

# EARLY CHILDHOOD EDUCATION "YOUNG FOREST STEWARDS" LESSON PLAN

Topic: What is a Healthy Forest

Level #: Introduction

Ages: 6-9 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:

What do you already know about the forests that surround us in British Columbia? Do you know some common types of trees, shrubs or ferns, types of wild berries, animal or insect species that may be found in our forests? Are you comfortable in the forest? What else do you want to learn? How is the forest all connected?

## 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. Take time to have children become comfortable in the forest. In the curriculum they will be asked to explore and get dirty!

## 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	Make a list, as a group, of Living and Non-Living things that you may find in a forest. Are there things that you can't tell if they are living or not? How would you find the answer?	Forest
Field trip	Go exploring. Find a forest that you can visit regularly and become familiar exploring! Each time you go on the field trip remember to bring your: notepad and pen to take notes, sketchbook and pencil, a pail for collecting items, a jacket, water and a good pair of shoes that might get muddy!	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

