

EARLY CHILDHOOD EDUCATION

"YOUNG FOREST STEWARDS"

LESSON PLAN

Topic: Eye High in the Forest

Level #: 4

Ages: 6-9 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? 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? 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.) Forrest materials
(cones, etc)

b.) Paint shirt

c.)

d.)

e.)

f.)

g.)

h.)

i.)

For Teachers:

a.) Book 5 - Eye High

b.) Tempera paint

c.) Paint brushes

d.) Paper and cardboard

e.) Stapler

f.) Container of water (to
clean brushes)

g.)

h.)

i.)





Learning Experience

Experience (e.g., field trip, story, song)	Activity (e.g., game, art, scavenger hunt)	Location
Story	Read through the book. Encourage the children to think about what animals they might encounter at this level of the forest. Talk about how to respectfully and safely visit the forest. How do the animals contribute to the forest's health?	Classroom, outside, in the forest.
Art - Forest Painting	Use a tree as an easel. Students find a tree and staple white paper at a good level to paint. Use cardboard as a paint pallet and an assortment of tempera paints. You will need to bring paint brushes with you and something to clean your brush with. Remember what you take with you to the forest, you must take back with you. While painting, listen to the wind or the birds, see your surroundings and enjoy being in this natural setting. Take inspiration from it.	Outdoor
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. Identify things you find. 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 or fallen tree to observe what is inside the tree? How are these connected to other parts of the forest?	Outdoor activity.
Field trip - Old Growth Forest	Locate a park with old growth trees. What trees do you see? How big are they? How old are they? What was happening in the world when they were seedlings? What did they need to get so big? Can you get your arms around it? How many people does it take?	Locate closest old growth 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, animal encounters, narrow paths	Ensure children are dressed appropriately. First aid kits, snacks and water, parental support Use the buddy system and implement all field trip safety protocols. Consider if the trip is safe (water levels for example).	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 Forest Painting

