

Lesson 8: Sustaining Our Forests — Citizens' Roles

NUTSHELL

In this classroom lesson, students read about people in Wisconsin who are practicing good stewardship strategies as a way to understand what stewardship means. They then use “Dilemma Cards” to debate how lifestyle choices affect forests and identify those that lead to sustainability.

ENDURING UNDERSTANDINGS

- All citizens have a responsibility to be stewards of the environment that sustains human life. This includes making informed decisions about forest resources.
- A citizen, acting individually or as part of a group, can make lifestyle decisions and take a variety of actions to ensure the sustainable use of our forests.
- Choices humans make today directly affect our ability to sustain forest ecosystems essential to meeting future needs.

ESSENTIAL QUESTION

- What does it mean to be a steward for forests?

OBJECTIVES

Upon completion of this lesson, students will be able to:

- Explain what it means to be a steward and how they can be one.
- Identify lifestyle choices and actions that can ensure the sustainable use of our forests.

SUBJECT AREAS

Language Arts, Science, Social Studies

LESSON/ACTIVITY TIME

Total Lesson Time: 100 minutes

- Introduction5 minutes
- Activity 145 minutes
- Activity 240 minutes
- Conclusion10 minutes

STANDARDS CONNECTIONS

Standards for this lesson can be viewed online at the LEAF website (www.leafprogram.org).

BACKGROUND INFORMATION

In the United States, we place a high value on rights. We sometimes, however, ignore the responsibilities that are inherent in those rights. Some people feel that land ownership is one of those rights. Even if you don't own land, you benefit from the resources (including forest resources) that come from it. Some of these benefits result from using the forest for recreation, for wildlife habitat, for a source of cleaner air and water, and for the products produced from forest resources.

There is responsibility implied with resource ownership. It means taking care of the land and the resources it supports in such a way that those resources are maintained in a healthy condition for yourself, others, and future generations. It's not only a responsibility, but also a way of ensuring that you and those who follow you can enjoy all the benefits of the forest (or other resource). Ensuring that forests are maintained to meet current and future ecological, economic, and social needs is **sustainable management**. Practicing sustainable management and conserving natural resources is what **stewardship** is all about.

VOCABULARY TERMS

Steward: A person who takes responsibility to make decisions and take actions today that will allow resources to be maintained in a healthy manner.

Sustainability: The ability of natural resources to provide ecological, economic, and social benefits for present and future generations.

Sustainable Management: Maintenance of forests to meet current and future ecological, economic, and social needs.

Forest stewardship can mean different things to different types of landowners. For industry, stewardship may mean that their forest land has undergone a certification process. Certification involves outside entities reviewing whether the land is managed under a set of established guidelines and regulations. Two current certification agencies are SFI® (Sustainable Forestry Initiative) and FSC (Forest Stewardship Council). For private landowners, stewardship can mean having a professional forester create a management plan that considers the timber, wildlife, recreation needs, and other forest benefits. The American Tree Farm System, established in 1941, is a type of certification that private landowners can get to have their commitment to sustainable forestry recognized. Stewardship for all landowners includes educating others about sustainable forestry and protecting natural and cultural resources.

One key part of forest stewardship is making informed decisions regarding issues that affect the forest. Another aspect of forest stewardship is realizing that we all make a difference, no matter how small some efforts might seem.

MATERIALS LIST

For Each Student

- Dilemma Cards - At least one different card for each student in the group. (Copied and cut from Teacher Pages 🍷1A-D, *Dilemma Cards*)

For the Class

- Copy of Student Pages ✎1A-7B, *Stewardship Statements*
- Piece of paper to crumple


Individuals can be forest stewards and think with sustainability in mind even if they are not landowners. No matter the issue or action, decisions made today affect the future. It is important for students to understand their roles and responsibilities as citizens and consumers, so that they can make informed decisions and can positively influence the way we use and care for our forests and other natural resources.

PROCEDURE

Introduction - Defining “Steward”

Ask students to think of a favorite possession. Then have them think about what they do to take care of it and why. Have several volunteers share their thoughts and have a brief discussion about them. (*What do they do to maintain their possession? How does this extend the life of their possession? What would happen if they didn't take care of their possession?*) Tell students that by taking care of their possessions so that they can enjoy and benefit from them for as long as possible, they are being “stewards.” In this lesson, they will learn how that concept can be applied to forests.

Activity 1 - Stewardship Statements

1. Ask students how they think a person could be a forest steward and what they might do. Generate a list of ideas, but don't discuss them further at this point. (*Examples might include planting trees to reforest an area or provide shade in an urban area, working with a forester to develop a management plan for a park or private property, etc.*)
2. To give students a better idea of what forest stewardship is on a fairly local scale, have them read Student Pages  **1A-7B, Stewardship Statements**, which express the views of a number of different individuals and organizations. Divide the class into seven groups. Give each group one of the Stewardship Statements to read. Each student should only be responsible for some of the paragraphs (you will need to determine the number based on group size and article length). Ask students to pick out the main ideas of "their" paragraphs and share them with their group, so that everyone learns about the entire article.
3. Tell students that each group will be sharing their article with the rest of the class. They need to choose a spokesperson to:
 - a) Briefly overview who the article was about.
 - b) Explain what it means to that person or group to be a steward.
 - c) Identify the choices or actions taken by that person or group that support sustainable forestry. (If you have not previously covered sustainability, an overview can be found in Lesson 3, How Forests Are Managed.)
4. Have each group report to the rest of the class what they learned about forest stewardship from their reading. Make a class list on the board or on chart paper, filling in under the following headings: Things Forest Stewards Do, Direct Benefits to the Forest, Direct Benefits to the Landowner, and Long-term Benefits (to either the forest or to people).

For example, forest stewards generate written management plans for their property. A direct benefit to the forest is that mature trees are cut, allowing young trees to thrive. A benefit to the landowner is they make a profit from the trees they sell and their forest is healthier. A long-term benefit is that the forest is managed sustainably and it will be healthy and support new growth long into the future. Explain to students that good forest stewards ensure that forests are used sustainably.

Activity 2 - Dilemma Cards

1. Begin this activity by dramatically crumpling a piece of paper and throwing it on the floor. Ask students what you just did (*threw a piece of paper on the floor*) and what another alternative might have been (*throw it in the garbage, recycle the paper*). Brainstorm what would be involved with recycling the paper. (*This will depend on your classroom setup and school recycling policy. Answers could include: you might have had to walk further to recycle the paper, you might have had to take the paper to a recycling center or your home if the school doesn't recycle paper, or it might have taken more time and effort to recycle.*) Point out that we all make choices and take actions depending on the situation at hand and our personal situation. Explain that what is the "right" answer for one person may not be the "right" answer for another person in a different situation. For example, using the garbage can might be the best option for keeping the classroom clean if there is no recycling bin, but if there were a recycling bin in the room, using it would be the better option.

2. Explain to students that they will be reading situations where they need to make a choice on the best option. Divide the class into groups of four or five students, and have them sit in a circle or other arrangement where it will be easy to discuss with one another. Give each group a stack of Dilemma Cards (cut from Teacher Pages 🍷**1A-D, Dilemma Cards**) so that there is at least one card per student. (It's fine for different groups to have some of the same cards.)
3. To begin, each student chooses a card, reads it, and decides what he or she would do and why. Allow up to two minutes for this part.
4. One at a time, each student should then read his or her situation and options aloud, state the option chosen, and explain why. Other group members should rate the extent to which they agree using a number system of one to five, where one indicates total disagreement and five represents total agreement. (Stress to students that it is the choice, not the person, that they are rating.) The other students should state their level of agreement and should be prepared to explain their reasons. They should also give the person who chose that card a chance to ask and answer questions. (The purpose of this step is to promote discussion and to help students see that there may be several points of view [all with their own reasons and logic] for many situations and issues.) Continue until all students in the group have read aloud and discussed their dilemma.
5. Lead a discussion about the dilemmas themselves and about the process of making and defending a decision. Make it clear that it is reasonable to change a decision when you gain further information and insight (as from discussion and hearing other people's points of view). Also stress that it is okay not to reach a consensus, but that differing solutions should all be considered carefully and with an open mind. Often there is no right or wrong answer; decisions can be based on a variety of factors, including a person's knowledge level, background with a particular issue, spiritual beliefs, financial situation, etc. This is also a good opportunity to point out that the decisions we make as individuals have an impact. Students have an opportunity to make a difference with regard to forests and the environment through lifestyle decisions they make every day (e.g., the products they buy and use; whether or not they recycle; using mass transportation, riding a bike or walking when possible, etc.).
6. Finally, ask students to consider if they feel their situation and choice represented an example of stewardship and/or sustainability. Have volunteers explain their dilemma and choice to the class and tell how it is an example of stewardship and/or sustainability.

**"All our wisdom is
stored in the trees."**

★ Santosh Kalwar ★

Conclusion - Discussion

Discuss the following questions as a class. Students could also write a summary of the ideas and questions generated by this lesson in their journals or as a homework assignment.

- Explain what it means to be a forest steward. Draw on ideas from the examples you read about in Activity 1. (*Stewardship involves taking actions that “take care of” the forest so that it is useful for present and future generations. Having a forest management plan that allows for a sustainable harvest, multiple uses, and environmental considerations is one way of doing this. Students should be able to give more specific examples from the readings.*)
- Brainstorm other “dilemma” situations (especially ones in your area or that affect you personally). Describe some of the possible actions or solutions and what you think is the best one. (*Answers will vary.*)

CAREERS

The career profile in this lesson features Becky Sapper, Project Director of the Chequamegon Bay Watershed with The Nature Conservancy, and is found on page 152. A careers lesson that uses this information begins on page 170.

SUMMATIVE ASSESSMENT

Have students write a description of a forest that they have visited. Have them explain the steps it would take to be a good steward of that area and use it in a sustainable way.

SOURCES

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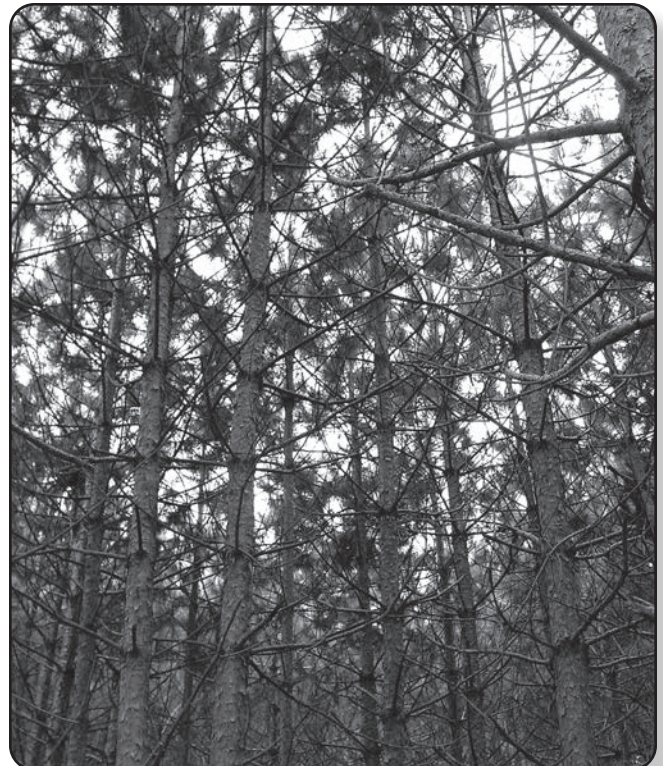
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**“The tree which moves some
to tears of joy
is in the eyes of others
only a green thing that
stands in the way.
Some see nature all ridicule
and deformity...
and some scarce see nature at all.
But to the eyes of the man
of imagination,
nature is imagination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

★ *William Blake* ★



Career Profile

Becky Sapper, Project Director

Meet Becky Sapper. She is the Project Director of the Chequamegon Bay Watershed with The Nature Conservancy. The Nature Conservancy is a nonprofit organization that works to preserve plants, animals, and natural communities by protecting land and water. Becky does a wide variety of things in her job to help protect a nearly one million-acre watershed, including its forests, in northern Wisconsin. She works to control invasive species, educate landowners, raise money, protect land through purchase, and collaborate with area partners.

How did Becky learn to do all of these things? She has a Bachelor's degree in both Wildlife and Biology. A wide variety of experiences have also given her a good background for her present job. She gained science and research experience working for the State of Wisconsin, learned about invasive weeds while at The Nature Institute in Illinois, and learned how to interact effectively with people at the Northwoods Wildlife Center. Becky says that the best experience, though, is learning every day at her job.

Becky says one of her favorite parts of her job is the fact that I am working to protect areas of land and water forever.

My grandchildren will be able to visit areas and know I had a part in [making sure] that they will be in relatively pristine condition."

To get a job like Becky's, she recommends that you get out of the house, school, and buildings. She suggests getting lots of interesting and fun experiences during your summers. There is much you can learn by having fun outside. The more background knowledge you have, the better.



Becky works to protect land and resources for future generations.

DILEMMA CARDS

Dilemma Card (C)

Your family owns a small but successful campground that until recently had its main entrance just a few yards from a state highway. The campground got a lot of business because of this. This year, however, the highway was rerouted and your campground entrance is now off a frontage road and is not nearly as obvious as it had been. Your parents have suggested erecting a fairly large billboard on the main highway to try to bring back business, but several neighbors are very unhappy about that plan. Putting up the billboard would also mean cutting several trees and other vegetation. Because it's a family business, your parents have asked your advice. Do you suggest that they:

- Put up the billboard? The campground is a business, and that's an effective way of advertising.
- Try other forms of advertising (such as newspaper and radio ads and listing in a commercial campground guide) for at least a year before trying the billboard?
- Petition the Department of Transportation to erect one of those blue informational signs that lets people know that there's camping at that exit? (It's not as "flashy" as a billboard, but still gets some information across.)
- Do not put up a billboard? It detracts from the natural setting and would mean cutting down quite a bit of vegetation to make it easy to see. You're old enough now to work part-time in town and you're willing to contribute most of the money you earn to the family if they don't put up this billboard.
- Other?

Dilemma Card (D)

You enjoy downhill skiing and snowboarding and are fortunate to have a ski area only 20 minutes drive from your home. (The next closest one is two hours away.) The resort owners are planning on adding five new runs and expanding the snack shop/ski shop. However there's a petition being circulated to block these changes because they involve clearcutting 20 acres of forest and severely thinning another 25 acres. Do you:

- Refuse to sign the petition? Development is the owners' right, and the improvements should make this a really awesome ski area.
- Sign the petition, but if that's not enough to stop the changes, still go to the resort even if they do clearcut some of the forest?
- Sign the petition and refuse to go to that ski area if they follow through with their current plans?
- Other?

DILEMMA CARDS

Dilemma Card (H)

You go to a school that allows students to leave school grounds for lunch and there are several fast-food restaurants close by. Lately you've gotten in the habit of going to one of them for lunch. It beats the cafeteria food, and bringing a lunch from home really isn't cool. However, by doing a research paper in Social Studies, you have realized that many of these places use a lot of packaging (affecting resources) and don't rely on local products (so there's a lot of transportation and energy use). Do you:

- Keep going out for fast food? It's what you really want, and if you didn't, it wouldn't make a big difference anyway.
- Keep going out for fast food, but do what you can to cut down on waste (like skipping a bag if you're eating in or ordering with friends and having everything put in one bag rather than lots of little ones)?
- Compromise: eat out twice a week and eat in the cafeteria or bring a lunch the other days?
- Convince your friends to eat in the cafeteria or bring a lunch? It will be cooler if everyone is doing it.
- Bring your lunch or eat in the cafeteria even if your friends aren't? There are plenty of other things you can do with them.
- Other?

Dilemma Card (I)

You are a member of the local school board. The school district owns a 40-acre School Forest that has not been used much because it is fairly far from most schools in the district and is very heavily wooded, so it is hard to hike through. In essence, it has become a wildlife preserve. A lumber company has recently approached the board with an offer to swap this forest for 40 acres close to the high school. This forest is not as valuable commercially, but it contains a mix of forest types, a pond, and a small prairie remnant. Do you:

- Accept the swap? It will be more useful for the school district and for the lumber company.
- Agree to deal, but ask for additional cash since the land the district is giving up is more valuable commercially? This money could be used to develop the new school forest with such things as trails, restrooms, and a shelter.
- Don't swap, but log off some of the existing School Forest to help finance district costs?
- Don't swap and leave things as they are. Even though the land isn't being used much by students, it is valuable as wildlife habitat.
- Other?

STEWARDSHIP STATEMENT #1

THE NATURE CONSERVANCY (TNC) • TNC's mission is to preserve biodiversity through identification of significant natural areas, land acquisition, and assisting other public and private conservation organizations in their land acquisition efforts, and stewardship and management of protected areas. (This statement was written by Nancy Braker, TNC, Wisconsin Chapter.)

Why not just leave it alone?

To some people, **active management** of a nature preserve seems...well, somewhat unnatural. While many nature lovers know that certain game species such as white-tailed deer or wild turkeys are managed to ensure a certain population level, the idea that the plants and animals on a nature preserve require active management is not such a common concept. An often heard response to a plan to conduct a **controlled burn** or remove a problem plant is "Why not just leave it alone?"

If I had been a manager of a nature preserve in Wisconsin 200 years ago, I would have been happy to "just leave it alone." Two hundred years ago, fire raced across the Wisconsin landscape with nothing to stop it but rivers, wetlands, and lakes. Two hundred years ago, rivers flowed freely, periodically flooding bottomland forests and rearranging sand and rocks. Two hundred years ago, European buckthorn and honeysuckle, purple loosestrife and multiflora rose did not grow in Wisconsin.

Nature preserves need active management because we have removed the natural processes that once kept the native plant communities healthy. We have built road systems and cities that interrupt fire patterns (not to mention our fire departments!); we have built dams to harness water for power, assist with river traffic, and prevent flooding; and we have introduced dozens of **non-native exotic species** that compete with our native plants for space, nutrients, and pollinators.

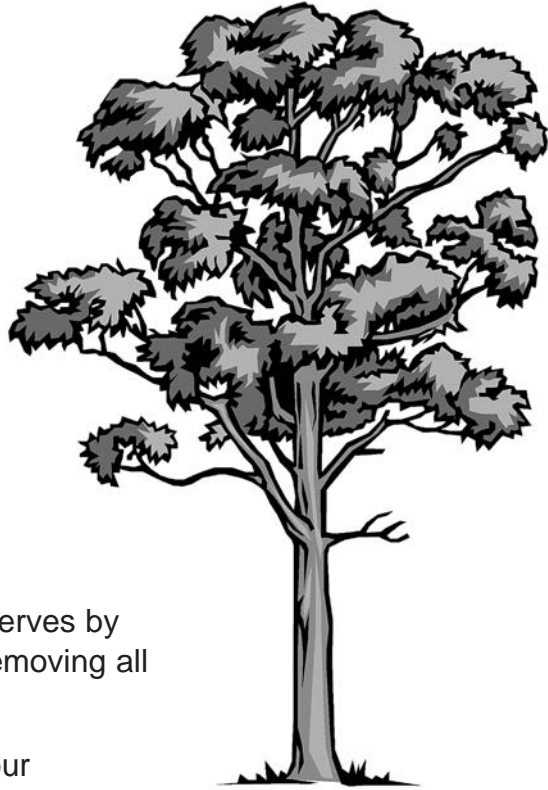
On a recent field trip to one of our Baraboo Hills preserves, I found myself in a fascinating conversation with a new member. My new friend had just been introduced to the concept of exotic species and was amazed to learn about our attempts to protect nature preserves from the effects of species that do not belong there. As we walked through the open meadow that had been a pasture until recently, I pointed out six or more types of plants that did not belong there and that, in fact, did not exist in North America a short 150 years ago.



STEWARDSHIP STATEMENT #1

My friend had not thought about all the plants that have been introduced to our country. Some were brought on purpose for flower or vegetable gardens or for horticultural purposes, and some arrived by mistake with some other imported product. He had also not thought about how so much of our environment is now dominated by these exotic species. As he got in his car to drive home, most of the plants he saw from his window were not native to Wisconsin or even North America.

My friend had also not thought about the natural processes that plant communities require to stay healthy. He had not realized that, while land is certainly legally protected once in conservation ownership, the job just begins there. The Nature Conservancy's (TNC) stewardship program seeks to continue that job, providing "biological protection" as well. Our overall goal is to assure long-term survival of the plants and animals in our care. Our program includes research on effective means of management, monitoring the status of rare species on our lands and, of course, active management. Our "active" management program includes the reintroduction of fire through our controlled burn program, restoration of degraded portions of preserves by filling ditches or reseeding areas and, certainly, removing all those exotic species.



Become active in TNC's stewardship program! Your assistance as a stewardship volunteer or your financial contribution to the stewardship program's endowment fund can make a real difference to the protection of biological diversity.

Active Management: Also called forest management. It is the use of techniques, like planting and harvesting trees, to promote, conserve, or alter forests to meet desired outcomes.

Controlled Burn: Also called a prescribed burn. It is a fire planned and executed to achieve management goals.

Non-native Exotic Species: A species that has been introduced from another geographic region to an area outside its natural range.

STEWARDSHIP STATEMENT #2

FOREST STEWARDSHIP COUNCIL (FSC®) • *The FSC® is an international nonprofit organization. It sets principles and criteria for good forest management. It is intended that national and regional organizations will follow these criteria. A distinctive feature of FSC® certification is that labeled products must be tracked from seed to final product to prove every step from growing, to harvesting and processing was well-managed. (This is an excerpt from one of their brochures.)*

Do you know where your wood comes from? All forests are not alike. Some wood comes from forests that are managed well, and some wood doesn't.

Now you can make the choice. Look for and buy wood products with the FSC® "checkmark and tree" logo. It's your assurance that the wood product you're buying comes from a well-managed forest. The FSC® works to conserve the world's forests through better forest management. Better **forest management** makes whole forests — trees, wildlife habitat, streams, and soil — stay healthy. When you buy a product with the FSC® logo, you reward responsible forest management. You help make a difference for our forests...and our future.

The FSC® sets standards for well-managed forests worldwide. We are an independent, nonprofit, international organization. Our goal is to encourage better forest management that balances environmental, economic, and social interests. We are making a difference for the long-term health of our forests. There are millions of acres of certified well-managed forests all over the world. Our work has earned the support of major environmental groups, including the Natural Resources Defense Council, Rainforest Alliance, Greenpeace, The Wilderness Society, and World Wildlife Fund.

Buy wood products with the FSC® "checkmark and tree" logo. Your purchase is the best way to support better forest management. Ask for FSC® wood products in all your local stores. Tell store owners how important better forest management is to you and to our forests.



The mark of
responsible forestry

Forest Management: The use of techniques, like planting and harvesting trees, to promote, conserve, or alter forests to meet desired outcomes.

STEWARDSHIP STATEMENT #3

MENOMINEE TRIBAL ENTERPRISES • *The Menominee Indian Tribe of Wisconsin is recognized as an international leader in forest and ecosystem management. Through careful planning, applying **sustainable yield forestry practices** over the long-term, and their centuries-old reverence and respect for the land, the Menominee have been able to improve both the quality and quantity of their forest since they first began commercial logging and lumbering more than 100 years ago. (This statement contains excerpts from the publication *The Menominee Forest Management Tradition: History, Principles and Practices*.)*

Many visitors perceive the Menominee Forest as pristine and untouched. In reality, it continues to be one of the most intensively managed tracts of forest in the Lake States. Nowhere else in Wisconsin can you drive along miles of highway lined with nearly 30 tree species, including towering old white pines, 12 **habitat types**, and an abundance and diversity of wildlife and plants. Over the last 140 years, the Menominee have removed over two and one half billion **board feet** of **sawtimber**. This figure is twice the current **standing volume** of timber, thus essentially completely cutting the forest twice over.

The Menominee People today remain, as always, a Woodlands People. The forest continues to sustain us — now through hunting, gathering and **forest management**/wood products manufacturing. We have a deep feeling for the forest. As one elder said, “Everything we have comes from Mother Earth — from the air we breathe to the food we eat — and we need to honor her for that. In treating the forest well, we honor Mother Earth.”

The Menominee philosophy toward forest management today would be called a sustainable development philosophy. The Menominee recognize that there must be a balance within a sustainable system which is ecologically viable, economically feasible, and socially desirable. It starts with the assumption that all ecosystems on Menominee land are connected and interrelated.

The second part of the philosophy focuses upon using Menominee natural resources to serve the Menominee People’s needs. The Menominee cannot afford to conserve a wilderness preserve. The Tribe’s survival as a people depends on managing and protecting the health and productivity of the forest ecosystem.



STEWARDSHIP STATEMENT #3

The Tribe's land ethic and management philosophy have always contained the three components of a sustainable system:

1. Forest management practices must be sustainable for **multi-use** access by both current and future generations.
2. The forest must be cared for properly to provide for the needs of people.
3. The forest's diversity must be maintained to ensure environmental health, balance, and productivity.

Sustained-yield forest management on the Menominee Forest is the result of a unique blend of tribal attitudes, science, and technology, given voice through legislation and agency policy. The Menominee Nation has long recognized that its forests — a healthy, vibrant resource managed for the long term under sustained yield principles — is the basis for all multiple uses, including timber, water, wildlife, recreation, and spiritual rejuvenation. The 140-year history of forest management on the Menominee Forest stands as a practical example of sustainable forestry — forestry that is ecologically viable, economically feasible, and socially desirable.



Board Feet: A volume of lumber equal to 144 cubic inches or the size of a board 12" X 12" X 1".

Forest Management: The use of techniques, such as planting and harvesting trees, to promote, conserve, or alter forests to meet desired outcomes.

Forestry Practices: Techniques, such as planting, harvesting, and thinning trees, used to manage forests.

Habitat Types: Areas with similar plant communities.

Multi-use: Also called multiple use. It is a type of forest management that promotes at least two types of forest use — for example, recreation and a wildlife habitat.

Sawtimber: Logs cut from trees that are intended to be made into lumber.

Standing Volume: The total amount of trees in a forest measured in board feet.

Sustainable Yield: The amount of trees that can be taken out of a forest over time with a certain level of management.

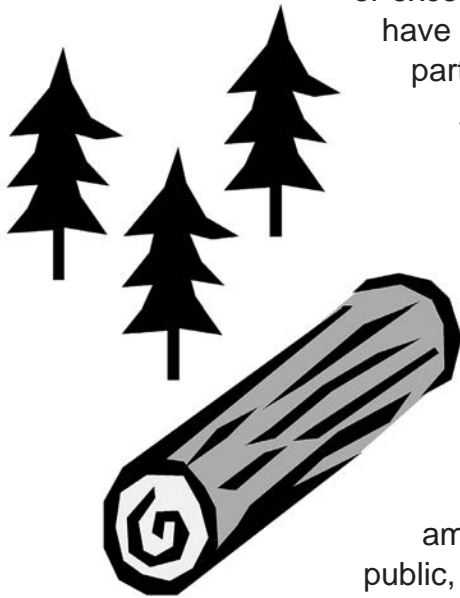
STEWARDSHIP STATEMENT #4

THE LOUISIANA-PACIFIC (LP) CORPORATION • In addition to what LP does with its own forests, it also sponsors the LP Tree Enterprise Program, which encourages private landowners to be good stewards by giving them the help they need to professionally manage their timberlands. (This statement is from Dave Tormohlen, Resource Manager, LP Tomahawk. It is from a cover letter sent with the LP Sustainable Forestry Initiative Communication Packet, which explains more about LP's commitment to sustainable forestry.)

Today's consumers want to be assured that the forest products they purchase are produced from well-managed forests, in a manner that does not damage the environment or cause harm to people, wildlife, or water. To that end, LP Corporation believes that the pursuit of excellence in environmental stewardship, **forest management**, and safety is the best business strategy.

The American Forest and Paper Association's (AF&PA) Sustainable Forestry Initiative (SFI®) Program is one of the world's most progressive forest management standards. A certification program helps forest managers show that sustainable and environmentally responsible

forestry practices are being used in the production of wood fiber. Today, the SFI® program is the most widely used standard for forest certification in the United States. As a member of the AF&PA, LP's forest management and **wood procurement** programs are designed and dedicated to meet or exceed the standards of the SFI® program. LP's programs have been audited and certified by an independent third party, as having met the Standards of the SFI® program.



Today's logging and forestry practices in North America are good from an environmental standpoint, and are as good as the best found in other parts of the world. But, it is important that everyone involved — landowner, logger, and mill — recognize that we can do even better if we all adhere to a credible operations and documentation program. We can work together to make forests healthier and more productive while protecting soil, air, and water quality, and providing a host of other forest amenities. The continuous education of the general public, landowners, loggers, and foresters is crucial to this improvement process.

STEWARDSHIP STATEMENT #4

(The following is the “Policy on Protection of the Environment” approved by the LP Board of Directors on May 4, 2002.)

LP Corporation strives to:

- Meet or surpass the requirements of environmental laws and regulations and to improve the environment.
- Manage natural resources in a responsible and sustainable manner.
- Be environmentally conscious stewards of the land.
- Meet, as verified by **third-party audits**, the principles recommended to foster **multiple-use** and the sustainability of world forest resources.
- Conserve nonrenewable resources through efficient use and careful planning.
- Properly manage and minimize waste through pollution prevention programs.
- Fully account for environmental considerations incorporate planning, policies, and decision-making.
- Continuously improve environmental programs.



Forest Management: The use of techniques, such as planting and harvesting trees, to promote, conserve, or alter forests to meet desired outcomes.

Forestry Practices: Techniques, such as planting, harvesting, and thinning trees, used to manage forests.

Habitat Types: Areas with similar plant communities.

Multiple-use: A type of forest management that promotes at least two types of forest use — for example, recreation and a wildlife habitat.

Third-party Audits: Being examined by another group to ensure your practices are up to certain standards.

Wood Procurement: Obtaining logs to create lumber in a mill.

STEWARDSHIP STATEMENT #5

JIM AND MARLENE ZDANOVEC • *The mission of The American Tree Farm System® is “to promote the growing of renewable forest resources on private lands while protecting environmental benefits and increasing public understanding of all benefits of **productive forestry**.” It was started in 1941 to recognize **woodland** owners for their efforts to revitalize and increase the productivity of their woodland. Each year, the Outstanding Tree Farmer award is given to landowners for their remarkable efforts to enhance and sustain their forests, and for spreading the practice of sustainable forestry. (Wisconsin’s 2002 Outstanding Tree Farmers of the Year)*

Our 160-acre woodlot, which we purchased in 1985, is located in northeast Marathon County, near the scenic Dells of the Eau Claire River. A road construction company previously owned the woodlot. This area was logged extensively at the turn of the century followed by years of uncontrolled fires, and later used to extract granite. On our land are northern hardwoods (primarily sugar and red maple, as well as white and yellow birch, basswood, black cherry, ash, and red and white oak), aspen, balsam fir, and some ponds that resulted from the granite excavation.

Our goals were laid out in a 25-year management plan with the help of a professional forester. The objective was not to restore the land to its original state but, instead, to work with the abandoned pits and the unmanaged forest to promote long-term productivity of the forest ecosystem with good land stewardship, for the benefit of the forest, land, and wildlife. To maximize the benefit of wildlife, aspen harvests have been conducted to promote various age growth. The cuts are done in small, irregular parcels to provide as much edge and diversity as possible. Hardwoods are managed as **uneven-aged stands** for quality **sawlog** production, with **release cutting** performed to promote the growth of oaks. Conifers are managed for wildlife cover and some Christmas tree production. We do all the harvesting on trees that have been previously marked by professional foresters. Winter is the season of choice for harvesting; frozen conditions protect both the standing trees and the trails from damage.

Through proper management, there has been an increase not only in wildlife populations, but in different wildlife species. Much effort has gone into trail development and maintenance. The end result is trails that provide more enjoyment on the property for a variety of recreation including biking, hunting, birdwatching, and skiing. Trails not only serve for fire protection, but are also used year-round for recreation. By practicing sustainable forestry, we can reap financial rewards of the woodlot now and for future generations.



STEWARDSHIP STATEMENT #5

As members of the American Tree Farm System® (ATFS), we follow guidelines that have been established to carry out a management plan and practice good forest stewardship. Like the ATFS, the membership in Wisconsin Woodland Owners Association keeps us informed on forest management and forestry issues; provides field days, conferences, and workshops to help us learn more about our woodlot; gives us a voice in making policy and legislation affecting our woodlands; and provides opportunities to network with other woodland owners.

Forest stewardship is very important to all of us because the forests provide our clean water, clean air, and paper and wood products used in our daily lives. It is our responsibility as woodland owners to manage healthy forests, as this is the best way to sustain the health, diversity, and productivity of the land.

As Wisconsin's 2002 Outstanding Tree Farmers of the Year, we are able to teach by example that a well-managed forest is a healthy forest. We are committed to good **forest management**, the preservation of the land in harmony with nature. We were nominated for this award for being good stewards of the land and following all the objectives of our management plan throughout the years. To teach others the benefits of this sound forest management, we have hosted countless groups, including young children for tours and field days. We welcome groups and organizations to enjoy hands-on learning and sharing.



Forest Management: The use of techniques, like planting and harvesting trees, to promote, conserve, or alter forests to meet desired outcomes.

Productive Forestry: Managing a forest for benefits.

Release Cutting: Removing some trees from an area so there is less competition for young trees and they have an opportunity to grow.

Sawlog: A log that meets standards for quality and can be sawed into lumber.

Uneven-aged Stand: An area with trees that are at least three different ages.

Woodlot: A forested area.

STEWARDSHIP STATEMENT #6

FRANK STRAKA • Landowner in Manitowoc County and Salesperson for Algoma Hardwoods, Inc.

Talking about my woods is a pretty personal thing for me to do. To understand my connection to the woods you should hear a little of the history, so here goes. Great Grandpa Hostak went to Great Grandpa Straka and told him about a hundred acres of woods for sale down by the West Twin River. This being sometime in the late 1800s, both of these gentlemen were dairy farmers and didn't have a lot of extra money. Great Grandpa Straka told Great Grandpa Hostak to wait over the weekend so that he could think about it. Come Monday morning, Great Grandpa Straka said to Great Grandpa Hostak, "Sure, let's buy it." Well, as it turned out, Great Grandpa Hostak was so excited that he had gone out and bought the property alone. That didn't set too well as far as their friendship went. Well, it just so happened that Great Grandpa Straka's son Edward was dating Great Grandpa Hostak's daughter Alvina and they got married. The land ended up in the Straka family, and eventually I inherited part of it.

The land consists of three parcels. There are 40 acres that went to my older brother. There are 20 acres that went to my two sisters and there are 46 acres that came to me. They were originally all connected, until 1940, when State Highway 147 was put right through the valley. Now my property is on the north side of the road, and the other property is on the south.

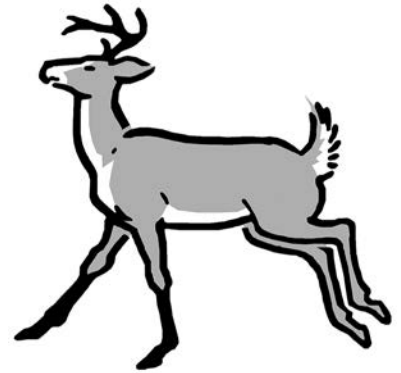
I remember when my parents had a small dairy farm and heated the home with two wood stoves. There was one in the kitchen and one in the living room. Our bedrooms upstairs could get pretty cold in the winter, but we always had plenty of feather quilts to climb into. An ideal day in the winter would be 20 degrees. We'd climb on the tractor and drive two miles to the woods. There we'd cut wood. One or two chainsaws would be running, and we'd have a large fire to keep warm. Of course, while we'd be working, we wouldn't be cold. But once we'd stop for lunch, we'd sit by the fire and eat. Then we'd load up the wagon with firewood and take it home. We always wondered if there would be any woodland at all if our ancestors had chainsaws.

I have never **clearcut** my woods. I do **selectively log** the woods about every 10 years. It has paid for a number of things. Home improvements and my wife's teaching certification are two examples. It also seems there are always cedar trees that die or are blown down. I sell cedar logs, split rails, and fence posts.



STEWARDSHIP STATEMENT #6

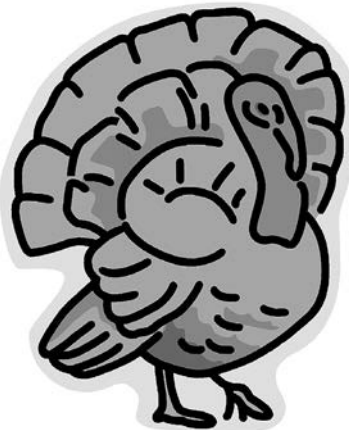
We have always heated with wood. When you take into account the work and equipment involved with burning wood, I'm sure it's probably not worth it. What it does do for me is really hard to explain. I have an office job. I need to be out of doors as much as I can. I love trees. I love the smell of the woods. As for the wildlife, there are some deer, and the wild turkey population is doing really well. I also like to leave a tree or two for owls.



I've been trying over the years to encourage diversity in the types of trees on the property. The predominant species is the hardwood maple. The young trees are growing all over. There's some white oak and green ash, which do well along the swamp. There's American beech, hemlock, cherry, and white birch. The county forester also pointed out some butternut trees. There are some large white pine and white cedar. It seems I've taken these two species out so many times but there's still more there. The problem is I don't see any young pine or cedar.

I've seen a lot of things change around the woods. An Interstate highway is about a mile west of the property. Prior to the Interstate, it was pretty quiet in the valley. Now if there's a west wind at all, you can clearly hear the cars. The 40 acres directly behind my woods were given to the Isaac Walton League. They are a conservation group, and the property is open to the public. To the north of the Isaac Walton League property is a county park. It's a great place to have a picnic and explore the escarpment and see the small caves.

All these developments happened during my lifetime. It really surprises me that there aren't any houses in the valley.



I pretty much want to keep the property as it is. I'd like to lay a log road across the swamp so that I can get to the western ridge of the property. My intentions are to never log the ridge. There are some truly large trees there. Someday my boys will inherit the land, because I don't foresee ever selling it. I'd like to have a small cottage of some sort for Donna so that she'll come correct her papers while I'm cutting wood. Other than that, I just want to be a steward of the land and be thankful for the ability to do it.

Clearcut: Cutting all the trees in a given area at the same time.

Selectively Log: Also called select cut. It is a harvesting technique where only a portion of the trees in an area are chosen to be cut.

STEWARDSHIP STATEMENT #7

DEB WEARNE-NEUROHR • *Teacher from Rio, Wisconsin*

A person doesn't need to own forested land to be a good steward. Many decisions we make as "everyday citizens" affect the land on which we live and depend.

I feel lucky to have been brought up with this idea even though I grew up in a suburban setting. From the time I was very young, my family took trips to local, state, and national parks to picnic, hike, and camp and learn about our natural heritage. My mom always stressed leaving a place better than we found it. We observed and enjoyed wildflowers and wildlife, but left them in their natural setting. My experience in scouts helped reinforce this, and by the time I was in junior high school, I was "hooked" on the environment. This was about the time of the first Earth Day, and I focused my science project that year on pollution. (I took slides of littered fields and waterways in our community, showing them to local civic groups, and getting my principal's okay to start a club at school called Students To Oppose Pollution. We cleaned up several areas and made posters to publicize the need to do a better job of keeping our own town clean.)

As an adult, I try to live my life in ways that have as little negative impact (and as much positive impact) on the environment as I can. Family and friends joke about being afraid to throw anything away when they visit us, lest they put it in the wrong place. We compost and recycle, and we reuse many things (like plastic bags and containers) that others might just toss. I also make a conscious effort to buy products with less packaging, skip taking a bag when I have fairly few items, and walk or ride my bike to do errands when reasonably practical.



One of the more important parts of stewardship is passing on to others a respect for the Earth and a knowledge of practical ways to take care of it. As a teacher, I have frequent opportunities to do so. We study forests and other resources and the issues surrounding them in class. We take field trips so that students can have a firsthand appreciation of forests and other natural areas. I try to model the kinds of actions that I believe are appropriate. Even a simple thing like stopping to pick up trash on a trail can have a big effect. It's satisfying to pick something doable, take responsibility, and see the results. Many of these kinds of ideas can be used as easily with family and friends as with a class.

STEWARDSHIP STATEMENT #7

My husband and I care about the environment, not just because we think it's the right thing to do, but because we get so much enjoyment out of spending time in nature. We're members of Friends of the MacKenzie Environmental Center and have volunteered there, as well as for the Nature Conservancy, Audubon Society, and International Crane Foundation. We've learned about birds, prairie plants, and making maple syrup while also helping out and making new friends. We usually get our annual state park stickers and trail use passes early each year and spend many free hours hiking, swimming, biking, and camping in the state parks. It's easy to want to do your part to keep these places in good shape when you reflect on how much they have to offer us. It's also incentive to stay informed. We regularly read *Wisconsin Natural Resources*, as well as other magazines and books about natural resources and environmental issues.

I think it's important to appreciate the good things in life and to take action on those things that we can do. It sometimes seems like there are many things over which we have no control, but there are plenty of ways we can make a difference. If we focus on these things, it brings hope to our lives and can make a big difference in our world, a little bit at a time.

