Republic of Liberia   **Forestry Training Institute**

FTI
Forestry Training Institute

PARTICIPATORY TEACHING
TECHNIQUES GUIDE

A COMPLEMENT TO THE TRAINING ORGANIZED BY PROSPER FOR THE FTI FACULTY

AUGUST 2013

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Republic of Liberia

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PREFACE

WHY THIS PARTICIPATORY TEACHING TECHNIQUES GUIDE?

In 2012, the USAID/Liberia PROSPER program conducting an initial teacher capacity assessment, in support of the development of FTI's community forestry curriculum. In addition PROSPER developed and proposed classes and sequencing for the community forestry curriculum inclusive of learning objectives, key concepts, and learning milestones, and drafted ten illustrative modules for inclusion in the draft curriculum.

Among the key findings of the teacher capacity assessment was the need to improve the teaching techniques used by teachers to deliver existing courses. To address this issue, PROSPER conducted a teacher training workshop in August 2013, to orient the FTI faculty to modern participatory teaching techniques. This guide is a compilation of the training materials used and products from the training workshops.

This guide provides the FTI Faculty and staff with the necessary guidance to develop lesson plans and classes that will provide students with a solid knowledge foundation intended in the courses offered at FTI.

Some reflections from the FTI Faculty on the participatory teaching training, which culminated in the development of the guide;

- Instructors were enthusiastic about interactive teaching techniques and learner-centered pedagogy. Based on their evaluations, the faculty members were eager to incorporate these new ideas into their teaching especially creating lesson plans and designing interactive lectures. Most participating faculty noted that they had never attended a teacher training workshop but felt they had learned some principles that they could immediately apply in their classes.

- The teaching techniques will greatly reduce the space and increase interaction between instructors and students within and outside of classes.

- FTI faculty will improve innovative use of visual aids and other appropriate pedagogic material to teach using interactive techniques, beyond the restriction of the black board.

- The Faculty was receptive to peer-teaching and evaluations. They also spoke of the need coordinate their teaching activities to eliminate redundancies and find synergies where they are able to help each other.

FOR WHOM IS THIS PARTICIPATORY TECHNIQUES TEACHING GUIDE INTENDED?

This participatory teaching techniques guide has been developed for use by Liberia's Forestry Training Institute, located in Tubmanburg City west of Monrovia. Established in 1976 as one of two Mano River Union institutes based in Monrovia, Liberia, the FTI has produced mid-level forestry technicians for Liberia as well as its neighboring countries for over 35 years. USAID/Liberia PROSPER undertook the preparation of the participatory teaching techniques guide in support of FTI's five-year Master Plan (2012-2017). The guide contributes directly to the attainment of FTI's Vision which is to be "the leading provider of middle-level personnel trained to promote the sustainable use and management of renewable natural resources to strengthen and improve the Liberian economy and society."

The development of this participatory teaching techniques guide was led by PROSPER Community Forestry Consultant, Dr. Kenneth Bauer, with the assistance of PROSPER Senior Community Forestry Officer, Dr. Samuel Koffa and Education Advisor, T. Doe Johnson. Technical supervision was provided by Eugene Cole, Leader for Educational Development and Outreach, and Vaneska Litz, Deputy Chief of Party, PROSPER.
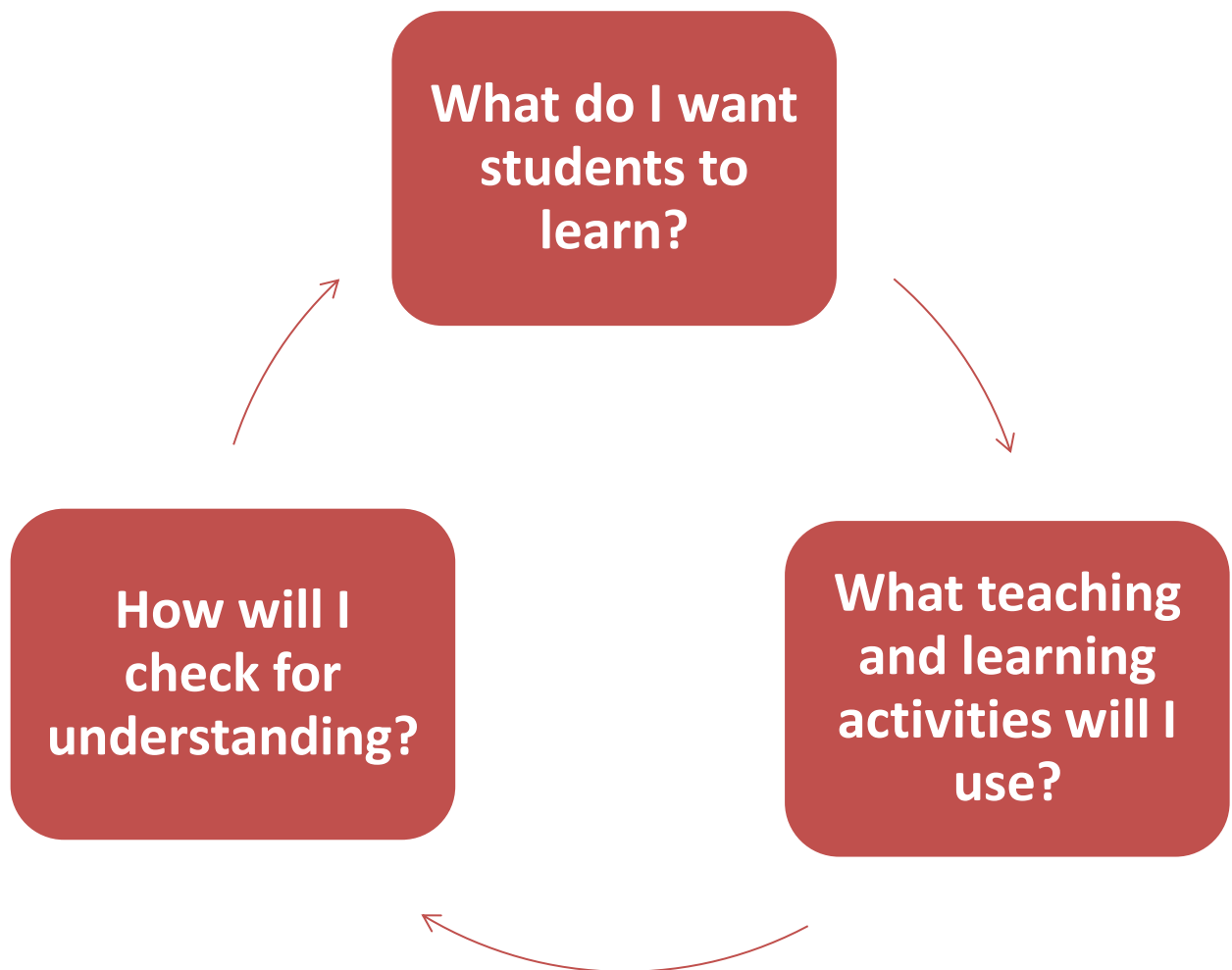
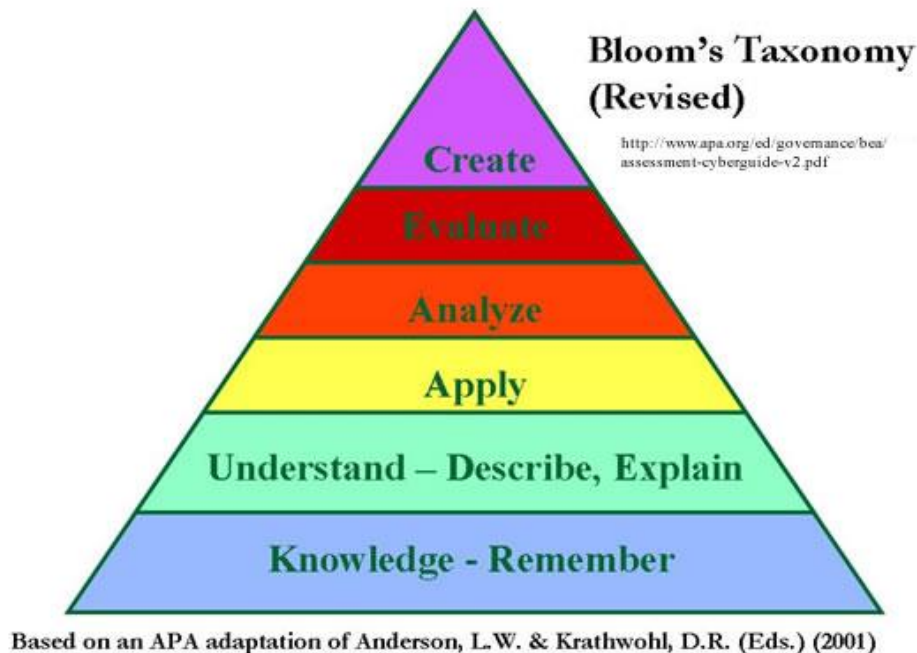_____
G. Garvoie Kardoh
Chair BOD/FTI

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1. PREPARING LESSON PLANS

What do I want students to learn?

What teaching and learning activities will I use?

How will I check for understanding?

1.1 BLOOM'S TAXONOMY

Bloom's Taxonomy (Revised)
http://www.apa.org/ed/governance/bea/assessment-cyberguide-v2.pdf

Create
Evaluate
Analyze
Apply
Understand – Describe, Explain
Knowledge - Remember

Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)

	Category	Representative Skills	Sample Verbs to Use
1	*Knowledge* (memorization)	Recall, remember or recognize information	Define, identify, recall, recognize
2	*Comprehension* (understanding)	Relate, discrete facts, summarize or rephrase ideas	Describe, compare, contrast (in your own words)
3	*Application* (problem-solving)	Apply rules, laws, concepts, principles, and theories to answer or solve a problem. Apply materials to a new and concrete situation.	Apply, classify, illustrate with an example.
4	*Analysis* (dissection)	Identify the component parts of a complex whole (e.g., a phenomenon or problem). Identify the relationships between the parts.	Analyze, support, draw conclusions
5	*Synthesis* (creation)	Combine two or more elements into a new (for the students) combination or set of	Predict, develop, design

	Category	Representative Skills	Sample Verbs to Use
		relationships	
6	*Evaluation* (Judgment)	Critically assess the quality or judge the work based on internal consistency or external criteria	Evaluate, assess, judge

Category	Community Forestry	Verbs
Knowledge (memorization)		Define, Identify
Comprehension (Understanding)		Describe, Compare
Application (Problem Solving)		Illustrate with an example
Analysis (Dissection)		Support, draw conclusions
Synthesis (creation)		Predict, develop, design
Evaluation (judgment)		Evaluate, assess

1.2 OUTLINE LEARNING OBJECTIVES

What do you want students to learn and be able to do at the end of class?

- What is the topic of the lesson?

- What do I want students to learn?

- What do I want them to understand and be able to do at the end of class?

- What do I want them to take away from this particular lesson?

- What are the most important concepts, ideas, or skills I want students to be able to grasp and apply?

- Why are they important?

- If I ran out of time, which ones could not be omitted?

- Conversely, which ones could I skip if pressed for time?

1.3 DEVELOP THE INTRODUCTION

Consider the following questions when planning your introduction:

- How will I check whether students know anything about the topic or have any preconceived notions about it?

  For example, you can take a simple poll:

  - *"How many of you have heard of community forestry? Raise your hand if you have."*

- What are some commonly held ideas (or possibly misconceptions) about this topic that students might be familiar with or might espouse?

- What will I do to introduce the topic?

Useful Tip:

Design the specific activities you will use to get students to understand and apply what they have learned. Because you will have a diverse body of students with different academic and personal experiences, they may already be familiar with the topic.

1.4 PLAN THE SPECIFIC LEARNING ACTIVITIES

Questions to help you design learning activities:

- What will I do to explain the topic?

- What will I do to illustrate the topic in a different way?

- What are some relevant real-life examples, analogies, or situations that can help students understand the topic?

- What will students need to do to help them understand the topic better?

- Decide what materials are required and how you will acquire these.

- Write the step-by-step procedures that will be performed to reach your objectives.

    – These don't have to involve everything that you will say and do, but you should list the relevant actions.

    – The idea behind a lesson plan is that another teacher could pick it up and successfully teach your class without further instructions.

- Break the material up into several sections and choose activities suitable for each.

    – A good introduction will help students understand what they need to learn the material you are going to present and get them interested in the day's topic.

- Prepare several different ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles.

- As you plan your examples and activities, estimate how much time you will spend on each.

- Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding.

1.5 PLAN TO CHECK FOR UNDERSTANDING

Ask yourself these questions:

- What questions will I ask students to check for understanding?

- What will I have students do to demonstrate that they are following?

- Going back to my list of learning objectives, what activity can I have students do to check whether each of those has been accomplished?

- How will you know that students are learning?

  – Think about specific questions you can ask students in order to check for understanding, write them down, and then paraphrase them so that you are prepared to ask the questions in different ways.

- Try to predict the answers your questions will generate.

- Decide on whether you want students to respond orally or in writing.

1.6 DEVELOP A CONCLUSION AND A PREVIEW

- Go over the material covered in class by summarizing the main points of the lesson.

  – you can state the main points yourself ("Today we talked about…")

  – you can ask a student to help you summarize them

  – you can even ask all students to write down on a piece of paper what they think were the main points of the lesson.

- Conclude the lesson not only by summarizing the main points, but also by previewing the next lesson.

- How does the topic relate to the one that's coming?

- This preview will spur students' interest and help them connect the different ideas within a larger context.

1.7 CREATE A REALISTIC TIMELINE

- It is easy to run out of time and not cover all of the many points you had planned to cover.

    - Narrow down your list to the two or three key concepts, ideas, or skills you want students to learn.

- Adjust lesson plan during class depending on what the students need.

    - Your list of prioritized learning objectives will help you make decisions on the spot and adjust your lesson plan as needed.

    - Having additional examples or alternative activities will also allow you to be flexible.

- Be flexible – be ready to adjust your lesson plan to students' needs and focus on what seems to be more productive rather than sticking to your original plan.

Strategies for creating a realistic timeline:

- Estimate how much time each of the activities will take, then plan some extra time for each.

- When you prepare your lesson plan, next to each activity indicate how much time you expect it will take.

- Plan a few minutes at the end of class to answer any remaining questions and to sum up key points.

- Plan an extra activity or discussion question in case you have time left.

1.8 PRESENTING THE LESSON PLAN

- Let your students know what they will be learning and doing in class will help keep them more engaged and on track.

- You can share your lesson plan by writing a brief agenda on the board or telling students explicitly what they will be learning and doing in class.

- You can outline on the board or on a handout the learning objectives for the class.

   – Providing a meaningful organization of the class time can help students not only remember better, but also follow your presentation and understand the rationale behind in-class activities.

   – Having a clearly visible agenda (e.g., on the board) will help you and students stay on track.

2. INTERACTIVE LECTURE TECHNIQUES

2.1 QUESTION OF THE DAY

- Short activity for the beginning of class that requires students to think actively about the lecture material.

- Pose a question that is not multiple-choice but rather requires short explanations or drawings.

2.2 ONE-MINUTE WRITE

- Ask students to stop what they are doing a produce a written response in only one minute.

  - This technique can be used to collect feedback on understanding by asking them to identify what they thought the most confusing point was or to voice a question.

2.3 DEMONSTRATIONS

- Ask students to demonstrate to the entire class a concept or principle that has just been taught

2.4 ROLE PLAYING

- Put the student in the position of a relevant decision maker, forcing them to apply the content to answer a question or solve a problem.

2.5 SKELETON NOTES

- Offer students handouts or PowerPoint slides with examples of skeleton or partial notes.

- Ask students to complete partial notes as the lecture progresses.

2.6 THINK-PAIR-SHARE

- Pose a question to students that they must consider alone and then discuss with a neighbor before settling on a final answer.

- A think-pair-share can take as little as three minutes (quick-response) or can be longer (extended response), depending on the question or task.

Getting the best out of Think-Pair-Share:
Ask a question. Be aware that open-ended questions are more likely to generate more discussion and higher order thinking.

Give students a minute to two (longer for more complicated questions) to discuss the question and work out an answer.

Ask students to get together in pairs or at most, groups with three or four students. It's important to have small groups so that each student can talk.

Ask for responses from some or all of the pairs or small groups. Include time to discuss as a class as well as time for student pairs to address the question.

Examples of think-pair-share questions include:

- *Describe and interpret an image.*

- *Before we start talking about climate change, have there been periods warmer than the present in the past? If so, when did such periods occur and what is the evidence?*

After responses are collected, and possibly a short lecture on climate history:

- *How do we know what the climate was like before people started keeping track? How do we measure climate change? How do we measure the effects of climate change?*

3. DELIVERY TECHNIQUES
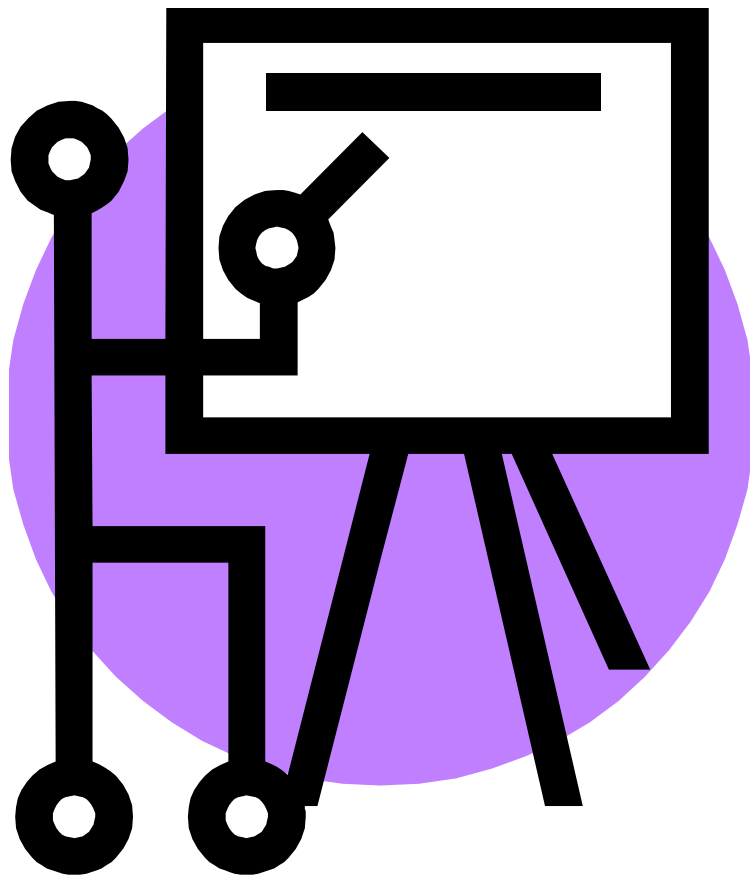
3.1 ESTABLISH A POSITIVE CLASSROOM ENVIRONMENT

- Create a non-threatening learning environment

- Organize physical space to eliminate situations that may be disruptive

- Establish classroom rules and procedures and consistently reinforce them

- Make the classroom a pleasant, friendly place

- Accept individual differences

- Learning activities should be cooperative and supportive

3.2 BEGIN LESSONS BY GIVING CLEAR INSTRUCTIONS

- State desired quality of work

- Have students paraphrase directions

- Ensure that all distractions have been removed

- Describe expectations, activities and evaluation procedures

- Start with a motivating activity

- Build lesson upon prior student knowledge

3.3 MAINTAIN STUDENT ATTENTION

- Use random selection in calling upon students

- Vary who you call on and how you call on them

- Ask questions before calling on a student

    – wait at least five seconds for a response

- Be animated; show enthusiasm and interest

- Reinforce student efforts with praise

- Vary instructional methods

- Provide work of appropriate difficulty

- Demonstrate and model the types of responses or tasks you want students to perform

3.4 USE APPROPRIATE PACING

- Be aware of your teaching tempo

- Watch for cues that students are becoming confused, bored or restless

    – sometimes lesson have to be shortened

3.5 EVALUATE WHAT HAS TAKEN PLACE

- Summarize the lesson and focus on positive gains made by students

- Determine if the lesson was successful

    – were goals accomplished?

3.6 DEVELOP POSITIVE TEACHER/STUDENT RELATIONSHIPS

- Set a good example; be a positive role model

- Create an exciting learning environment for all students

- Handling disruptions

    – Keep It Short and Simple (KISS)

    – Defer disruptive behavior proactively (eye contact, close space between you and student, use head/hand gestures)

4. EFFECTIVE DISCUSSIONS

4.1 THE PROBLEM

- Discussion commonly falters as a result of students being unprepared.

- Discussion can degenerate into an explanation session for those who do not understand the issue by the ones who did, even when all students try to come prepared.

- Discussion may not engage students if they are simply asked to "discuss the article" or "discuss the answers to the questions".

- Not everyone participates equally, with some students not participating and others dominating the discussion.

4.2 TECHNIQUES

- Be sure that it is clear in your mind why you are having the discussion and what you hope students will gain from the discussion.

- Select a discussable topic. Don't simply ask students to "discuss the reading" or "discuss the answers to the homework" is difficult.

- A topic with a number of possible sides or answers makes a good discussable topic.

    – Choosing a topic that is relevant to students increases the likelihood that students will actively participate in the discussion.

- If an issue has two "sides", consider assigning half the class to one side and half to the other side of the issue. Have each defend their side in the discussion.

4.3 DRAWBACKS

- Discussion can go astray from the intended topic.

- Assessing student learning associated with a discussion is potentially difficult.

    – give students a grade for the discussion based on quality of comments

    – ask questions about the topics on an exam

    – give a follow-up written assignment

    – grade the written preparation for the discussion.

- Discussions can consume more time than lecture would for a comparable amount of material to be delivered. In discussion, though, students actively engage the material.

- Some students tend to dominate discussions. Some students come poorly prepared, no matter what the incentive.

4.4 CRITICAL ASPECTS FOR SUCCESS

- Students must be prepared for the discussion. If they are not prepared, discussion will not work.

    – have students prepare individual written responses to questions in advance

- Structure the room so that students talk to one another, rather than to the instructor, during the discussion.

    – Avoid standing at the front of the room. Instead, sit to one side, where you will be less likely seen as "the authority".

- Come to a mutual agreement with the class about what the mechanics will be for the discussion (e.g., who talks when, etiquette about disagreeing, and so forth).

    – have students develop these rules for discussion.

    – requiring students to make reference to a previous student comment can help keep a discussion from becoming scattered.

- Avoid the temptation of asserting your opinion in the discussion unless the discussion is stalled.

    – Many students may be shy to participate in a class discussion, even when they are prepared.

    – Adding a session of think-pair-share before the whole-class discussion can help involve all students in small-group discussion, thus giving students the support of a partner during class discussion.

5 DEBATES

5.1 DEBATE PREPARATION

In order to ensure that you are prepared for the debates, there are the following short- term assignments:

- An annotated list of at least 5 references (articles, websites, etc.) you will be using to prepare for the debate.

    – "Annotated' refers to your having one or two sentences after each reference describing the importance of this source.

- A typed one paragraph summary of your character's stance

5.2 DEBATE PROCEDURE

1. **Five minute** presentation of your answer to the question posed. Your presentation should be full of "convincing facts" to sway the audience to your point of view on the question.

2. Your opponent makes his/her **five minute** presentation

3. The **three minute** rebuttal by the first presenter

4. The second presenter responds with a **three minute** rebuttal

5. **Five minute** question/answer session from the audience to both presenters

6. The audience and judge will fill out their ballots to decide a winner.

7. Announce winner of overall debate

Example Debate

*Debate Topic***:** "Should more of XY region be opened to logging?"

*Student Roles***:** local villager, Forest Development Authority ranger, town authority, conservationist, and logging company representative.

*Student tasks***:**

- Identify the issues involved in this question (e.g., biodiversity values, ecosystem services, local vs. national development, water quality, jobs, state regulations, etc…)

    – in-class discussion or student writing assignment

- What would each character's point of view be on this question? Prepare introductory statement.

    – student writing assignment

- Preparation of rebuttal statement

    – Anticipate what the "other side" would say

- Two assignments due in advance of the debate: (1) list of resources and (2) one paragraph position statement of the student's character.

Timing:

- Preparation time, one class period of debate, one class period follow-up discussion and integration into the course.

6 GALLERY WALK – STEP BY STEP INSTRUCTIONS

6.1 GENERATE QUESTIONS

Think of four to five questions to use around a central class concept. Student teams in a Gallery Walk typically number three to five. So, for a class of twenty write four to five questions.

1. **Write Questions** -- Before class time, write the Gallery Walk questions on large sheets of paper, flip charts, whiteboards, or simply write questions on pieces of normal paper. Write one question for one sheet of paper.

2. **Post Questions** -- Post the questions on the wall around the class, giving sufficient separation space between sheets. Alternatively, questions can be placed on desks dispersed throughout the class.

3. **Prepare Students** -- Give students instructions for carrying out the technique.

4. **Group Students and Assign Roles** -- Arrange students into teams of three to five. Provide each group with a different colored marker, pen, or crayon. Ask that each group member introduce themselves.

5. **Begin Gallery Walk** -- Direct teams to different charts or "stations." Upon arriving at the station, each team writes comments for the question posed at the station. To avoid chart clutter and rambling comments, encourage students to write in a pithy bulleted format closest to the top of the chart.

6. **Rotate to New Station and Add Content** -- After a short period of time, e.g., three to five minutes, say "rotate." The group then rotates, clockwise, to the next station. At the new station the group adds new comments and responds to comments left by the previous group. To involve all group members, switch recorders at each station.

7. **Instructor Monitors Progress** -- As groups rotate, the instructor nurtures student discussion and involves all group members. Be ready to a) rephrase questions or to provide hints if students either don't understand or misinterpret questions; be ready to provide instructions for those that still don't understand how to conduct a Gallery Walk. To spur discussion, ask questions like "Your group seems to think ..... about this issue. How would you rephrase or summarize what has been discussed so far?" or "What similarities and differences do you see between the responses you are giving at this station and what was summarized at the last station?"

8. **Return to Starting Point** and **Report Out** -- In the "Report Out" stage, the group synthesizes what has been written about their original discussion question. Allow about ten minutes for the group to synthesize comments. Each group summarizes the comments on their question and makes an oral presentation to the class. The oral report should not exceed five minutes in length.

9. **Gauge for Student Understanding** -- During "Report Out" stage, the instructor reinforces correctly expressed concepts and corrects for misconceptions and errors. What, for example, did students seem to readily understand? What did they find difficult and how can I adjust my teaching to accommodate students?

6.2 GALLERY WALK -- EXAMPLE QUESTIONS

The following are potential questions about community forestry that could be used in a gallery walk activity:

1. Explain how changes in land use patterns from forest to agriculture impact the environment.

2. Explain how changes in land use patterns from forest to agriculture impact local communities.

3. Explain how variations in local weather and water resources are related to changes in land use patterns.

4. What is a typical day like for a community (or specific group like women)? What is the physical environment? What is family life like?

5. You have just been appointed FDA Ranger in XY County. You are proposing changes in forest management strategies. Criticize the current (conventional) management plan for the forest.

6. You have just been appointed FDA Ranger in XY County. You are proposing a conservation plan. Criticize the current management plan.

7. Describe the unique adaptations communities must make in forest environments?

8. Describe how community forests are impacted by a) commercial logging leases; b) conservation areas; c) climate change; d) internal conflicts e) conflicts with external agents.

9. What are the impacts of community forests on ecosystems?

10. Draw several diagrams sequencing the development of a community forest.

11. A community has proposed to become a registered forest user group. Cite evidence for management competence and capacity.

12. Look at a topographic and/or forest cover map. Where would you locate a community forest on this map?

13. You are a Forest Development Authority ranger. A community forest will be created in your region. Cite at least three positive impacts and three negative impacts of the community forest.

14. Look at a posted topographic and/or forest cover map. Argue for/against the community forest development potential on this map. Place a red sticker on areas depicted on the map that limitations for community forestry. Place a green sticker on areas where community forestry development could proceed. Justify your assessment.

7 CASE STUDY: LAND CONCESSIONS AND PUBLIC CONSULTATION

7.1 INSTRUCTIONS

The following case study can be utilized by students to learn how to do a stakeholder analysis and to examine the interests and conflicts among various groups with regards to land use, community forests, and concessions in Liberia. Students should prepare for class discussion by reading the case study *before* class. Following the case study, a table is provided that can help frame class discussion. It may be fruitful to break students into pairs or groups to work together.

Golden Veroleum Liberia (GVL)

Golden Veroleum Liberia (GVL) is an Indonesian-based palm oil production company. In August 2010, GVL signed a 65-year concession agreement with the Government of Liberia (GoL) to develop a large-scale commercial grade oil palm plantation in the southeastern region of Liberia. The agreement grants GVL the right to identify 220,000 hectares of land for palm oil production and an additional 40,000 hectares for outgrowers. This land was to be identified following a survey of 350,000 hectares located in Grand Kru, Maryland, River Gee, River Cess and Sinoe counties (see Map 1 attached). The concession agreement also gives GVL the right to resettle people living within the concession area. Through this agreement, resettlement costs are carried by the government, although the government can request up to $3million dollars from GVL over the course of the 65 years to compensate affected individuals at a rate not to exceed $200/hectare. Under the agreement, GVL can also restrict access and use of roads within the concession area.

Sections 90 and 91 of the Public Procurement and Concessions Act require public notice and stakeholder consultations prior to issuance of a concession agreement. A 2013 audit contracted by the Liberia Extractive Industry transparency Initiative (LEITI) found that in the case of the GVL, this provision of the law was not complied with and required consultations had not taken place.
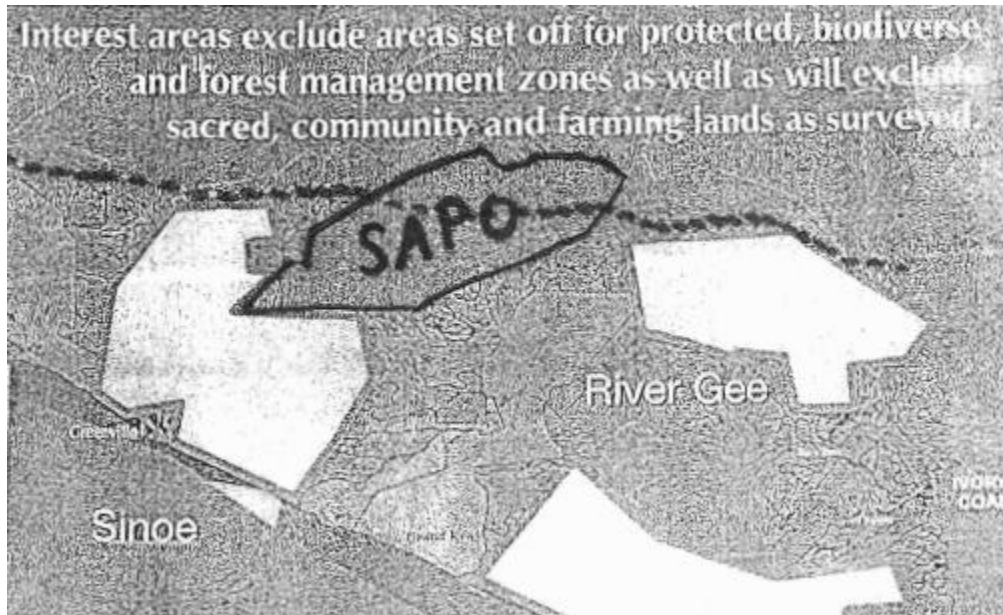
Numopoh

The Numopoh community in Sinoe County is located north of Greenville and south of Sapo National Park and falls entirely within the 350,000 hectares from which GVL may select their plantation area (see map). The Numopoh community's customary lands cover more than 40,000 hectares, most of which is primary forest. Between 2008 and 2011, USAID through the Land Rights and Community Forest Program worked with the Numopoh Community and the Forestry Development Authority (FDA) to identify and demarcate one of 9 community forests in the Numopoh community – an area covering approximately 10,000 hectares (see Map 2 attached).

Numopoh and GVL

In late 2011, the Numopoh Community was approached by GVL representatives who informed the community that GVL would establish a nursery in the community. For the community, this was the first time that they were aware that the Liberia government had signed a concession agreement for oil palm plantation development, and that their land was within the concession area. By early 2012, the nursery was established and the community was further informed by GVL that a minimum of 15,000 hectares of land would be planted with oil palm. This raised concerns within the community as to where they would continue to farm and what impact this would have on their forests.

In early 2012, a member of the Community Forest Management Body approached a community rights advocacy organization in Sinoe County to complain about the lack of consultation with his community in the development of the concession agreement. At this point, the Numopoh Community representative was given a copy of a Social Agreement that had been signed between GVL and on behalf of the Numopoh community by the former commissioner of Numopoh County District, D.Wrogee Suoh. A complaint against the Commissioner was subsequently filed and Mr. Suoh was suspended.

The Numopoh Community, fearful that their farm and forestlands will be taken from them with minimal compensation, has initiated discussions with GVL in order to work together and identify areas for oil palm plantation development and to attempt to renegotiate the Social Agreement. The community is currently torn apart: some members wish to cooperate with the company, others are demanding a renegotiation of the concession agreement, while still others would like GVL to leave the area altogether.

MAP 1: The areas of interest for plantation development are shaded in white and include the Numopoh area just south of Sapo National Park.
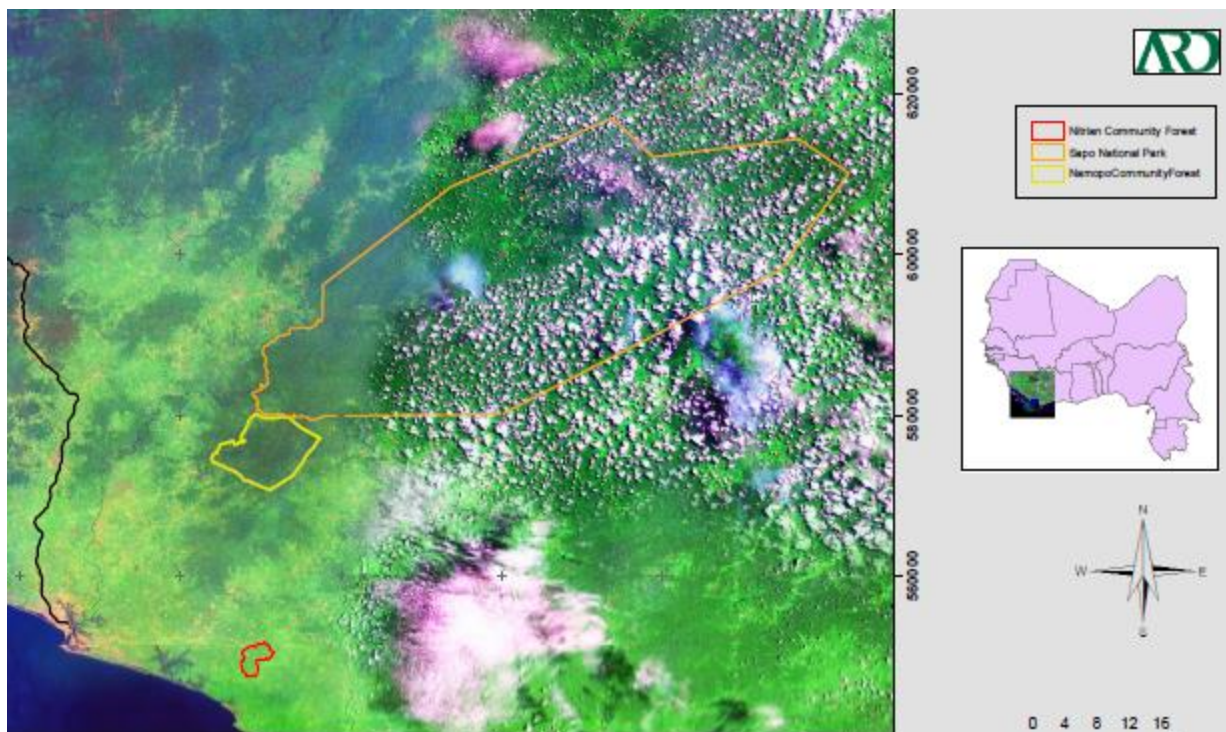
MAP 2: The area outlined in yellow depicts the boundaries of Numopoh community forest. The orange boundary lines demarcate Sapo National Park

Case Study Facts	Who Are the Stakeholders?	How Are They Affected?	What does this Stakeholder Want?	Suggestions: Next Best Steps

8 FOREST WALK

8.1 ILLUSTRATIVE ASSIGNMENT:

During this walk, teams of students will observe and discuss the condition of a forest. Then they begin systematically to make decisions on broad questions that fall into the areas of:

- **Boundaries**. How will the boundaries be defined? Where are the boundaries of the forest? Will there be internal boundaries or zones? How will the boundaries be marked? What is inside the boundaries?

- **Management.** Who should be the manager? Who has the responsibility to manage? Who has the authority to manage? Who can most effectively manage the forest? How can the forest be protected? Will there be guards? Village patrols? Which areas need special protection? How will the authority to protect be recognized? Do we have a legal right to protect the forest? What other action should be taken to secure the forest and make it useful?

- **Use**. How should the forest be used and not used? Given what we understand about the forest, how can we best use it? Should nonmembers have access? What uses should be allowed to continue freely? What uses are reasonable? What will not be allowed?

- **Violations**. How should those who break the rules be dealt with? What should be the penalties? What are the fines for different offences? Are they enforceable?

- **Silviculture**. Are there areas of the forest that should be planted? Are there areas that need complete protection to regenerate?

- **Measuring success**. How will we know if we are succeeding? What will tell us that the forest is well managed? How will we know if we are doing a good job or not?

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