity, life and value of trees and forests.
- to explore, experience, and engage with wood, trees and forests in terms of our impacts and future.
- to plan and work together effectively.
- to volunteer and organise volunteering.
- to learn about and develop enterprises and careers related to trees and forests.
- to express their concerns about trees and forests.

They should develop their competencies for:

- Teamwork, creativity, employability, project management and entrepreneurship.
- Public participation, civic competences, citizenship and political engagement.

### Sections

- **Title** - in English
- **Why read this?** - Something young people could do, led by you as a youth/student educator
- **What for?** - aim or objectives, reason it was done
- **What resources?** - needed to do it
- **What to do?** - bullet point step-by-step
- **What benefit?** - to young person, other people, environment (trees), or economy
- **What learning?** - skills or understanding by the young person
- **What examples?** - weblinks

## List of Case Studies

- Tree Sparks (UK)
- Students for Trees (UK)
- A network of oak trees (PL)
- Reusing wood products in a youth enterprise (ES)
- The Groasis Green Deserts Project (ES)
- Urban Forest Innovation Lab (ES)
- Agroforestry in action (PT)
- Volunteering with Plantabosques (PT)
- Trees for Peace campaign (PT)
- Tree for the Forest campaign (PT)
- Urban campaigns about trees (PT)
- Tracking the illegal trade in trees (ES)
- Stories behind some introduced trees (PT)
- Futuro Project (PT)

## Case Studies

1 page example or story.

All case studies are on the website here and listed at the end of each section.

They should give examples of:

- young people who have promoted to other young people the value of trees, forests and their products.
- Young people who have created an enterprise, project or product, or found a route to a job or career.

### Sections

- **Title** - in English
- **Why read this?** - something young people have done
- **What for?** - aim or objectives, reason it was done
- **What was done?** - The activities and organisation as an example or story, not step-by-step.
- **What benefit?** - to young people, other people, environment (trees), or economy
- **What links?** - websites, social media, email contact for further information

## Links

- Hyperlinks to websites and downloadable pdf files are on the website here and listed at the end of each section.
- Hyperlinks are also in the text.

## Videos

- Videos are listed on the website here.
- All these additional resources are freely accessible.

# Introducing trees



# 1 Introducing trees

## 1.1 Preparing for the future

*For young people, for trees and forests and for a sustainable, climate-friendly world.*

### Learning objectives

- ◆ Enabling young people to explore, experience, and engage with wood, trees and forests in terms of our impacts and future.
- ◆ Enabling young people to learn about and promote the diversity, life and value of trees and forests.

### Vital trees

Today you have possibly been sitting or leaning on wood, writing on the remains of wood, using wood products as shampoo or toothpaste, living under wood, eating parts of a tree, hearing or feeling trees, or just humbly admiring trees. Whether you know their names, age or sex is not the most important part of your relationship with trees. It's that fundamentally you and many other living things have a vital link to them. You are dependent on them through the elements of carbon and oxygen that pass through you and the trees.

### Trees and us

For many of us, trees are one of those feel-good features of our everyday landscape. They have been with us all our lives - whether living in urban or more rural areas. When younger they were good as secret shelters, hideaways, climbing frames and stick games. Now the forests may be a hike or bike way to a bit of freedom and hidden space or a place to forage for fruit and fungi. But for many estranged from nature in cities, far-off forests can only come to life on screen.

### Challenge to educators

So trees are that everyday influence on our lives and well-being, particularly realised during this pandemic. They are the basis of our existence and survival. We share a common ancestor with trees, and a quarter of their genes. We have a lot to learn from trees. Our challenge to you is to help others learn from the familiar tree - to look and ask in a new way - and to use local trees outdoors in all weathers as the "hook" to explore the living world and its future, as well as a future for young people with trees and forests.

### Why Youth for trees?

- Young people want outdoor recreational opportunities - woodlands can provide that natural, free setting.
- Young people want to do something with others that is positive and practical for nature and for the climate emergency - by planting or protecting trees.
- Young people are concerned, and some campaign, about forest issues - wildfires, rainforest deforestation, protecting street trees.
- Young people may have been educated through the Forest Schools approach - so there is some continuity.
- Young people are interested in their future jobs - as there will be a growth in careers and enterprises about nature-based solutions to climate change.

### Why do trees and woodlands matter?

- As spaces for people to maintain and improve their well-being and health
- As beautiful and large-scale landscape features

- As sources of non-wood-based products food, drink, pollinators, pest controllers
- As sources of sustainable construction material
- As controllers of soil and water erosion and flooding
- As carbon banks sequestering carbon in the woodland soil and wood
- As gene banks of a diversity of species
- As the most diverse land-based ecosystem
- As climate regulators, reducing air temperature
- As water purifiers, improving the water quality

## The resources

- Use of local outdoor resources - trees, forests, weather
- Activity Sheets for use by youth and student coordinators before, during and practical activities
- Case studies and videos as supplementary resources.
- with trees and in forests.

## The Covid pandemic

Covid has made us recognise 5 things that are relevant to the Youth for Trees project.

- The value of scientific evidence - listen to scientists.
- Focusing on the local in the face of the global - build local resilience knowing we can connect virtually.
- Recognising we need global, collaborative solutions to global problems - trust in and between governments.
- People, planet and profit are inextricably linked - work with nature not against it.
- Change and impacts on both people and nature can be quick and influential - accept change and adapt.

## The Climate Emergency

In the same way those five lessons from the Covid pandemic have lessons for us all in terms of the Climate Emergency.

## The education challenge

Building on these worldwide lessons, education for young people needs to be holistic not reductionist:

- **Asking questions** - about trees: how and where they grow, what is their use, what is their value, who values them, how to protect them.
- **Getting some evidence** - by testing, measuring, monitoring trees and forests
- **Making it personal** - how trees are part of your life - in my consumption and production.
- **Acting locally** - choosing, growing, planting trees in the right place, protecting trees, campaigning, making projects and enterprises.
- **Thinking globally** - Seeing the wider picture, purchasing wood products, campaigning about trees.

It also needs to be based on education about our values and beliefs because there are 5 key climate change injustices:

- **Young people and children** - they inherit the future and did not cause the problem.
- **Less developed world** - they are the majority and did not cause the problem.
- **Food providers** - they have to manage unpredictable weather.

- **Women** - they put food on the table for the family, and have more of the essential roles (healthcare, childcare, elderly care) than men.
- **The living Earth** - It is our only home. The injustice will be that we destroy it.

Perhaps our education systems needs some reversal of the direction of teaching from:

- Older people teaching younger people
- Richer countries teaching poorer countries
- Richer people teaching poorer people
- Men teaching women

## The life of trees

An understanding of how trees grow, live, acquire resources, and reproduce is crucial for effectively working with trees. People who study, grow, and work with trees depend on them for their livelihood, enjoyment, and intellectual fulfilment. Whether you use, exploit, conserve, or just admire trees, having a context in which to understand their relatedness is important. Trees are one of society's most valuable resources and a solution to so many of our problems. They touch almost every aspect of human life.

- Flowering trees and conifers produce wood and support branches in different ways. Leaves are not borne on all trees in the same way.
- Genetically determined characteristics in trees can help us identify, plant, prune and maintain them properly. If we know a tree's biology, we can predict what to expect as it matures.
- All known tree species have scientific names, and most have common names.
- Trees transport water through their xylem (wood) and sugar in their phloem (inner bark). Water can move three-hundred feet up to the top of the tallest trees, yet the trees don't burn a single molecule of energy doing so.
- Huge quantities of sugar, made in the leaves by photosynthesis, get translocated to other parts of the tree, like the roots, and to associated organisms (mycorrhizal fungi), where it is used for the growth of the tree.
- Flowering trees and conifers reproduce in different ways. Flowers can tell us about the interactions trees have with their pollinators.
- Tree seeds are dispersed over great distances in the wind and in specialised fruits.

## The future for trees and forests

As we know trees and forests are being felled and burnt all around the world.

But trees and forests are also regenerating and being planted. However, as one of the best nature-based solutions to climate change, the area of trees and forests needs to be increased and sustainably managed.

Forests are considered one of the world's largest banks for all of the carbon emitted into the atmosphere through natural processes and human activities. They cover about 30 percent of Earth's land surface, while accounting for 50 percent of plant productivity. As much as 45 percent of the carbon stored on land is tied up in forests.

## The future for young people

So there can be a growing future for young people in helping this increase - through learning, volunteering, researching, campaigning and working with trees, forests and wood products.

We all need the creativity, innovation, entrepreneurship, energy, enthusiasm and criticism of young people to make the future more sustainable.

### Case Studies

- Tree Sparks (UK)
- Students for Trees (UK)
- A network of oak trees (PL)

## Activity Sheets

- 20 Online challenges about trees
- 16 Looking inside trees

## Links

- [Youth Guide to Forests](#)

## Videos

- [Are trees in your blood?](#)
- [How do you love trees?](#)
- [Could you become a tree?](#)
- [What is the benefit of trees?](#)
- [Are trees important across the whole of Europe?](#)
- [How can one person plant a forest?](#)

## 1.2 Exploring Trees and Forests

### *Why trees and forests are valuable for the future*

#### Learning objectives

- ◆ Enabling young people to explore, experience, and engage with wood, trees and forests in terms of our impacts and future.
- ◆ Enabling young people to learn about and promote the value of trees and forests.

Forests can be thought of as a community's lungs, water filter, supermarket, and gathering place.

In times of climate change, biodiversity loss, insecure food and livelihoods - Should sustainable forest management be our Number One priority?

No matter who you are or where you live, you depend on trees and forests. Forests are one of the most prominent natural communities on Earth, covering about 30 percent of the Earth's total land area.

Forests provide a huge variety of benefits and ecological services, as well as multiple and varied opportunities for employment. Forests are crucial to the world economy. Wood harvested from sustainably grown trees is a key renewable resource. Our global community needs all kinds of professionals and skilled workers to ensure that forests and forest products are managed sustainably so that they will continue to provide their many benefits today and for generations to come.

The benefits of forests go far beyond their boundaries. Forests are vital to the functioning of Earth's essential systems, including the carbon cycle, soil cycle, water cycle, and climate. Forests clean the air we breathe and filter the water we drink.

Numerous studies have identified an abundance of very real and tangible benefits that trees and forests provide to us each and every day, in different aspects.

#### Air

Trees and forests capture and store CO<sub>2</sub> from the atmosphere and clean the air we breathe.

- Cooling the planet by sucking in and storing harmful greenhouse gases, like CO<sub>2</sub>, into their trunks, branches, and leaves.
- Acting as a direct counter to burning fossil fuels when trees and forests are planted and protected.
- Releasing oxygen back into the atmosphere for us to breathe.
- Reducing air pollution by absorbing pollutants like nitrogen oxides and ozone and acting as a surface for micro-particles, dust and smoke.
- Forests absorb emissions from the air, acting as a great storage system - or 'carbon sink' - for the greenhouse gases that contribute to global heating. Forests could provide more than one-third of the total CO<sub>2</sub> reductions required to keep global warming below 2°C through to 2030. ([globalwitness.org](http://globalwitness.org))
- Forests act as nature's air conditioning unit, transpiring water, which forms clouds. When they are felled, regional temperatures rise. This leads to drying and forest fires as seen in Brazil, California, Indonesia, Australia and the Congo Basin. ([globalwitness.org](http://globalwitness.org))

#### Water

Trees and forests filter water and anchor soil.

- preventing waterside soil erosion and landslides by anchoring the soil with their roots.
- Reducing the risk of natural disasters like floods by capturing rainwater with their fine root systems.
- Removing pollutants and slowing down the water's absorption into the ground.
- A mature evergreen tree can absorb through its roots more than 15,000 litres of water every year. ([fao.org](http://fao.org))

## Biodiversity

Trees and forests protect other wildlife.

- providing a habitat, food and shelter for wildlife. More than just trees, forests are made up of a wide variety of species that interact to create a thriving ecosystem.
- About 80% of the world's animal and plant species on land are in forests, especially in the tropics.

## Products and services

Trees and forests provide us with renewable timber, bark, food, fuel and jobs.

- Providing timber for constructing buildings and objects.
- Providing fuel to burn for cooking and heating.
- Providing food as fruit, nuts, berries, and leaves for both humans and animals
- Providing jobs to over 13 million people globally (World Bank)
- Providing us with recreational opportunities and natural beauty.
- Forests generate wealth and millions of jobs—and this stands to increase as demand for forest products grows.

## In urban areas

- Reducing heating and cooling costs by sheltering and shading buildings.
- Reducing noise by baffling sounds.
- Increasing property prices by greening the urban landscape.
- Reducing the heat island effect
- Reducing air pollution
- Collecting water

## Our Health and wellbeing

Trees and forests improve our health and wellbeing.

- Reducing stress and anxiety.
- Reconnecting us with nature and our most deeply held spiritual and cultural values.
- Providing shade to protect our skin from the ever-increasing harshness of the sun.
- Providing the source for a quarter of the world's medicines. Did you ever take an Aspirin? It comes from the bark of a tree!
- Keeping water quality high by purifying water through natural filtration.
- Providing a green and attractive landscape.

## Range of forest products

Home - furniture, doors, flooring, stairs, roof frame, cosmetics, textiles, carpets

Workshop - pallets, plywood, cardboard, paint, adhesives, tools, toys, tyres

Office - books, paper, folders, envelopes, desk, lcd screens, chewing gum

Kitchen - spices, tea, coffee, nuts, tree fruit, mushrooms, medicines, aspirin

## Ask people in your community

- ➔ Ask people questions like “What do you value about trees?” or “Do trees matter to you?”, to get their personal feeling about trees.
- ➔ Record interviews with a smartphone and edit them as a short video.

➔ *Make it part of a campaign or community consultation as a voxpop (voice of the people).*

### Case Studies

- Students for Trees (UK)

### Activity Sheets

- 1 Assessing carbon in trees
- 2 Assessing seasonal change in trees
- 8 Creating bird and bat boxes
- 10 Foraging for edible trees
- 19 Measuring and monitoring trees

### Links

- [Some principles and values for the conservation of trees and forests](#)
- [Forest Challenge Badge](#)
- [Some factsheets on the value of trees](#)
- [Seven secrets that forests have been keeping from you](#)
- [Educating about Climate Forests Project](#)

### Videos

- [What do you value about trees?](#)
- [Are trees good for your health?](#)
- [How can you see the money in trees?](#)
- [What is commercial forestry?](#)
- [What is the tree and fungus network?](#)
- [How can you map local trees?](#)
- [Can trees communicate and cooperate?](#)
- [Are trees one of the best solutions to climate change?](#)
- [What impact is climate change having on European forests?](#)
- [How much can trees tackle global warming?](#)
- [Can trees solve climate change?](#)

## 1.3 Training and education

### *How to get more education and training about trees and forests*

#### Learning objectives

- ◆ Enabling young people to learn about the diversity, life and value of trees and forests.
- ◆ Enabling young people to explore, experience, and engage with wood, trees and forests in terms of our impacts and future.
- ◆ Enabling young people to plan and work together effectively.
- ◆ Enabling young people to learn about and develop enterprises and careers related to trees and forests.
- ◆ Enabling young people to express their concerns about trees and forests.
- ◆ Developing their teamwork, creativity, employability, project management and entrepreneurship.
- ◆ Developing their public participation, civic competences, citizenship and political engagement.

#### Why learn with trees?

Learning with trees through your own and shared activities can:

- **Reconnect you to nature** - making you more attentive to your environment, to look up and notice these tall living things and their changes through the seasons. Trees can be the hook to encourage you to find out more about biodiversity.
- **Connect you to different people** - Trees and practical activities with them can speak to people from very different social and cultural backgrounds, They can introduce you to new contacts and other people's views on the value of the environment.
- **Enable you to see the value of trees** - as a carbon bank, as food and drink, for building and construction, for cooling shade, for absorbing pollutants, reducing noise and much more.
- **Understand the need for more trees** - as a carbon bank to absorb CO<sub>2</sub> and reduce greenhouse gas emissions.
- Show the possibilities and limitations of planting trees in the landscape.
- **Reduce your stress and worry** - as so many studies have proved.
- **Give you career ideas** - the opportunities for you to join or start a tree-based enterprise, as the need for many more trees grows.

#### What approach to learning?

How can you learn with trees in a way that is social, fun, transformative and relevant to your life?

- **Make it relevant and important for you** - so you feel a connection between your learning and your own goals, see a concrete reason for learning according to your personal life and own local environment.
- **Learn in your own way** - feel free to decide yourself what you want to learn, for how long and for what outcome.
- **Learn by experience** - you may feel more comfortable with a practical approach, need to feel active in the learning process and feel that what you learn can be used immediately.
- **Keep the learning positive and find encouragement** - you need to be shown respect, and to be treated with equal trust and consideration.

## What is non-formal learning?

This is non-formal education because it happens “outside the formal educational curriculum”.

- Unlike school or college that usually focuses on the mind, non-formal education strives to create a balance between the body, the mind, and feelings in the learning process.
- It creates an interaction between you and the whole group and fosters cooperation.
- It makes it easier for you to connect the learning to your own life and experience.
- It is based on your active participation, self-reflection and interactive learning.
- It allows you to learn in their own way what is the most relevant for you.
- It gives you space to use the skills you already have, to develop some others, and to self-reflect on the learning.

## How to prepare for a green job with trees?

The green economy encompasses a widening array of careers and jobs, which makes it difficult to say with certainty what education or training will be needed for a given job.

- Green jobs are a viable option for all learners no matter their education pathway including if you are from an under-represented group, including females, people of colour, immigrants, disabled, or from low-income households.
- Taking science and maths courses will strengthen your knowledge base and help give you a problem-solving mindset. Biology, environmental science, or agriculture courses will be beneficial, whether or not you pursue careers in these specific fields.
- There are many different opportunities to use technology to conduct research, solve problems, use models, and present your findings. Even entry-level green jobs may require proficiency in word processing, data entry, and other applications.
- It will help if you have had practice in some of the leadership or people-oriented skills, not just science, technology, engineering, and maths. Employers are looking for workers who can communicate and collaborate, and who are creative leaders.

## Current training provision

A wide range of training and provision is available to the forestry sector, ranging from short vocational courses through to full time postgraduate degrees. There are numerous providers, offering both formal (i.e. leading to a qualification) and informal (i.e. non-assessed) courses.

A number of graduate roles employed in the forestry sector will not have a forestry related degree. Employers suggest this is increasingly the case, with for example, Geography graduates entering the sector after a period of employment in related industries and being provided with supplementary training by the employer. Many employers think that the ability to do this was a strength and provided diversity of ability and background experience to the sector.

There are a large number of qualifications in technical skills relating to forestry, many of which are common to arboriculture and related industries.

There are a large number of organisations offering informal training in forestry. These range from training courses which do not offer any accreditation through to awareness raising events and workshops offered by the various trade and professional associations.

In the UK the Royal Forestry Society, Institute of Chartered Foresters, Confor, Small Woods Association, Coed Cymru and numerous individual initiatives provide conferences, field trips, study tours and workshops on a range of subjects, often responding to emerging issues, such as plant health, or on areas where a particular need has been identified, such as woodland management planning.

In Poland forestry training activities are mainly provided by the state education system (forestry technical schools, universities). There are also organisations that conduct training activities and popularise forestry knowledge and skills, e.g. the Association of Foresters and Wood Technologists (SiTLiD). Working with trees in the human environment is taught by associations of arborists, e.g. the Polish Society of Tree Surgeons (PTChD-NOT), The Federation of Polish Arborists and others.

## Activity Sheets

- 14 Guiding forest walks
- 22 Supporting the Forest School approach

## Links

- [Forestry training in Europe](#)
- [A Forestry Skills Study](#)
- [Careers and apprenticeships in forestry](#)
- [The forest in the context of sustainable development teaching resource](#)
- [Forests for the Future - An educational resource investigating trees, forests and climate change](#)
- [The Forests Challenge Badge](#)

## Videos

- [What is life like as a forestry student?](#)
- [European forestry training centres](#)
- [Forestry training in Europe](#)
- [Woodland and wood craft courses](#)

# Promoting trees



## 2 Promoting Trees

### 2.1 Organising group projects and activities

*How to organise youth and student activities with trees and forests.*

#### Learning objectives

- ◆ Enabling young people to plan and work together effectively.
- ◆ Enabling young people to volunteer and organise volunteering.
- ◆ Enabling young people to learn about and develop enterprises related to trees and forests.
- ◆ Enabling young people to express their concerns about trees and forests.
- ◆ Developing their teamwork, creativity, employability, project management and entrepreneurship.
- ◆ Developing their public participation, civic competences, citizenship and political engagement.

Youth and student groups can be very effective when well prepared and organised. They can be highly effective as the future generation - planning and organising meetings, projects, activities, events and actions to influence others.

As a group you can promote the value of trees and forests, explore issues and plan possible individual or group action.

#### 1 Sparking the interest

What has sparked you and your group's interest in trees and forests?

Here are some examples of how some young people were interested in promoting the value of trees and forests:

- ➔ **Person** - A group of young people want to set up a volunteer-led social enterprise that manages a woodland and cuts coppice to make and sell logs and charcoal.

*How can we set this up?*

- ➔ **Place** - A friend suggested a greenwood shelter, rope walk and tree trail be created in a local park.

*How can we form a group to ask the local council?*

- ➔ **News** - A proposed housing development will remove a small woodland.

*How can we save the woodland?*

- ➔ **Issue** - The Amazon rainforest is being deforested by legal and illegal loggers.

*How can we make our voice heard to the government?*

- ➔ **Event** - A National tree planting day has just been announced.

*What can we do on our university campus to join this?*

- ➔ **Trees** - A group of friends interested in the creative arts have been inspired by a group of wonderful trees.

*What can we do to celebrate these trees?*

Identify your own passion for trees, forests and their products.

## 2 Exploring the issues and solutions

As a group or individual consider these 5 questions for each issue.

- *What is the issue or problem?*
- *What does it mean?*
- *Why does it happen?*
- *What could change?*
- *What is the solution?*

### Some examples of issues

- Clearing forests intentionally (deforestation)
- Planting new forests (afforestation)
- Replanting forests (reforestation)
- Illegal logging in ancient forests
- Planting trees to compensate for flying (offsetting)
- Planting a single, non-native species eg. sitka spruce, eucalyptus
- Buying products with soya or palm oil planted after felling forests

## 3 Moving from interest to action

Having identified and explored a particular issue that matters to you and your group you can start to plan some personal or group action. There are then some key questions to ask oneself and the group:

- *What can individuals do to research the issue and the people, businesses, organisations, councils or governments involved?*
- *What actions by other groups have tried to tackle the issue?*
- *What can individuals do to contact, meet others to learn from, inform or persuade them?*
- *How can a small group of young people do something about this issue? Is it really worth the effort and will it have an impact however small?*
- *What can individuals or a group possibly do practically on the ground?*

## 4 Setting up a meeting

Having agreed that the group should do something about the issue, the organisers should:

- Plan the Why, Where and When of a group meeting to suit everyone
- Recognise that someone may need to be:
  - a **facilitator** - keeping to the agenda and time, giving everyone an equal chance to participate
  - a **note-taker and time-keeper**
  - a **technician** - showing and perhaps making short videos, presentations etc
  - a **visual designer** - producing some publicity such as a poster, press release

## 5 Setting a meeting agenda

- Describe reason and aim for meeting
- Make everyone welcome - using icebreaker, energiser
- Ask for best contact details on a sheet passed around - Social media, email, posters, phone

- Let everyone introduce themselves and their interest
- Agree simple group rules for the meeting such as what and how to discuss and agree together
- Brainstorm ideas - mind-mapping, visuals, in small breakout groups
- Make an action planning. Set next meeting or action
- Ask if any other comments

## 6 Building a team

Once you have identified everyone's strengths, interests, skills, and resources, it is helpful to jot them down on a master list, along with important contact information. You can keep a list like this, not only for your main team, but also for supporters, people in your networks, media, decision makers - the possibilities are endless!

List including Name, Email, Phone, Available and unavailable time, Areas of interest, Skills, Tech/Resource.

From this list you can agree roles, responsibilities and rights for all young people in the group.

## 7 Working as a group

The group needs to both get things done as well as get along as a group. So agreeing group rules and roles is very important. You might also consider rotating roles and tasks.

Consider these approaches when working together:

- **Icebreakers and Energisers** - Use simple, quick and fun group games or activities to get to know each other and build confidence as a group.
- **Communication** - Use active listening, body language, the right tone and volume of voice, and without bias or stereotypes.
- **Inclusion and anti-discrimination** - Make sure there are fair and equal opportunities for everyone to participate.
- **Consensus building** - Reach decisions with everyone's agreement.
- **Visuals** - Use charts, handouts, maps, plans, photos, short videos which people can mark, edit, select or discuss.
- **Conflict mediation** - Sort out any problems or conflicts between two or more people by suggesting compromise without bias.
- **Networks** - Save time, money and resources by suggesting and getting to know people who can help. Go to other meetings and events, ask friends and family, and research online. Use your contacts, so that you can exchange information, share ideas, build your base of support and ultimately strengthen the quality of your work.
- **Coalition building** - Join with other groups (even in other countries) with a common interest and come together to take action on an issue. Share ideas, resources, roles and information. Build a coalition with a vision, objectives, rules, norms and what will be said publicly.
- **Project management** - Plan the stagehand their expected and actual results for the whole project.
- **Stakeholder engagement** - Work out who has a stake or interest in your plans and who has influence and power over the decisions you want to influence. Prioritise people to influence based on their potential influence or power and their interest in your action, using an Influence- Interest matrix.
- **Ladder of engagement** - Check where you want to be on the ladder from just informing them or working closely in partnership with them.

## 8 Setting goals

Good goals are the key to great projects and activities.

They should be S.M.A.R.T.

- **Specific** - Answer the six "W"s: "Who," "What," "Where," "When," "Which," "Why".

- **Measurable** - Concrete criteria to measure progress helps you stay on track.
- **Attainable** - Visualize yourself achieving your goals. As you grow and develop, your goals become more attainable.
- **Realistic** - You must be both able and willing to work towards your goals. Your goal is probably realistic if you really believe it can be accomplished.
- **Timed** - If you can see or feel the end product, it becomes more measurable and easier to attain.
- ➔ *How will you achieve the goal?*
- ➔ *What help will you need?*
- ➔ *How will you know you are successful?*

## 9 Planning an event or activity

- *Whose organising?* - Agree roles and tasks. Identify someone to lead, to contact the local media, to make a record of the event with photos or video.
- *What are you doing and why?* - Explain the aim and three or so objectives, as well as the overall issue and “solution”.
- *When and where?* - Make a timed schedule with a map or plan.
- *Who’s coming?* - Set up group email, social media contacts. Give contact details for any questions.
- *How to do it?* - Make a list of tasks, equipment and roles. Get permission to access sites, take people’s photos.

## 10 Planning a campaign

Agree a plan of action based on what you value about trees and forests.

- ➔ *What’s your vision?*
- ➔ *What’s achievable?*
- ➔ *By whom?* - roles
- ➔ *What list of resources and equipment?*
- ➔ *What fundraising is needed, if any?*
- ➔ *What permissions are needed and legal issues?*
- ➔ *What is beyond this event or activity and what’s next?*

Check practicality - Check what is possible in terms of time, resources and people. Weigh the risks and benefits.

## 11 Researching a cause

These approaches are progressively more bilateral or two-way. They are best to use progressively in this order:

- **Ask** - using a letter, email or phonecall to ask about a development.
- **Listen** - using a meeting, conference or video to find out information.
- **Learn** - using online media, articles, scientific and economic reports to find out information.
- **Negotiate** - using a 1-1 or small group meeting to persuade and agree compromise with decision-makers.

## 12 Promoting a cause

These approaches, outlined below, are progressively more assertive, unilateral or one-way. They are more effectively used after researching an issue or cause. Different approaches could be used with different groups depending on their power, influence and interest and whether they are against the action (antagonists) or support the action (protagonists).

- **Educate** - using a workshop, conference, teach-in to educate potential supporters, and perhaps learn from antagonists.
- **Raise awareness** - using a poster, infographics, social media, website, video to promote to the general public and media
- **Inform** - using a report or study to inform supporters and decision-makers
- **Lobby** - using a petition or letters to influence politicians
- **Campaign** - using a rally, march, protest, demonstration to influence key decision-makers
- **Direct action** - sit-in, occupy or trespass eg. to block builders, developers, loggers or landowners

## 13 Communicating the message

Key ingredients of effective communication:

- Simple and tolerant language
- Brief and to the point
- Simple, clean, uncluttered content
- Honest and straightforward approach
- Not patronising, condescending, or authoritarian approach
- The use of images, colours and visuals as key elements
- Evidence-based communication arguments
- Make it personal

## 14 Evaluating a project or action

- Keep your evaluation simple and relevant. Measurable outcomes are great.
- To avoid bias, try to gain inputs from a lot of different sources. Ask your participants, your partners and your group members what they thought.
- You will probably learn that the project has unexpected outcomes, both positive and negative. Think about how the project has influenced and affected the participants, your own community, your organisation, and even yourself.
- Include details on factors that negatively impacted your project and whether they were outside your control, or were risks that could have been avoided.

### Case Studies

- Futuro Project (PT)
- Students for Trees (UK)

### ➤ Activity Sheets

- 3 Campaigning about felling trees
- 4 Campaigning online to plant trees

### Links

These online and downloadable toolkits and guides cover a range of approaches and skills:

- Managing time and projects
- Getting others involved
- Using the local media

- Grant writing, fundraising
- Celebrating success
- Producing a website, video
- Organising a workshop
- Using energisers and icebreakers
- Reflecting and evaluating
- Organising campaigns
- [Youth Activist Toolkit](#) - This guide is designed for youth activists that want to organise for change including steps to develop a strategy, build collective power, and use that power to create meaningful change.
- [Be\(e\) the change](#) - guide on campaigning - This includes sections on planning, fundraising and communicating.
- [Active Youth - Better Environment](#) - A guide to youth participation in local, national and international environmental decision-making.
- [Organising workshops](#)
- [Fire it up](#) - A toolkit for youth action.
- [Tools for change](#)
- [Activists Handbook](#)
- [Campaign training resources and tools](#)
- [Push Sverige Tools for campaigning](#)
- [Friends of the Earth Europe](#)

### Videos

- [Planting 20,000,000 Trees, My Biggest Project Ever!](#)

## 2.2 Raising awareness

*How to raise awareness about the value of trees and forests.*

### Learning objectives

- ◆ Enabling young people to promote the value of trees and forests.
- ◆ Enabling young people to express their concerns about trees and forests.
- ◆ Developing their teamwork, creativity, employability, project management and entrepreneurship.
- ◆ Developing their public participation, civic competences, citizenship and political engagement.

### Understanding your own attitudes and impacts

First, it's important that you form your own opinion about the value of trees and forests and what they represent to you.

To do so, you can ask yourself a few questions:

- *For me, what is a tree? What is a forest?*
- *When I look at a tree, what does it represent to me?*
- *What do I value about trees and forests?*
- *Am I aware of the role and functions of trees and forests, both in nature and for human purposes?*
- *Do I know the challenges that trees and forests face?*

After reflecting about these issues and doing some research, if you are a fan of trees, you are ready to communicate the value of trees and forests to other people and to raise their awareness on these topics.

### How to understand the awareness of different target groups

Trees and forests represent different things to everyone, especially concerning their age, profession, values and education. As such, not every person or group has the same level of awareness concerning trees and forests.

So if you want to raise awareness of different target groups or people, you should firstly understand them - their interests, behaviour, values, attitudes and sense of identity.

- *What do they do?*
- *What do they value about trees and forests?*
- *Do their actions reflect a responsibility towards trees and forests?*

### Check the facts

In promoting or explaining anything you need to build trust in what you are saying, especially as facts and figures. So, as a start, check the facts, the evidence and the sources. For example the forest area in Europe has increased in the last years, but the public perception is the opposite.

### Ask your target group

You can ask your target group in order to know their level of awareness of the value of trees and forests, the negative impacts that affect them and what trees and forests mean to them.

- **Online poll** - you can easily do this with Google Forms, where you can add questions and gather the answers of your target group. This will allow you to collect important data for your awareness raising campaign. You will know the baseline of your target group and adapt your communication to it.
- **Questions** - you can ask questions directly to your target group in an awareness session.

- **Online research** - You can research online about your target group eg. about foresters or the local neighbourhood.

## Raising awareness and communicating the value of trees and forests

At this point, you probably have in mind one or more topics related to trees and forests that you want to promote. You may have already selected one or more target groups.

Research topic - Gather text, images, videos - Prepare communication

Usually, people gain more interest and increase their awareness when they see powerful images and videos, statistics, or when they get actively involved with the issues transmitted.

### Some ideas

- Outdoor activity (planting trees, observing a forest, maintenance of planted trees, visiting an ancient tree)
- Awareness session indoors (you can show videos, powerpoint, infographics)
- Online page to support your cause and raise awareness (Facebook, Instagram, Twitter)
- Article in a local newspaper
- Celebrate the International Day of Forests (March 21<sup>st</sup>)

### The communicative power of a youth group

- **Keep It Short and Simple (KISS)** - Be able to explain the problems, barriers and solutions in a short, clear sentence. This should catch attention. People's attention is fragmented by the vast ocean of online information, views and chatter.
- **Keep positive and optimistic** - Remain committed and motivated in the face of scepticism and pessimism about any democratic deficit.
- **Keep communicating** - Communicate with social media regularly, and in a coordinated way, to the widest audience possible, especially, peers, friends and family.
- **Share tasks** - Plan, research and campaign with others. Tasks shared are tasks halved. De-stress about the future by sharing your anxieties.
- **Make it relevant** - Link the issue to things that are at the heart of people's lives and livelihoods such as their health, family, food, jobs and surroundings. This involves avoiding jargon and complex science.
- **Be a journalist** - Use news of the moment, stories and good images to catch the attention of the media. Also use strong, clear quotable words to avoid the media mediating and changing the emphasis.

### Case Studies

- A network of oak trees (PL)
- Stories behind some introduced trees (PT)

### Activity Sheets

- 5 Celebrating important tree dates
- 7 Creating a rope adventure park
- 11 Geocaching in a forest
- 14 Guiding forest walks
- 17 Making a clue trail with trees
- 20 Online challenges about trees

## Links

- [European Tree of the Year](#)
- [Street Tree Celebration Kit](#)
- [International Day of Forests](#)
- [Tree Aid](#)

## Videos

- [Why celebrate the oak tree?](#)
- [What is your favourite tree?](#)
- [What do woodlands look like when time flies?](#)
- [What does a forest year look like?](#)
- [Can you think of a better way to promote tree planting?](#)

## 2.3 Checking our impacts

*How does our consumption and lifestyle impact on trees and forests.*

### Learning objectives

- ◆ Enabling young people to engage with wood, trees and forests in terms of our impacts and future.
- ◆ Enabling young people to express their concerns about trees and forests.
- ◆ Developing their public participation, civic competences, citizenship and political engagement.

What we buy and how we live can be the root cause of deforestation in other parts of the world. Our hidden personal impact could undermine our efforts to campaign for the protection of forests. It would be just the same as the greenwash by some multinational food companies. So reducing our harmful and indirect personal impact on forests is the first step to campaigning for their protection.

### Consuming the forests

Humans have always had an impact on the environment. They have used the forests for food, fuel and fibres as well as building materials and medicines. Some indigenous people living in the forests still use the forests for all their needs and consumption. This is usually in a traditionally sustainable way without destroying the forest.

But now farmers, businesses and governments are converting forests to pasture and plantations to produce the products that we unknowingly consume.

### Deforestation

As we have seen there are many reasons why forests are important for us, most of the deforestation that is happening now is far from Europe. There are 3 important worldwide examples of deforestation: the Amazon rainforest, Indonesia and Borneo, and Africa. Millions of hectares of rainforests are burned or bulldozed to make way for plantations, roads, and factories.

Even if it is far away it is also affecting us. It has been demonstrated that clearing rainforest is one of the primary causes of climate change. Forests are carbon sinks and without them the amount of carbon dioxide will continuously increase and so will the temperature.

### Causes of deforestation

There are three main reasons for deforestation.

- **Illegal logging** - This is one of the main reasons for deforestation.
- **Forest fires** - Each year, fires burn millions of hectares of forest worldwide.
- **Other land uses** - The conversion of forest for other land uses such as pulp, palm, and soy plantations, pastures, settlements, roads and infrastructure.

**Agribusinesses and banks** - Big agribusiness is causing lasting global devastation by growing and selling forest-destroying commodities for short-term corporate gains. Some of the world's best-known brands – household names – are driving the demand for cheap, forest-destroying commodities like palm oil, pulp and paper, timber, beef, soy, and cocoa. Also some of the world's biggest banks are investing billions into agribusiness companies driving deforestation and human rights violations.

**Global trade** - At least half of recent global deforestation has been for commercial agriculture to meet the rapidly surging global demand for agricultural commodities—mainly beef, soya, and palm oil—as well as tropical timber, pulp and paper, and plantation wood.

**Wide impact** - The deforestation, especially in the Amazon, Indonesia and the Congo, impacts more than just the rainforest habitat. Land rights also grabbed from indigenous people, human rights are abused with workers exploited by forced and child labour.

**Poor regulations** - Laws and regulations about deforestation are often complex, contradictory, and poorly monitored. Businesses that blatantly break the law are not prosecuted or force the laws to be changed.

**Poor labelling** - The impact of deforestation is not always clearly explained on the product label. So consumers have difficulty knowing which product to choose.

## Consumer products

Consumer demand, especially from rich countries, drives production of food and timber crops, often in poorer countries.

**Soya beans** - Tropical forest deforestation to grow soya has mainly been in Brazil and Argentina. Soya is used as a livestock feed for chickens, pigs and other animals. Meat -eating is driving the demand in tropical countries, especially in South America. The biggest users are chicken producers. It has been the cheapest source of protein available to farmers since the ban on meat and bonemeal after BSE. Soya remains key to producing fast-growing, low-priced chickens.

**Palm oil**- Palm oil is in many packaged and preserved food and household products. Plantation have replaced tropical forests especially from Indonesia. Palm oil is in everything from snack foods like chips and ice cream to sweets and instant noodles. It's even found in household items like soaps and lotions, toothpaste and shampoo. Palm oil has become the most widely used vegetable oil on Earth.

**Beef and leather** - Huge cattle ranches rely on huge grazing pastures have replaced tropical forests mainly from Brazil and Argentina.

**Timber, boards and wooden furniture** - Timber is increasingly used in building construction. It is a more climate-friendly building material than glass, steel or concrete. Supply mainly comes from Canada, Russian, Scandinavia and SE Asia. Re-use and recycling of the timber products reduces this production.

**Pulp and paper** - Paper and cardboard is made from the wood pulp of fast growing trees often grown on plantations but also from native forests especially from Canada, Scandinavia and Portugal. Home deliveries that use cardboard packaging are increasingly driving the demand for pulp plantations.

## Making the links

Kitchen food to forests

Bathroom items to forests

House building to forests

Office to forests

Bank cards to forests

## Changing our consumer habits

As a citizen we need to change our habits: it is very important to know where the food that we eat is coming from and the footprint associated. Reducing meat consumption is a good example, especially the one which is coming from cattle.

The same with the rest of our stuff: reduce the consumption: clothes, technologies, furniture etc.

As citizens we can consume products with sustainable forestry certifications such as FSC or we can support initiatives from NGOs fighting the illegal logging, for example the platform, called Global Forest Watch monitors the world's forests in near-real time, providing tools, datasets, and maps to track forest loss.

### Links

- [The businesses and banks driving deforestation](#)
- [Labels for sustainable timber - Forest Stewardship Council and PEFC](#)

### Videos

- [Is IKEA responsible for the illegal felling?](#)

- Is timber a green product?
- Where does our paper and cardboard packaging come from?
- What are the threats to the tropical forest?
- What are the threats to the tropical forest?

## 2.4 Influencing decision-makers

*How to influence decision-makers about the value of trees and forests.*

### Learning objectives

- ◆ Enabling young people to engage with wood, trees and forests in terms of our impacts and future.
- ◆ Enabling young people to express their concerns about trees and forests.
- ◆ Developing their creativity, employability, project management and entrepreneurship.
- ◆ Developing their public participation, civic competences, citizenship and political engagement.

### Advocacy

Advocacy aims to influence decision makers by influencing public opinion in order to change their policies and practices about trees, forests and the people who use them. This could cover many themes or Government departments eg. forestry, agriculture, transport, energy, trade, tribal rights, health, tourism and education.

The key decision-makers may be politicians, policy-makers or business leaders (eg. multinational companies), but also church leaders or tribal leaders.

Advocacy aims to the policies and practice s of Governments or businesses to:

- Create policies where they are needed when none exist.
- Reform harmful or ineffective policies.
- Ensure good policies are implemented and enforced.

Advocacy needs a specific clear message about the problem and solution. Common advocacy methods are often used to enforce changes by making demands.

Most of the time these methods are primarily used to send out information to get a specific message across or to mobilise people in order to weaken the position of a particular decision-maker.

### Examples of advocacy campaigns

- demonstrations
- online petitions
- press releases - press conferences
- newspaper articles, columns
- media campaigns
- lawsuits

### Lobbying

Lobbying aims to influence decision-makers by directly communicating with them. It needs a strategic, planned and informal way of directly contacting and influencing decision-makers.

Characteristics are:

- having open, two-way communication
- influencing by linking the interests of different stakeholders
- creating win-win situations and investing in long-term relationships with decision-makers

## Examples of lobbying

- personal letters
- face-to-face meetings with decision-makers (such as Members of Parliament)
- informal contacts at receptions (e.g. at Ministry of Foreign Affairs)
- working visits with decision-makers
- personal exchanges over the telephone (e.g. with contacts at embassies)

### Activity Sheets

- 3 Campaigning about felling trees
- 4 Campaigning online to plant trees

### Links

- [Parliamentary Questions about illegal logging](#)
- [State of Europe's Forests 2020](#)
- [EU Forests in danger](#)
- [EU forests of hope](#)
- [EC Action on deforestation](#)
- [The Amazon is burning petition](#)
- [Save our forests](#)
- [FOE UK Trees Campaign Petition](#)

## 2.5 Calling for a change

### *How to campaign about the value of trees and forests.*

*Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has. -(Margaret Mead)*

#### Learning objectives

- Enabling young people to engage with wood, trees and forests in terms of our impacts and future.
- Enabling young people to plan and work together effectively.
- Enabling young people to express their concerns about trees and forests.
- Developing their teamwork, creativity, employability, project management and entrepreneurship.
- Developing their public participation, civic competences, citizenship and political engagement.

#### Campaigning

Campaigns always start with a problem and aim to end with a solution.

Campaigning, activism, advocacy, influencing, lobbying, and protesting are drawn together by the theme of “change”. They are all different ways for people to achieve the positive changes they want to see - in their community, their country or across the world. Campaigning on issues that are important to you can make a real difference to the future for trees and forests and for other people around the world.

Campaigning is all about having your voice heard and changing the world. Youth-led campaigning is about supporting young people to speak up and helping them actively take part in the decisions that affect trees, forests, people's lives and livelihoods and themselves.

#### Explore

- ➔ The problem - *What needs to change?*
- ➔ Your vision - *What do we want to happen?*
- ➔ Research - *What is the root of your problem and its solution?*

#### Think

- ➔ Objectives - *What steps do we need to take?*
- ➔ Targets - *Who has the power? Who can make it happen?*

#### Act

- ➔ Key message - *What do they need to do? What do we need to do?*
- ➔ Tactics - *What do we need to say or do?*
- ➔ Risks - *What are the challenges and risks of these tactics?*
- ➔ Completion - *How and when can you finish your campaign?*

#### Evaluate

- ➔ Lessons for the future - *How did we do? What changed?*

#### Create your own campaign

If you want to create your own campaign you can do it in many different ways:

- Writing regular blogs

- Making a video - creating an animated video or video with pictures can be uploaded to youtube and spread on social media.
- **Creating an online petition** - There are platforms that allows people to create petitions and sign them, using the power and accessibility of the web to make a hear your voice:
  - [www.change.org](http://www.change.org)
  - [www.avaaz.org/page/en](http://www.avaaz.org/page/en)
  - [www.causes.com](http://www.causes.com)
- **Raising money** - There are also platforms that allow you to raise money for your cause, usually depending on each country there are different ones which works better, this are some examples:
  - [www.classy.org](http://www.classy.org)
  - <https://fundly.com>
  - [www.globalgiving.org](http://www.globalgiving.org)
- **Speaking to people in power through citizen science** - Data about trees and forests from maps and surveys can be collected by your group, typically as part of a collaborative project with professional scientists. This raises awareness and gathers evidence at the same time.

## The power of consumers

Successful campaigns make the links to our own impacts which are often hidden. A campaign about rainforest deforestation could focus on the personal link with us as consumers. Common consumer brands and banks could be asked, as part of an online petition, these sort of questions:

- ➔ *Have they made the first step in adopting a policy to cut deforestation and human rights abuses from their supply chains and financing?*
- ➔ *Have they publicly disclosed the full impact of their business on forests and the rights of local and indigenous communities?*
- ➔ *Are they preventing violence and ensuring that the rights of local and indigenous communities are being fully respected?*
- ➔ *Are they actually changing their purchasing or financing practices if their business partner is caught breaching their policy to protect forests and uphold human rights?*
- ➔ *Can they prove to their customers that their business partners are complying with their policy?*

## Making change

There are many challenges for youth campaigners to influence other people and change their policies and practice to be more sustainable.

- Changing the attitudes and actions of some citizens as consumers, educators, campaigners and voters. This may involve educating local communities and tourists about the need to protect forests and join ecotourism activities.
- Changing the policies and practices of some Governments as advisers, investors, policy and law makers. This may involve protecting forested areas by creating laws and policies that ensure forests are kept protected and restored and limiting logging in old-growth forests.
- Changing the policies and practices of some businesses as purchasers, processors and investors.
- Changing the attitudes and actions of some forest people as producers.

## The power of communication

Communicate with the people who have the power to make the change you want. This can be done by face-to-face meetings or online. It may be by discussion, persuasion and negotiation.

- **Meet the power holders** - Have a place at the decision-making table. "If you aren't sitting at the table, you aren't on the menu!"

- **Use good evidence** - Use scientific and economic evidence in discussions, explained in a brief, clear and truthful way. But also recognise how little science has to do with policy.
- **Learn the language** - Understand and be able to use the language of policies and policy-makers, especially around the science and economics, including the budgets.
- **Be youthful** - Emphasise your generation's roles, rights and hopes for the future, and the older generations responsibilities to the younger generation.
- **Use social media** - Follow on social media to communicate with politicians and key decision-makers.
- **Target selected people** - This can be done through direct messages on Twitter and high-volume telephoning campaigns to government offices to push for action.
- **Help them change minds** - Enable politicians to change their minds without embarrassment or a sense of failure, giving them something positive to justify their change of mind, or some evidence to push against industrial lobbies.
- **Widen the issue** - Turn the tree/forest issues into opportunities for social, environmental or economic development and making the transition sustainable, just and inclusive for all.
- **Link to climate emergency** - Emphasise the need for speedy policy change in terms of climate change. The 1.5 deg C target may be exceeded in the next few years.

## The power of direct action

- **Get organised with others** - Plan and organise public, non-violent demonstrations and protests with large groups of supporters that all understand how to express what they want as one voice, all stick to the same route and tactics of non-violence.
- **Attract the press** - Develop actions and stunts that will catch the attention of the local and national media, especially TV and press.

### Case Studies

- Trees for Peace campaign (PT)
- Tree for the Forest campaign (PT)
- Urban campaigns about trees (PT)
- Tracking the illegal trade in trees (ES)

### Activity Sheets

- 3 Campaigning about felling trees
- 4 Campaigning online to plant trees
- 20 Online challenges about trees

### Links

- [Trees for Peace - A European youth movement](#)
- [State of Europe's Forests 2020](#)
- [EU Forests in danger](#)
- [EU forests of hope](#)
- [EC Action on deforestation](#)
- [The Amazon is burning petition](#)
- [Logging in Bialowieza Forest](#)
- [Save Paradise Forests](#)

- [Save our forests](#)
- [FOE UK Trees Campaign Petition](#)
- [Global Forest Watch](#)
- [Trillion Trees](#)
- [Woodland Trust's Big Climate Fight Back](#)

### Videos

- [How can young people protect forests?](#)
- [What is happening in some of the oldest European forests?](#)
- [What is happening in the Carpathian forests?](#)
- [How can tropical forests be reforested?](#)
- [How is the illegal trade in trees tracked?](#)
- [How can you monitor deforestation?](#)

# Working with trees

**Forests create jobs and wealth.**

**\$600 BILLION**  
The forest sector contributes \$600 billion to the global economy — about 1% of GDP.

By 2050, including informal wood production in GDP estimates would double timber's contribution to GDP.

**54.2 MILLION JOBS**  
The timber sector employs 13.2 million people formally and another 41 million people informally.

**WORLD DEMAND FOR TIMBER is expected to QUADRUPLE by 2050** (X4)

**X2**

**Wild Wood**

# 3 Working with Trees

## 3.1 Being creative and enterprising

*How to be creative and an entrepreneur with trees and forests*

### Learning objectives

- ◆ Developing their teamwork, creativity, employability, project management and entrepreneurship.
- ◆ Developing their public participation, civic competences, citizenship and political engagement.
- ◆ Enabling young people to explore and engage with wood, trees and forests in terms of our impacts and future.
- ◆ Enabling young people to express their concerns about trees and forests.
- ◆ Enabling young people to learn about and develop enterprises and careers related to trees and forests.

Trees can inspire people and bring out creativity. They can also be a good opportunity for entrepreneurship, to make your own project or business. But being creative and entrepreneurial is not easy at first, and not for everyone.

### Creativity and art with trees

The arts can be a great way to create awareness in people about the beauty, bounty and biodiversity of trees and forests, as well as the related issues of development, conservation and climate change.

Trees are beautiful in their own way, and have a certain spirit and mystery in them. Everyone can get inspired with trees. Here are some ideas and possible opportunities for producing creative artwork from the inspiration of trees.

- Photography exhibition
- Paintings of trees
- Craftwork with tree materials
- Music with tree sounds, or sounds of a forest
- Dance show where the dancers are dressed as trees
- Sculpture with trees
- Writing a poem or a book on trees
- Produce a video on trees or forest
- Produce some land art - a new artistic movement

### Products from trees

Trees can provide valuable products and services.

- Fruit
- Flowers
- Seeds
- Chocolate
- Timber

- Medicines
- Cellulose
- Paper
- Latex
- Sponges
- Cork
- Hair dye

## Products from trees, wood and bark

### Into the woods - Trees in photography

Think of ideas to create an enterprise from the products of trees.

## Entrepreneurship with trees

Trees can be a source of new ideas and entrepreneurship. If you have a passion for trees and some imagination, you can think of ideas to turn trees into something productive.

- Entrepreneurship involves an entrepreneur who takes action to make a change in the world.
- Entrepreneurs see possibilities and solutions where the average person only sees annoyances and problems.
- Entrepreneurs transform the world by solving problems. Like bringing about social change or creating an innovative product that challenges the status quo of how we live our lives on a daily basis.
- Entrepreneurs become aware of a need (product or service) and then creates a project or enterprise to fulfil that need - turning ideas into action.

*Are you a tree entrepreneur?*

- **Creative** - able to create and innovate new ideas, designs and approaches
- **Opportunistic** - able to seize opportunities which arise
- **Risk-taking** - able to assess and take risks
- **Respectful** - of natural resources, the environment and other people
- **Organised** - good at planning and managing projects in order to achieve objectives
- **Aware** - of the wider local and global issues and context
- **Sociable** - good at motivating others, fair with others and caring about their welfare.

## Tree projects and enterprises

➔ *What kind of project or enterprise could you start that would be good for other people, the planet and general prosperity?*

Get some ideas from local professionals, local issues, other enterprises or obvious gaps in the market.

Here are some examples of start-ups to get your creative juices flowing.

### Examples of tree services for trade

- Service of planting trees on farmland
- Guided bike tours through forests
- Walking or hiking tours with tree identification, ecology and issues
- Tree services (eg. planting, pruning, thinning) to private landowners
- Courses and workshops on identifying, growing and using trees

### Examples of tree products for trade

- Simple furniture or tools made from trees
- Edible and drinkable products from trees
- Trees grown from seed or cuttings
- Grafted fruit trees
- Spoons and other utensils carved from green wood
- Garden willow sculptures
- Products made or recycled from waste wood
- Restored, repaired, re-used wooden items
- Kindling from waste wood pallets
- Firewood, charcoal and biochar

## What trees can give

Trees are a valuable source for useful products

- Fruit
- Flowers
- Seeds
- Chocolate
- Wood
- Leaves
- Cellulose
- Paper
- Latex
- Sponges
- Cork
- Hair dye

## Products from trees, wood and bark

## Questioning enterprises

Here's some questions and tips to help you develop your enterprise.

- ➔ **Who manages?** - Who will lead, govern, manage the enterprise? Should it be a cooperative enterprise?
- ➔ **Who profits?** - Who will benefit from the profits of the enterprise? Should it be a social enterprise?
- ➔ **How managed or produced?** - How will the products or services be managed or produced? Should it be a green enterprise?
- ➔ **Who buys and who partners?** - Who will purchase the goods or services? Who will help produce, market or distribute the goods or services? Should it be a "glocal" enterprise (acting locally and thinking globally)?
- ➔ **What resources?** - What is your own and other people's interests, experiences and skills, money, loans and gifts?
- ➔ **What business idea?** - What can be traded and for whom? Think of the future, ask others, look online.
- ➔ **What are the positives and negatives?** - What are the current internal strengths and weaknesses, as well as the future external opportunities and threats using a SWOT analysis?

- ➔ **What is the impact?** - What is the potential impact on People (the beneficiaries of the social enterprise), Planet (the impact on the environment in terms of energy, water, waste and wildlife) and Prosperity (the overall value and money that the enterprise produces)?

## Business Plan

You may want to produce a business plan to get wider support and funding for your tree project or enterprise. The Business Model Canvas will help you list what will make a successful project or enterprise.

- Gather a small group of people who might be involved.
- Copy the diagram on a large sheet of paper and hand round sticky notes for people to write down ideas to be put on the nine sections.
- You could also use the paper and sticky notes to do the SWOT analysis.

### Case Studies

- Urban Forest Innovation Lab (ES)
- Agroforestry in action (PT)
- Reusing wood products in a youth enterprise (ES)
- The Groasis Green Deserts Project (ES)

### Activity Sheets

- 6 Constructing with bamboo
- 7 Creating a rope adventure park
- 8 Creating bird and bat boxes
- 9 Creating tree fruit characters
- 10 Foraging for edible trees
- 12 Germinating tree seeds
- 13 Growing tree seedlings and cuttings
- 18 Making small wooden products

### Links

- [Guide to forest-based entrepreneurship](#)
- [Urban Tree Manual - Right tree in right place](#)
- [Woodland Trust tree planting advice](#)
- [Erasmus for Young Entrepreneurs](#)
- [Businesses growing money on trees](#)
- [Some examples of new European forestry tech start-up businesses](#)

### Videos

- [Everyday products made from trees](#)

## 3.2 Volunteering

*How to find volunteering opportunities with trees and forests.*

### Learning objectives

- ◆ Enabling young people to volunteer and organise volunteering.
- ◆ Enabling young people to plan and work together effectively.
- ◆ Enabling young people to explore, experience, and engage with wood, trees and forests in terms of our impacts and future.
- ◆ Enabling young people to express their concerns about trees and forests.
- ◆ Enabling young people to learn about the diversity, life and value of trees and forests.
- ◆ Developing their teamwork, creativity, employability, project management and entrepreneurship.
- ◆ Developing their public participation, civic competences, citizenship and political engagement.

Trees are really important to us, but sometimes they seem merely ornamental. Actually, they play a vital role in ecosystems, whether urban or forest, and they are threatened for many reasons: over-exploitation, fires, felling for construction or agriculture, diseases. We need to gain awareness for the importance of trees, and take action for their conservation. But how can we do it?

Volunteering for an existing organisation is a great way to learn more about the value of trees and forests.

We can start by volunteering, giving our time to trees and forests. Actually, many young people already have an interest in trees and feel an urge to protect them, as a heritage from previous generations and a legacy for future ones. Volunteering is one of the best ways to start getting involved with trees.

Volunteering in woodlands and forests can extend to a wide variety of tasks, from manual work, such as coppicing or building paths, to leading guided walks and talks. Volunteering in the form of tree planting is a popular activity, particularly for schools and communities. The roles and tasks that volunteers undertake have increased as the ownership or management of woodlands by community groups and voluntary organisations has increased.

### Typical volunteering activities

- Recording and monitoring trees, forest biodiversity and human use and impact
- Planting and watering trees
- Preventing and fighting wildfires
- Cutting down trees and coppicing
- Removing invasive plants
- Clearing litter
- Building and maintaining paths
- Leading guided walks and talks
- Campaigning about deforestation
- Giving information and advice to visitors

### Organising a volunteering activity

It's a great initiative for a group of young people to organise a volunteering activity. It shows entrepreneurship, leadership and commitment to the environment. The results of your activity could make a real difference to the future for trees and forests.

However there are liabilities associated with the work of volunteers. It is important that the legal status of volunteers is understood. The 4 Rs - roles, rights, respect and responsibilities - of the organisers and the volunteers must be clear from the beginning.

## What the organisers can offer to the volunteer

When a young person starts volunteering the organisers often describes what is on offer:

- Induction and training - what is expected of the volunteering role, who are the other people, what skills are needed, how to use the tools safely
- Reviews, recognition and support - regular checks on how things are going, thanks and guidance.
- Expenses - usually for any travelling from home and for any meals unless they are provided.
- Insurance - really important in case there are accidents.

## What the volunteer needs to know

When a young person volunteers for an organisation they have certain rights as well as roles and responsibilities. The organisation also has certain rights, roles and responsibilities which are often described in a volunteering policy.

An organisations volunteering policy usually covers:

- Diversity, equality and inclusion
- Safeguarding - protection of under-age (usually 16 year olds) young people and vulnerable adults.
- Health and safety - usually covered by national laws.
- Accidents and incidents -
- Data protection
- Conflicts of interest
- Dealing with concerns
- Saying goodbye

So it's probably easiest for young people to do some volunteering through an existing organisation. Once they have some volunteering experience they can follow many of the same ways of managing the volunteering. Then a new volunteering group led by young people can develop their own way of managing other young volunteers.

The UK Students for Trees organisation sets up and supports volunteering groups in colleges and universities throughout the UK. However their induction, training, insurance and policies are all offered by the central organisation.

## The state of volunteering in Europe

31% of young people in the EU were involved in organized voluntary activities in the last 12 months (September 2016-September 2017), according to the Flash Eurobarometer 455 from 2017.

Of these, respondents in Denmark, Ireland, the Netherlands and Germany were the most likely to have volunteered, while those in Finland, Hungary and Sweden were the least likely to have done so.

The youngest respondents are the most likely to have volunteered: 35% of 15-19 year olds have done so, compared to 33% of 20-24 year olds and 27% of those aged 25-30.

## Volunteering can help young people

Volunteering can be great fun, interesting and social for young people. They can learn a variety of skills through their activities. It can be a means for young adults to develop new skills that will help them find employment. Young people about to enter the job market increasingly rely on volunteering to demonstrate their willingness and interest in a particular career.

- Immerses one in the outdoors and nature
- Can be an extended interview for a job

- Improves knowledge and skills
- Makes one feel useful
- Expresses your environmental concern and values
- Improves physical and mental health
- Supports a practical or campaigning cause
- Can add practice to academic study

## Volunteering can help environmental and forest organisations

Volunteering can contribute to woodland and forest management and providing assistance to the landowner or manager.

- Helps organisations manage woods and forests
- Several activities need lots of people

Voluntary service among young people is defined as “a form of social participation, an educational experience and a factor in employability and integration” - A New Impetus for European Youth, 2001.

## Finding volunteering opportunities

When the time comes to start looking for volunteer opportunities, the question pops: how to do it? We recommend you some simple ways:

Google it! With Google, you can find a lot of volunteering opportunities, by using the right words in your research, for example: “Volunteering with trees and forests” or “Volunteer in forestry” or even “How to participate as a volunteer for trees”. It’s amazing how many results you can get with a simple Google research.

European Youth Portal This website, with information and opportunities for young people across Europe, is very useful to find volunteer opportunities abroad. You can filter the “Project topics” to “Environment and natural protection”, which is closer to get involved with trees and forests. This website is more general, but you can be lucky and find really good volunteering opportunities.

Make a list of initiatives in your country. There are organizations, programs or projects that work towards the future of trees and forests. If you make a list of these organizations and their initiatives, you can talk to them or consult their websites to check if they have volunteering opportunities with trees and forests. This is the most effective way to find opportunities, as you can act in a local level.

### Case Studies

- Students for Trees (UK)
- Volunteering with Plantabosques (ES)
- Futuro Project (PT)

### Activity Sheets

- 21 Planting trees with seedballs
- 14 Guiding forest walks

### Links

- [Students for Trees](#)
- [Woodland Trust Volunteers Handbook](#)
- [Woodland Trust volunteering support](#)
- [Training young people in woodland management](#)
- [Tree planting with Plantabosques](#)

- [International Tree Foundation volunteers](#)

### Videos

- [Young People's Forest](#)
- [Could you volunteer to manage woodlands?](#)
- [Why bother being a woodland volunteer?](#)

## 3.3 Thinking about careers

### *Why consider a job with trees and forests*

#### Learning objectives

- ◆ Enabling young people to explore, experience, and engage with wood, trees and forests in terms of their own future.
- ◆ Enabling young people to learn about and find careers.
- ◆ Developing their employability.

#### Forestry as a growing industry

Entrepreneurship has not been a major issue especially in the production of forest resources. In the past the forestry sector has mainly been based on the product of timber. But now forests are increasingly based on the service of environmental protection (for biodiversity and climate) as well as recreation and health. These ecological and social services offer many opportunities for enterprising youth to develop projects and new enterprises.

The growing demand for sustainably produced timber has encouraged small-scale and innovative wood processing, often reviving traditional techniques. The growing demand for many non-wood forest products, such as edible fungi, fruit and nuts, has offered many new opportunities for enterprise.

Some of the most exciting and perhaps greenest green jobs involve forests. These jobs help to sustain forest ecosystems and ensure that the forest products we rely on are produced in the most sustainable way possible, ensuring that wildlife habitat is conserved, trees are replanted, and workers are treated equitably. There is a wide array of jobs related to forests, offering opportunities for people with diverse backgrounds, skills, interest areas, and personal qualities. These include careers in:

- Forest management, inventory, and planning
- Biodiversity and ecosystem functioning
- Education and research
- Wood products manufacturing
- Forest tourism

Within the field of forestry, people manage forests in ways that mimic nature in a sustainable manner so that forests provide all the things we need and want from them. Forestry is more than just planting trees, fighting forest fires, or harvesting logs, although managing those tasks may be part of a forester's responsibilities. Forestry also includes professionals who specialise in individual parts of the forest, such as soils, water, or wildlife. It encompasses work in computer modelling, mapping, statistical or budget analysis, and education. It also includes people engaged in harvesting, milling, engineering, or marketing forest products such as lumber, plywood, paper, and pulp.

Urban and community foresters focus on the trees and forests that grow in and around cities, towns, and communities, including naturally occurring and planted trees. These trees provide a number of benefits:

- reducing energy costs
- managing storm water
- enhancing human health
- creating jobs
- increasing property values
- providing food security
- increasing climate resilience
- cooling the effect of city heat islands

Urban and community foresters develop plans for attaining an optimal number of trees in the urban forest and help to develop tree-related plans. They also pay close attention to factors that affect those forests, such as limited growing space, air and soil quality, water availability, and vandalism. Urban and community foresters try to increase the average life span and maintain the aesthetic quality of trees on streets and in parks or surrounding forests. Urban foresters also organise places for green recreation, build recreation infrastructure and adapt forest space for the recreation needs of urban residents.

According to the International Labour Organisation, there were 9.8 million green jobs in 2017 and by 2030, there will be an additional 15-60 million new green jobs. “Green” jobs have outpaced jobs in other categories by almost 250 percent over the last decade, and growth doesn’t appear to be slowing down anytime soon.

## Benefits of a job with trees and forests

These jobs provide environmental, economic, and social benefits for individuals, communities, and the global society.

- **Growing demand** - Green jobs with trees and forests represent one of the fastest growing and changing segments of the global economy. This growing field can provide opportunities for workers, especially if they are creative and flexible.
- **Job satisfaction** - Most people want to make a positive difference in the world, and pursuing a green job with trees and forests is a great way to do just that. In fact, worker satisfaction is significantly higher in green sectors than in the economy at large.
- **Quality of life** - Workers in green jobs with trees and forests are typically able to find a healthy work-life balance. Opportunities to work outdoors doing what they love helps these workers maintain a good quality of life.
- **Financial stability** - Many green jobs with trees and forests pay well because they require specialised skills. Many also provide job security as they cannot be outsourced. However people physically planting, logging or fighting fires may be on low paid temporary contracts.
- **Sustainable future** - Green jobs with trees and forests help to ensure environmental sustainability for all of us. These jobs help to balance environmental, economic, and societal needs for current and future generations.

## National Government

The national government agencies for forestry, as well as agriculture and conservation, employ many professions and forest workers. Most European countries have the same types of positions offered by the federal government, though they tend to pay less than federal or private sector jobs. State agencies may include:

- Forestry
- Fish and wildlife conservation
- Agriculture and food safety
- Parks and recreation

Anyone wishing to work for national government agencies may have to take a Civil Service exam or an adequate professional qualification certificate in some countries. In addition, there may be a specific job test required to determine if the applicant has sufficient knowledge in specific areas.

Not all jobs in these national government agencies require a college degree. There are many opportunities for those with diplomas, with little or no experience. Entry level jobs can serve as stepping stones to higher paying, more specialized jobs down the road.

There are also many forestry career options available to candidates with college degrees. The degree should be specialized in a particular area, such as soil or water conservation. Many universities offer degree programs that prepare professionals for speciality jobs.

## Local Government

Local governments also employ people in environmental and forestry careers such as management of conservation and park land, ecotourism, regional planning, and tree management. Much of the work at the local level is hands-on. It is where policy made at the national and regional level are implemented. Thus, there are more opportunities for skilled and unskilled workers.

## Non-profit organizations

This includes owner associations and cooperatives. Many non-profit community groups are led and organized by volunteers. If the organization is large enough to have staff, it could also be made up of professionals who specialize in fundraising, finance, lobbyists, lawyers, volunteer coordinators, grant writers, and educators.

## For-profit businesses

There are three main categories of business employers that include work on trees, wood and forests:

- Environmental industry companies, sustainable businesses, and corporate environmental, health and safety
- Farming and agroforestry
- Timber processors and sawmills
- Green businesses

Sustainable businesses include what is sometimes referred to as “green business.” The leaders of sustainable business that produce environmentally focused goods and services include businesses focused on carbon offsetting, certified forest products, and ecotourism.

## Education and training bodies

Schools, colleges and universities employ technicians, educators and trainers who teach about trees, wood and forests.

### Examples of employers

- Government departments and agencies eg. Forestry and civil protection authorities
- Local or regional authorities
- Businesses eg. consultancies, logging, timber, carbon offsetting, energy, woodworking or planning companies
- Non-governmental organisations
- Colleges and universities - teaching and researching

### Examples of jobs

- **Working with wood**
  - Wood and energy production
  - Forest machine operator
  - Local energy procurer
- **Working with trees and forests**
  - Forest worker - energy use, reforestation and silviculture
  - Urban arboricultural officer
  - Short rotation plantation manager
  - Agroforestry and mountain forestry
  - Soil bioengineer
  - Non- timber woodland producer eg. mushrooms, tree fruit, resin, honey bees, cork
  - Ranger - wildlife and deer management
  - Ecologist
  - Planner
  - Fire officer - Surveillance, detection and prevention of forest fires
- **Working with people**

- Information and customer services
- Urban park ranger
- Adventure park manager
- Forest Schools educator
- Forest tourism officer
- Park ranger
- Interpretation designer
- Tourism guide - Guide / interpreter of natural spaces and natural environment
- Ecotherapy guide

## Tasks and activities in agroforestry

### Tasks

- Promoting agroforestry as a sustainable and profitable future land use system
- Establishing community-based agroforestry systems
- Advising farmers about agroforestry
- Researching different methods of agroforestry esp. from less-industrialised countries

### Activities

- Combining forestry with agriculture and horticulture
- Managing wood pasture
- Setting up arable (silvo-arable and alley cropping), pasture (silvo-pasture) systems
- Forest gardening and permaculture systems

### Competencies

- Practical knowledge of forestry, agriculture and horticulture
- Communication and mediation skills
- Marketing and research skills
- Land management and ecological skills

## Case Studies

- Tree Sparks (UK)

## Links

- [Green jobs in the forestry sector](#)
- [Working with forests](#)
- [Careers in Forestry](#)
- [Tree Sparks encouraging forestry careers](#)
- [Forests generate jobs and income](#)
- [Green Jobs in the European Forest Sector report](#)
- [Frequently asked questions about green jobs](#)
- [Forestry Sector Skills Study](#)

## Videos

- [Interview with Founder of Tree Sparks](#)
- [What are the future forestry jobs in Europe?](#)
- [What is good about a forestry career?](#)
- [Would you like a job in the forest?](#)
- [Would you like to plant trees all day?](#)
- [What's it like to plant 1,000 trees per day?](#)

