

Our Environment

Taking care of our future

An education booklet

developed by

Environmental Foundation for Africa

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SV/UNHCR

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Environment - what is it?

SUBJECT OF INTEGRATION

Science, Social Studies.

OBJECTIVE

By the end of the lesson, the pupils will be able to describe what the environment is and what constitutes the environment.

MAIN MESSAGE

Our environment is us and our surroundings

OPTIONAL MATERIAL

Pictures or posters about the environment.

GUIDELINES

- 1 Take the pupils outside the classroom, and ask them to observe things in their environment by breathing the air, closing their eyes, listening to the wind, and feeling the warmth of the sun on their skin. All are a part of the environment.
- 2 Ask the pupils to name the things on page 6 in the pupils' book.
- 3 Ask the pupils to say which of the objects are part of the environment.
- 4 Let the pupils identify at least three things as part of the environment in the picture on page 7 in the pupils' book.
- 5 Let the pupils name three other things in their environment (at home or in school) and draw them.

EVALUATE

Ask the pupils to describe what constitutes the environment.

Things in the environment

SUBJECT OF INTEGRATION

Science, Social Studies

OBJECTIVE

By the end of the lesson, the pupils will be able to name examples of living and non-living things found in the environment. They will also have the understanding that human beings and their actions are also a part of the environment.

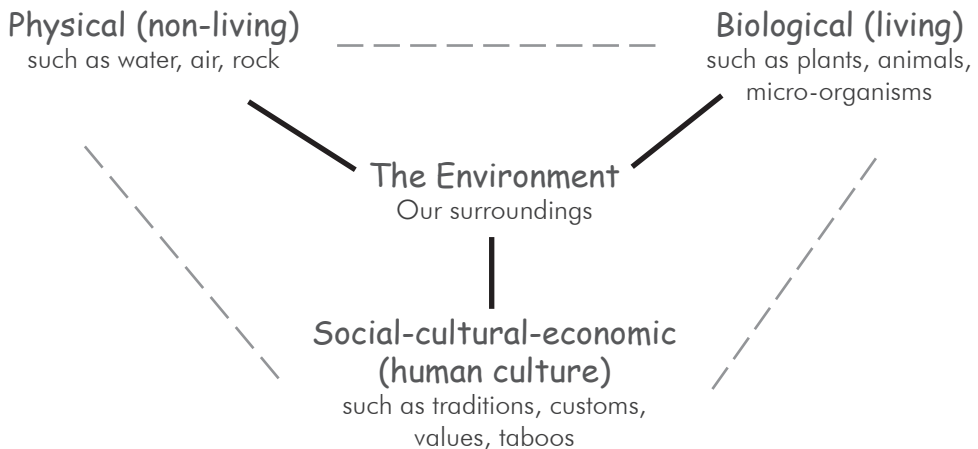
MAIN MESSAGE

In the environment there are living and non-living things. They interact with one another.

OPTIONAL MATERIAL

Figure 1, pictures displaying living/non-living things.

FIGURE 1: THE CONCEPT OF THE ENVIRONMENT



Things in the environment

GUIDELINES

- 1 Ask the pupils to look at the picture on page 8 in the pupils' book and give examples of living and non-living things.
- 2 Let the pupils go outside and identify non-living things, such as stones or rocks. They can draw them or bring them to the classroom to display.
- 3 Let the pupils identify some living things such as birds and crickets. Let them observe their actions and try to imitate them.
- 4 Explain the figure on page 9 in the pupils' book for the pupils (see Figure 1 on page 7 in the Teacher Key to make additional explanations)
- 5 Let the pupils give examples of human traditions and cultural activities. Relate those to the environment.
- 6 Summarize the class' findings in a table format on the chalkboard.

LIVING THINGS	NON-LIVING THINGS	HUMAN CULTURE
People Monkey	Rock Sun	Dance Marriage

EVALUATE

Observe the pupils' ability to recognize the difference between living and non-living things in their environment and how these interact or inter-relate. Use a picture or a poster for the final review.

Webs of life

SUBJECT OF INTEGRATION

Science, Social Studies, Art, Language Arts

OBJECTIVE

By the end of the lesson, the pupils should be able to describe the general sequence of a food chain in their environment. The pupils should be able to give examples of producers and consumers.

MAIN MESSAGE

Nothing in the environment is found in isolation. All elements in the environment are interdependent. All living things are part of a food chain.

OPTIONAL MATERIAL

Pictures of living things, specimens such as ant or caterpillar on leaf

GUIDELINES

- 1 Ask pupils to go outside and try to find one living thing that is on another. Let them write down their observation.
(Example: caterpillar on leaf, ant on bark of a tree, bird in the tree)
- 2 Explain the concept of food chains and webs. Use the pictures in the lesson.
- 3 Let the pupils make up stories about the duiker, leopard and the human being in picture on page 11 in the pupil's. Let them finish the story in different ways – who finally ate the duiker?
- 4 Have each pupil draw a food chain of his or her favorite food. Show it to the class. Notice that each food chain has green plants in it. Ask pupils to try to imagine what would happen if all the green plants disappeared.
- 5 Let the pupils carry out the activities on the food web (page 12 in the pupil's book) Ask reflective questions such as: If the squirrel does not exist what happens to the cat? If the beetle does not exist, what happens to the tree? etc.

GUIDELINES CONT.

- 6 Describe the categories producer, consumer and decomposer and the cycle of the food chain.

Depending on the food they eat, organisms are grouped into **producers** (plants), **primary consumers** (plant eaters) and **secondary consumers** (meat eater). Each food chain leads to an animal that is not eaten by other animals.

This is not where a **food chain** ends, because members of food chains die. They become food for decomposers. The decomposers, like bacteria, break down wastes and dead organisms along the food chain. The broken down material goes back into the soil and water. They are used by the plants to make more food.

EVALUATE

Ask the pupils the following questions:

- 1) What is a food chain?
- 2) Do organisms in the environment survive alone? If not, why?
- 3) What do you think would happen if bacteria were not found in the environment?
- 4) Do you think that leopards could exist if there were not grasses?
- 5) Do you believe some organisms do not have a specific role in the environment? Why?

How to beautify our surroundings ^{Lesson} 4

SUBJECT OF INTEGRATION

Social Studies, Home Science

OBJECTIVE

By the end of the lesson, the pupils should be able to explain how to make their surroundings more beautiful

MAIN MESSAGE

We can beautify our surroundings by planting trees and keeping our environment clean.

OPTIONAL MATERIAL

Pictures of nice homes or other suitable posters

GUIDELINES

- 1 Review the pupils' knowledge on the definition of the environment and how we (human beings) fit in.
- 2 Let the pupils tell how they can beautify their homes. Show pictures of nice homes with clean compounds as models or let the student describe a nice home.
- 3 Let the pupils look at the picture shown on page 15 in the pupils' book on how to make our surroundings beautiful.
- 4 Let them draw or describe in words how they think their own surroundings at home and in the community could improve.
- 5 Take the class for a visit to a particularly beautiful surrounding in your area.
- 6 Encourage the pupils to take one specific action to beautify their home and tell the class about it.

EVALUATE

Ask the pupils after the lesson to describe how they would like to beautify their school.

Our land and soils

SUBJECT OF INTEGRATION

Science, Agriculture

OBJECTIVE

By the end of the lesson, the pupils will be able to discuss how human activities can lead to land degradation.

MAIN MESSAGE

Misuse of natural resources such as soil and vegetation will lead to environmental degradation that may take years to repair. This may also encourage the spread of deserts.

OPTIONAL MATERIAL

Map of Africa

GUIDELINES

- 1 Explain the terms land degradation and desertification.
- 2 Explain the impact of vegetation removal and mining.
The destruction of vegetation is undertaken in the preparation of land for cultivation. Once vegetation is cleared, the land is exposed to soil erosion, and gradual degradation.

Careless mining causes damage through deforestation and the destruction of farming land.
- 3 Discuss the major activities of human beings that degrade the land.
- 4 Divide the class into groups consisting of 4-6 members. Discuss the questions on page 16 and 17 in the pupils' book. Let the groups present their findings.
- 5 Visit a nearby forest where human activities have encroached if possible.

EVALUATE

Ask the pupils to explain the causes of land degradation in their areas.

Water for all living things

SUBJECT OF INTEGRATION

Science, Agriculture, Language Art

OBJECTIVE

By the end of the lesson, the pupils will be able to explain why water is a vital resource for all living things.

MAIN MESSAGE

Water is a vital resource for all living things.

OPTIONAL MATERIAL

A cabbage

GUIDELINES

- 1 Ask the pupils why water is essential to all living things: people, animals, plants, etc.
- 2 Let the pupils weigh a cabbage and do it again a week later. Why has it lost weight?
- 3 Ask the pupils to write a story on "Water - a thing we can not do without".
- 4 Select the best stories written and display them in the class on the notice board. Ask the pupils to share their stories with the class
- 5 Let the pupils look at the picture on page 19 in the pupils' book. Ask them to identify the objects in the water and tell what things do not belong in clean water.
- 6 Explain why it is important to store their drinking water in clean containers with a lid on.

EVALUATE

Ask the pupils to explain the importance of clean water and safe drinking water.

River as a wetland habitat

SUBJECT OF INTEGRATION

Science, Health

OBJECTIVE

By the end of this lesson, the pupils will be able to explain the importance of conserving rivers as a wetland habitat.

MAIN MESSAGE

Rivers are valuable wetland habitats rich in resources that people use and we must protect them.

OPTIONAL MATERIAL

Pictures of rivers and of dam construction

GUIDELINES

- 1 Explain the term “wetland” and describe the life in the rivers.
Wetland is land containing much soil moisture such as swamps and areas around rivers and lakes.
- 2 Describe the importance of rivers for fishing and the dangers of over-fishing.
Laws and restrictions can be set up on national, regional and local level with regards to fishing nets (size of the net holes), restrictions of use of chemicals, dynamite and other harmful methods.
- 3 Explain why we should keep the rivers clean and free from contamination.
- 4 Ask the pupils to describe ways in which we can take care of our rivers.

EVALUATE

Ask the pupils to explain the importance of rivers to people and answer the following questions:

1. How can they take care of the wetlands?
2. How do you benefit from the river resources?

Species of plants and animals

SUBJECT OF INTEGRATION

Science, Agriculture

OBJECTIVE

By the end of the lesson, the pupils should be able to identify major animal and plant species in the area and discuss human activities that endanger them.

MAIN MESSAGE

We must protect and carefully use the plant and wildlife resources in our environment.

OPTIONAL MATERIAL

List of animals in the region, photos of animals in the African region

GUIDELINES

- 1 Divide the class into groups:
 - a) List wild animals and plants in the area.

- 2 Assign the following tasks to the groups. Let them present their findings for the class
 - b) Group the list of wild animals and plants into abundant and rare ones.
 - c) Describe their general characteristics such as how they look and habits.
 - d) Discuss types of human activities that endanger wild animals and plants in your home areas.

- 3 Make sure that following topics are covered
 - Environmental degradation such as deforestation, destruction of wetlands and other natural homes for animals.
 - Killing animals for profit making.
 - Demand for more land caused by a combination of population growth and poverty forces the poor to cut down forests and destroy wildlife habitats.
 - Slash and burn farming practices.

EVALUATE

Ask the pupils to explain the impact of human activities on the wildlife resources in their area.

The importance of plants

SUBJECT OF INTEGRATION

Science, Agriculture

OBJECTIVE

By the end of the lesson, the pupils will be able to name the plants and identify their uses.

MAIN MESSAGE

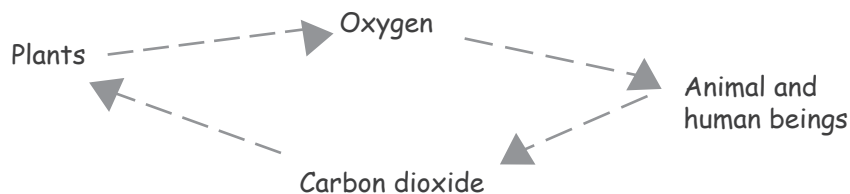
Plants have many different and important uses for us. We have to protect and conserve the variety of plants.

OPTIONAL MATERIAL

List of indigenous and exotic species and their uses, invited for-

GUIDELINES

- 1 Ask the pupils to name different uses of plants in the community.
- 2 Illustrate how plants, animals and the gases interact.



- 3 Ask the pupils to list all the living green plants in the school compound and tell what different types they are (trees, flowers, bushes, and grass, etc.).
- 4 Ask the pupils to describe five uses of plants in the community through writing, drawing or story telling.
- 5 Invite a forester to take the pupils out to identify different tree species and talk about the uses of them.

EVALUATE

Ask the pupils to explain how plants are used where they live.

The importance of wildlife

SUBJECT OF INTEGRATION

Science, Agriculture, Language Arts

OBJECTIVE

By the end of the lesson, the pupil will be able to describe the importance of wild animals.

MAIN MESSAGE

Wild animals provide us with useful materials. They attract tourists to our countries.

OPTIONAL MATERIAL

Photos/pictures of wild animals

GUIDELINES

- 1 Ask the pupils to define wildlife and to discuss the difference between wild and domestic animals.
- 2 Ask the pupils to meet with the local agricultural officer, or game officer who talks to them about wild animals in their area. Ask them to find answers to the following questions:
 - What different types of wild animals are found in the area?
 - How do they live?
 - Are they dangerous?
 - How do people protect the wild animals in the area?
 - Are there many conflicts between wild animals and people?
 - What will happen if animals are not protected?
- 3 Ask the pupils if they have seen any of the rare and endangered species in the picture on page 26 in the pupils' book.
- 4 Discuss with the pupils the impact of the extinction of one species on the environment.

EVALUATE

Let the pupils present their findings from their visit to the game/agricultural officer.

The diversity of the rainforest

Lesson 1

SUBJECT OF INTEGRATION

Science, Agriculture, Social Studies

OBJECTIVE

By the end of the lesson, the pupils will be able to describe the particular importance of rainforests.

MAIN MESSAGE

The forests of this region are rainforests and are extremely important because of the diversity of life living in them.

OPTIONAL MATERIAL

Map of surroundings

GUIDELINES

- 1 Ask the pupils if there is any rainforest close by. Let them show on a map the location.
- 2 Discuss with the pupils the following:
 - Are the forests in your area protected? How? By whom?
 - Are the forests in your area natural or artificial?
 - What happens to people found cutting trees?
 - Do you think that the measure is appropriate?
 - Can you think of any alternatives to generate income for woodcutters?
- 3 Ask the pupils to draw a picture of, or tell a story about, the rainforest and a picture/story of a deforested area.
- 4 Let the pupils suggest ideas of how we can protect the forest and at the same time generate money. Use concepts such as national parks, wildlife and visitors. Refer to the picture on page 29 in the pupils' book.

EVALUATE

Ask the pupils to explain at least three methods of conserving forests.

The uses of trees

SUBJECT OF INTEGRATION

Science, Agriculture, English

OBJECTIVE

By the end of the lesson, the pupils will be able to describe the main uses of trees.

MAIN MESSAGE

Conserve forests since destroying forests could lead to the loss of useful material.

OPTIONAL MATERIAL

List of tree species and their uses

GUIDELINES

- 1 Ask the pupils: How do we use our forest? The pupils should list products like houses, floors, windows, doors, pencils, boats, paper, fuel, furniture, matches, logs, roofs, ladders, fences, medicines, etc.
- 2 Ask the pupils to find out or invite community elders to share their experiences on forest resources in the past. Let them find answers to the following questions:
 - 1) Was there more forest cover in the area than what exists today?
 - 2) What happened to the forest?
 - 3) Has anything happened to the land that was previously forested?
- 3 Organise a forum where the pupils can tell the importance of forest resources for the entire community.
- 4 Let the pupils study a tree during a year and record all activities of animals and insects using the tree.

EVALUATE

Let the pupils dramatize what they would do if they found some people destroying the forest (such as woodcutters, charcoal burner etc.).

The need for planting trees

SUBJECT OF INTEGRATION

Science, Agriculture

OBJECTIVE

By the end of the lesson, the pupils will be able to name different tree species and describe how they can be utilized.

MAIN MESSAGE

To save the rainforest trees have to be planted. Different trees can serve different purposes.

OPTIONAL MATERIAL

GUIDELINES

- 1 Ask the pupils if the forest boundary has changed. Let them find out from their parents and grandparents.
- 2 Let the pupils discuss in groups how to relieve the pressure on the forest
 - How does the community utilize the forest?
 - In whose interest is it to maintain the forest?
- 3 Let the groups make analysis of the community's or their homes' needs and decide which tree species would be most appropriate to plant in the community and the surroundings.
- 4 Ask the pupils to draw a picture of what the community could look like if trees were planted there.

EVALUATE

Ask the pupils which tree species they would plant around their homes and the reason for the decision.

Energy - what it is

SUBJECT OF INTEGRATION

Physical Education, General Studies, Science.

OBJECTIVE

By the end of this lesson, the pupils will be able to describe why we need energy every day.

MAIN MESSAGE

Without energy, life cannot function properly.

OPTIONAL MATERIAL

Devices such as matches, electric bulb, torch [flashlight].

GUIDELINES

- 1 Activate the class in an energy game. Energize the class in the following way, giving instructions: "Stand up! Sit down! Stand up! Turn left! Turn right and move your hands above your head!" Ask the class: "How do you feel? Hot? Tired?"
- 2 Explain that their bodies have turned food into energy and they have used the energy for standing, sitting and turning. All activities need energy.
- 3 Explain the different energy forms. Refer to the pictures on page 36 in the pupils' book and let the pupils ask and respond.
- 4 Ask the pupils to dramatize
 - a) A child running.
 - b) A woman carrying a load on her head.
 Which of the two people needs more energy and why
- 5 Let the pupils analyse what kinds of energy are involved in cooking.
- 6 Ask the pupils to name three activities that need a lot of energy.

EVALUATE

Let the pupils explain what energy is and why people needs it..

How to save energy

SUBJECT OF INTEGRATION

Science, Home Economics*, English, Art, Mathematics*.

OBJECTIVE

By the end of the lesson, the pupils will be able to explain how energy can be wisely used in their homes.

MAIN MESSAGE

Energy sources are very scarce. We need to use energy without wasting it.

OPTIONAL MATERIAL

Three-fire stove, energy saving stove

GUIDELINES

- 1 Organize a trip to the village to observe the way people use and conserve energy. Special attention should be paid to the firewood used for cooking and the use of three-stone fires and energy-saving stoves. The pupils should find answers to the following questions by visiting one family:
 - 1) What is the main source of energy used in the home?
 - 2) What cooking method do they use?
 - 3) What types of things do they do to save energy?
 - 4) Where does the family collect firewood?
 - 5) How many heaps of firewood does the family collect in a week?
- 2 Discuss the findings with the class and draw conclusions about the differences between the three-stone fire and the energy saving stove.
- 3 Ask the pupils to make the same study in their own homes.

EVALUATE

Let the pupils explain why they should save energy in their homes.

** Note to Mathematics/Home Economics teachers: It has been reliably estimated that an eco-stove uses one third of the amount of wood/coal used in a 3-stone fireplace. This could be used as an example for calculating cash or firewood/charcoal savings.*

Managing your waste

SUBJECT OF INTEGRATION

Health Science, Social Science

OBJECTIVE

By the end of the lesson, the pupils will be able to describe ways of managing day-to-day household waste.

MAIN MESSAGE

We can among other things prevent illness by keeping the environment free from waste.

OPTIONAL MATERIAL

GUIDELINES

- 1 Explain the concept of solid waste and then let the pupils record the waste they see in the school yard and surroundings. Let them count and categorize the organic waste and inorganic waste. Ask them to put all the organic matter into the compost pit and the other in the school rubbish pile.
- 2 Discuss by question and answer how the throwing of rubbish in the river or in the compound can effect the beauty of a place, cause a safety hazard and affect plants, wildlife and the amount of space.
- 3 Let the pupils make a waste management plan for the school including the following:
 - 1) Where to throw waste such as paper.
 - 2) How to recycle and reuse some products like bottles or containers.
 - 3) Keep the class and the school compound clean by regular clean-up campaigns.
 - 4) How to recycle organic waste. Composting is a means of recycling organic waste such as leaves, grass cuttings, fruit and vegetable remains by combining them in an open pile or container so that they decompose through microbial action into humus.

EVALUATE

Ask the pupils to describe ways to keep the environment free from wastes.

Keeping our water clean

SUBJECT OF INTEGRATION

Science, Social Studies, Language Art.

OBJECTIVE

By the end of the lesson, the pupils will be able to describe methods of obtaining clean water for drinking and ways to keep water safe.

MAIN MESSAGE

Keep water clean and free from contamination.

OPTIONAL MATERIAL

2 glass with water

GUIDELINES

- 1 Make polluted water in a glass. Add sweepings from the floor to a glass of water. Compare it with a glass of clean water. How does it look? Smell?
- 2 Explain the causes and sources of water contamination. Ask pupils to describe sources of water pollution in their area.
- 3 Ask the pupils to draw examples of traditional methods used by people in their community to control water contamination.
- 4 Describe methods for obtaining clean water for drinking and ways to keep water safe. Let the pupils think about the different ways to get safe drinking water and tell what way they could actually adopt.
- 5 Let the students think of ways in which they could actually help keep the water sources in the community clean.

EVALUATE

Let the pupils make a drama on the importance of clean water.

Keeping our surroundings clean

Lesson 1

SUBJECT OF INTEGRATION

Social Studies, Home Economics, Art, English, Health

OBJECTIVE

By the end of the lesson, the pupils will be able to explain the importance of personal hygiene and keeping their surroundings clean.

MAIN MESSAGE

To remain healthy, we must observe personal hygiene rules and keep our surroundings clean.

OPTIONAL MATERIAL

GUIDELINES

- 1 Ask the pupils to give reasons why we need to keep our surroundings clean and how it can be done.
- 2 Take the pupils to a place where people throw garbage. Let them describe what they see, and smell. Draw a sketch of the area. Back in the classroom, let the pupils write down and categorize their findings in two columns for *organic* and *inorganic* waste.
- 3 Discuss with the pupils the environmental health problems this leads to.
- 4 Encourage the pupils to make a roster to check on the cleanliness of their class room and school compound.
- 5 Let the pupils present a drama of how proper hygiene rules should apply.

EVALUATE

Ask the pupils to state what they can do to continue to observe personal hygiene and keep their surroundings clean.

Clean water for our health

SUBJECT OF INTEGRATION

Science, Home Science, Health.

OBJECTIVE

By the end of the lesson, the pupils will understand the importance of clean water and also have the knowledge of the damage unclean water is having in the area.

MAIN MESSAGE

Unless water is protected, it can cause deadly diseases.

OPTIONAL MATERIAL

GUIDELINES

- 1 Find out from the pupils how many have had cholera, dysentery, diarrhea, and typhoid.
- 2 Explain the major ways of contracting water-borne diseases, especially diarrhea and how it can be prevented.
- 3 Organize a visit to a clinic in the area with the pupils. Let the pupils find out answers on following questions:
 - 1) What are the most common diseases in your area?
 - 2) Which of these diseases does using unclean water cause?
 - 3) How is diarrhea treated and prevented?
 - 4) Which people are most affected by water-borne diseases? Why?
 - 5) How can we get safe water for domestic use and bathing?
 - 6) What other diseases are common and not related to water sources?

EVALUATE

Let the pupils present their findings and let them tell how they would advise people to get safe water for domestic use.

Keeping a pit latrine

SUBJECT OF INTEGRATION

Science, Home Science, Social Studies.

OBJECTIVE

By the end of this lesson, the pupils will know the importance of using the latrines and keeping them clean.

MAIN MESSAGE

Human wastes may result in the spread of diseases and environmental pollution unless latrines are easily available and kept clean.

OPTIONAL MATERIAL

GUIDELINES

- 1 Ask the pupils how they can keep the school latrines clean and encourage people to use them.
- 2 Let the pupils inspect the school latrines to see how they are used. Ask them to make suggestions on how the situation can be improved.
- 3 Ask the pupils to find out if there are differences between the areas where people use latrines and where they do not.
- 4 Inform the pupils that there is an urgent need to encourage people to use and keep latrines clean.
- 5 Let the pupils organise a demonstration on how to keep the latrine clean.

EVALUATE

Let the pupils explain why it is so important to have proper hygiene around latrines.

Environment friendly traditions

Lesson 1

SUBJECT OF INTEGRATION

Social Studies, English.

OBJECTIVE

By the end of the lesson, the pupils will be able to name some of the traditional laws that are 'nature friendly' and protect natural resources.

MAIN MESSAGE

Some traditional laws and customs protect natural resources and guide people on how to keep their environment safe and clean.

OPTIONAL MATERIAL

GUIDELINES

- 1 Ask the pupils to name laws that might help the community to protect its natural resources. Example: Do not throw rubbish on the ground. Explain that such a law is not only good for the community but also keeps the place clean and orderly.
- 2 Explain that we must respect the rules and follow them to live in peace and harmony and also help others to live in peace and cooperation. Explain that laws like these help to protect natural resources like trees, wildlife and water.
- 3 Discuss how the citizens can cooperate to solve any conflict over natural resources that might arise.
- 4 Let the pupils present a drama on how natural resources can be a matter of conflict and how cooperation actually can solve the problems.

EVALUATE

Ask the pupils to name some traditional laws that protect natural resources in the community.

SUBJECT OF INTEGRATION

Science, Social Studies

OBJECTIVE

By the end of the lesson, the pupils should be able to describe the main global environmental issues.

MAIN MESSAGE

Conserving your local natural resources and environment is of global importance.

OPTIONAL MATERIAL

GUIDELINES

- 1 Ask the pupils to dramatize a situation where there are scarce natural resources and substitutes have to be found/made.
- 2 Explain the meaning of natural resources, sustainable use and conservation.
- 3 Discuss with the pupils:
 - 1) Which local environment problems exist?
 - 2) How can we address the problems?
 - 3) How can we protect the environment and the natural resources?
- 4 Explain how local and global issues interact. Let the pupils discuss in groups.
 - 1) Do global problems like global warming affect our local environment?
 - 2) Do we contribute to the global problems?
 - 3) What is the role of the industrialised nations?
 - 3) Can we help addressing those problems?

EVALUATE

Let the pupils present their ideas from the group discussion and let them suggest ways in which they can conserve natural resources in their community.

Tree Species in West Africa

BOTANICAL NAME	LOCAL NAME	ECONOMIC VALUE
<i>Afrosorsalisia afzelii</i>	Nyiya kaffi	Timber/canoe
<i>Afzelia specie</i>	Kpede	Craft/Timber Antro-
<i>caryon micraster</i>	Gbaduei	Canoe/Timber Beils-
<i>chmiedia mannii</i>	Kpei (tola)	Fuel wood/food.
<i>Bridelia micrantha</i>	Kuwui	Fuel wood/can Canar-
<i>ium schweinfurthi</i>	Beli	Timber/native
<i>Cassia alata</i>	Jepaa	Medicinal
<i>Cassia sieberiana</i>	Gbangba	Medicinal
<i>Ceiba pentandra</i>	Guwei	Timber/canoe Chloro-
<i>phora regia</i>	Semei	Timber/craft
<i>Cola lateritia</i>	Bunei	Food
<i>Copiafera salikunda</i>	Gbesekai	Timber/pomade
<i>Detorium senegalense</i>	Kpuyai	Timber/food
<i>Didelotia afzelii</i>	Kete	Timber
<i>Entandrophama sprcies</i>	Njelli	Timber (mahogany)
<i>Funtumia africana</i>	Boboi	Craft pillow stuff
<i>Hannoa klaineana</i>	Bouvi	Craft/timber
<i>Heritieria utilis</i>	Yawi	Timber/food
<i>Hevea brasiliensis</i>	Para rubber	Tyre repairs
<i>Holaxhene floribunde</i>	Nukui	Timber
<i>Homalium letestui</i>	Gologalei	Timber
<i>Irvingia gabonensis</i>	Borboei	Timber/food
<i>Lophira alata</i>	Hendui	Timber
<i>Maesopsis eminii</i>	Gombahini	Timber
<i>Ongokea gose</i>	Bui	Timber
<i>Pentaclethra macrphylla</i>	Fawe	Timber/medicinal
<i>Piptadeniastrum africanum</i>	Mbellei	Timber fillets
<i>Pycnanthus angolensis</i>	Kpoyei	Timber
<i>Raphia vinefera</i>	Duvui	Beverage/piassava/raf-
<i>fia Ricinodendran heudelotii</i>	Kpoe	Craft/timber
<i>Terminalia ivorensis</i>	Baji	Timber/canoe
<i>Terminalia superba</i>	Kojagei	Timber
<i>Terculia africana</i>	Gendui	Timber/food
<i>Uapia guineensis</i>	Koonda	Timber/food
<i>Xylophia aethoipica</i>	Hewe	Poles/spices/medicinal