

# 8

# India—Forests and Wildlife

## Lesson Plan

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### Objectives

- ▶ Learning about the link between climate – physical features – forests – wildlife
- ▶ What are the different types of forests – their vegetation
- ▶ Why it is important to save forests
- ▶ Wildlife and its natural habitat

### Teacher's Aids

- ▶ Maps of India – Political and Physical
- ▶ Maps showing climatic conditions, vegetation and forests, wildlife distribution, etc.
- ▶ Atlases
- ▶ Blank maps of India for the students
- ▶ Blackboard, internet, pictures, magazines, etc.
- ▶ Students can see vegetation and wildlife in its natural habitat on TV channels like National Geographic, Animal Planet, etc.

### Tips for Teacher

- ▶ Explain the necessity of saving forests
- ▶ Discuss the balance required between development and nature – the population growth and the need of space for other species on Earth.

- ▶ Explain the work done by WWF, the UN, Greenpeace, concern about climate change. Introduce the students to animal-lovers like Gerald Durrell and James Herriot.

### /// Gear Up, Background and Reading

- ▶ The logo belongs to WWF – World Wildlife Fund. Explain that and the UN and Greenpeace, with reference to animal habitat and saving endangered species.
- ▶ Read the lesson aloud, including points to remember and explain.
- ▶ Explain the link between climate – physical features – forests/vegetation – wildlife – human population.
- ▶ Talk about the balance between development and nurturing nature – climate change and the survival of Planet Earth.

### /// The Forests

- ▶ Why are forests important – hold the soil [example Uttarakhand natural disaster], provide timber, medicinal plants, oxygen, create conditions for rainfall, habitat for wildlife, protection from weather, etc.
- ▶ Different types of forests based on location, climate, etc.
- ▶ Features of each type of forest and where found.
- ▶ **The Evergreen Forests:** hot, wet regions; rainy slopes of Western Ghats, NE India and Andaman & Nicobar Islands; green cover always; tall trees with big canopy, heavy undergrowth; hard wood – rosewood, mahogany, ebony.
- ▶ **The Deciduous Forests:** Also called Monsoon forests – foothills of the Himalayas, NE states & wetter parts of southern plateaus – leaves shed during dry summer season –teak, sal, sheesham, sandalwood, semul, mahua, bamboo, etc. Most parts of India – monsoon forests.
- ▶ **The Thorn Forests:** Found where average rainfall less than 50 cm – Haryana, Rajasthan, Gujarat – trees short, long roots, thick bark, thorny, can live without water – kikar, babool, palms, shrubs, etc.
- ▶ **The Tidal Forests:** Also called Mangrove Forests – grow in both fresh and saline water –found in river deltas along coast – Largest in Ganga-Brahmaputra delta – major tree Sundari hence called Sundarbans – used for building boats – tidal forests also in deltas of Mahanadi, Godavari & Krishna rivers.
- ▶ **The Mountain Forests:** Found on slopes of the Himalayas and Nilgiris – lower slopes: deciduous forests, higher slopes: coniferous forests –Conifers –softwood trees with cones and needle-shaped leaves – pine, chir, deodar, fir & spruce – used for making wood pulp and paper.

### /// Save the Forests

- ▶ **Explain why saving forests is important:** The trees of the forests hold the soil [example: Uttarakhand natural disaster after cutting trees], provide timber, medicinal plants, oxygen, create conditions for rainfall, habitat for tribals & wildlife, protection from weather, etc.

- ▶ Explain the link between climate – physical features – forests/vegetation – wildlife – human population.
- ▶ Talk about the balance between development and nurturing nature – climate change and the survival of Planet Earth.
- ▶ Discuss the balance required between development and nature – cutting & burning trees, for farming & construction; overgrazing & forest fires; the population growth and the need for space for other species on Earth.
- ▶ What Government is doing – social forestry, Vanmahotsava, Chipko Movement – schools and students should adopt a tree, plant trees, care for them, spread awareness.

## /// **Wildlife**

- ▶ Wildlife – what is it? Why should we protect it? To maintain and preserve ecological balance and the sheer beauty and variety of wildlife. Human beings are also a species. If we endanger wildlife and their habitat, we also face the threat of climate change and are endangered.
- ▶ The National Parks, Wildlife and Bird Sanctuaries
- ▶ This can be supplemented by visiting zoological parks, sanctuaries and seeing films/TV programmes.
- ▶ Wildlife Week, movements like Greenpeace, PETA, etc., for saving animals from hunting etc.
- ▶ Explain the work done by WWF, the UN, Greenpeace, concern about climate change. Introduce the students to animal-lovers like Gerald Durrell and James Herriot.