

# EARLY CHILDHOOD EDUCATION

## "YOUNG FOREST STEWARDS"

### LESSON PLAN

Topic: Eye High in the Forest

Level #: 4

Ages: 3-5 Years

## Learning Goals

### Learning Goal:

What role do animals play in forest health?

### Investigative Question:

Stand in the forest and look straight ahead. What trees do you see? What parts of the tree do you see? What is on the inside of trees that we cannot see while it is living? Do you see any hollow trees? What might live inside them? What types of animals might you see in the forest? What role do animals play in the forest's ecosystem? Do the animals eat the plants or one another, or both? How come?

## Teaching Points

There are many different living things in the forest and they all play a role in the ecosystem.

A living tree has many parts such as its bark, pitch and sap, branches, leaves or needles, fungi (conks), holes and crevices, animals or insects living in these spaces. Our BC forests are full of small animals and big animals. Some animals are carnivores, some are herbivores and some are insectivores. This helps manage the forest of over population of plants, insects and animals. There are some animals that live deep in the forest that we may rarely see. Some live in or on the ground and some live high up in the canopy. Some walk, some crawl, some slither and some jump and fly.

Animals also have a role in maintaining the forest's ecosystem through pollination, spreading seeds by hiding them in food caches or spreading seeds and nutrients through their feces. Some animals eat insects/pests that may damage the forest's trees.

## Materials

### For Students:

- |                                     |                 |     |
|-------------------------------------|-----------------|-----|
| a.) Forest materials<br>(cones,etc) | b.) Paint shirt | c.) |
| d.)                                 | e.)             | f.) |
| g.)                                 | h.)             | i.) |

### For Teachers:

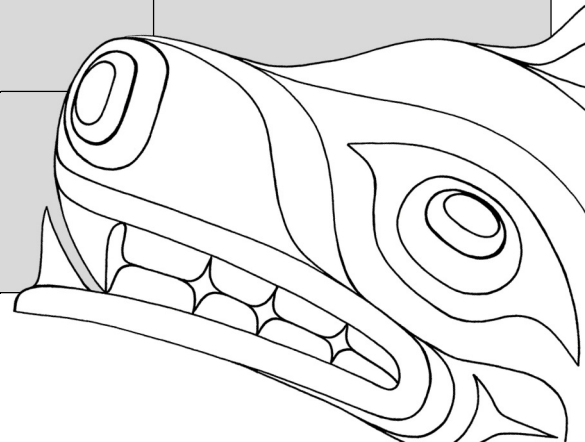
- |                            |                       |                            |
|----------------------------|-----------------------|----------------------------|
| a.) Book 4 – Eye High      | b.) Tempera paint     | c.) Forest "paint brushes" |
| d.) Drop cloth (if inside) | e.) Flat paint dishes | f.)                        |
| g.)                        | h.)                   | i.)                        |





## Learning Experience

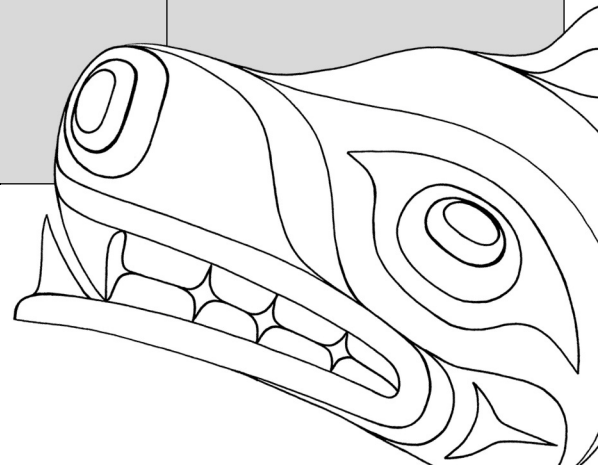
Experience (e.g., field trip, story, song)	Activity (e.g., game, art, scavenger hunt)	Location
Book	Point to and discuss the photos as is appropriate to age.	Classroom, outside, in the forest.
Art - Creative Painting	Collect pieces of bark, cones, sticks, grasses for "paint brushes." Choose non-living items that come/came from eye level. Use cones, bark, branches, leaves, etc. as "paint brushes." Dip cones into paint and roll, stamp and drag across paper. Use bough as a type of "brush" and stroke lightly across paper. Dip bark in paint and stamp design on paper.	Outdoor and classroom.
Field trip - Trees big and small	Go to the forest and identify things we find around our eye level. Practice this in the classroom first. Do we know some names for types of trees? How many different types of animals do you see? What animals didn't you see? What size trees are in our forest? Can you find a stump to observe what is inside the tree? What's the biggest tree you can find? Can you get your arms around it? How many people does it take to get around it? What's the smallest tree you can find?	Classroom & outdoor activity.
Field trip or bring the forest to the classroom	Go to a local forest and stand amongst the trees and bushes. What do you see? Are there plants here that could be food for the animals? Do you see animals living in this part of the forest? If you were an animal, what would you like about it here?	Locate closest natural forest and plan accordingly.





# 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
Sharp objects	Ensure the children are aware of sharp objects and thorny plants.	Teacher
Forest time - footing, falling, eye hazards.	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.	Teacher



## Example Creative Painting

