



EARLY CHILDHOOD EDUCATION "YOUNG FOREST STEWARDS" LESSON PLAN

Topic: What is a Healthy Forest?

Level #: Introduction

Ages: 3-5 Years

LEARNING GOALS

Learning Goal:

Understand that a forest is a whole system and that it is more than just trees or animals. This is an ecosystem where all the parts work together to form a whole.

Investigative Question:

How do you feel about the forest before beginning this program? Have you ever been inside a forest before and observed all the aspects/parts in each layer? What are some things you already know about BC forests?

Teaching Points

When people think of forests, they often think of trees. This is largely because they are the obvious part of the forest, but also because there is an economic value to them. But what if we encourage students to think about the forest from the ground up. What makes a healthy forest? It's all its parts - from the soil to the tree tops. From the microorganisms and bacteria to the giants like old growth forests and grizzly bears. Everything plays its part in a healthy forest.

Materials

For Students:

- | | | |
|---------------------------------|-----|-----|
| a.) Crayons or coloured pencils | b.) | c.) |
| d.) | e.) | f.) |
| g.) | h.) | i.) |

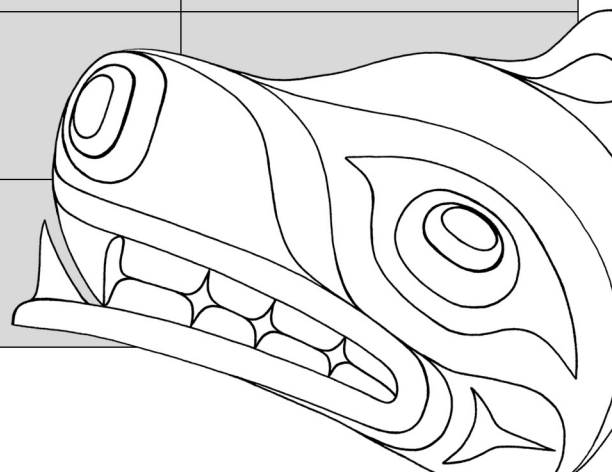
For Teachers:

- | | | |
|--------------------------------|-----|-----|
| a.) Colouring sheets (Website) | b.) | c.) |
| d.) | e.) | f.) |
| g.) | h.) | i.) |



Learning Experience

Experience (e.g., field trip, story, song)	Activity (e.g., game, art, scavenger hunt)	Location
Art	Download the colouring sheets that are available on the curriculum website. Use these to introduce the program, but also use them throughout the curriculum.	Classroom or the forest
Activity	Think about what is alive in the forest and what is not alive in the forest. Play our online game or look for pictures from a forest and decide what is alive and what is not!	Forest or classroom
Field trip	Go exploring. Find the closest forest and go for a walk. What does it smell like? Is it peaceful? Encourage the children to explore and ask questions. What do they find interesting? Just go for a picnic or snack to have the children gain comfort being in the forest.	Forest





Risk Management

Identified Risk (e.g., falling, animal encounters, bee stings, vehicle use, lost child)	Management Measures (e.g., buddy system, driver's/criminal record checks, first aid kits)	Planning/Responsibility (e.g., staff responsible for each part of the Risk Management Plan)
Forest time	Use the buddy system, ensure children know their exploration boundaries, have an extra adult to support needs such as bathroom breaks, carry a first aid kit, do not enter the forest if it is windy or if there is a concern of overhead objects falling.	Teacher
Animal encounters	Remain together, make a lot of noise and raise arms to make yourself large. Maintain eye contact with the animal and slowly, as a group, back away from the animal.	Teacher
Forest time - footing, falling, eye hazards and prickles	Choose a relatively flat and level area for easy walking and not too many obstacles. Choose a darker area where there will be less underbrush which can snap back and hit walkers in the face or eyes. Avoid brushy areas with lots of prickles (salmonberry, trailing raspberry, devils club).	Teacher

