

# EARLY CHILDHOOD EDUCATION

## "YOUNG FOREST STEWARDS"

### LESSON PLAN

Topic: Sky High - The Forest

Level #: 5

Ages: 6-9 Years

## Learning Goals

### Learning Goal:

What role do the trees play in the forest and in our world?

### Investigative Question:

Find a clear spot on the forest floor and lie down, looking up. What do we see when we look way up in forest? What is the weather doing today? How does the weather affect the forest? Do you know the names for the species of each tree? Can you tell the difference between trees by how their branches and bark look? What animals might you see on the tree tops? What do you see flying around? Can you see through the trees to the sky? Why or why not? An eagle or a raven or a woodpecker nest may be seen way up high, and is special to find!

## Teaching Points

Can the children start to identify differences between different species and ages of trees? Large birds such as eagle and raven and their stick nests can be seen in the tops of large trees. Other birds like woodpeckers may nest in cavities inside trees. Trees create oxygen, which we breathe, and help remove carbon dioxide from the atmosphere. Their crowns are also like solar panels that energy (sugars) that are pumped down to feed the roots and annual ring growth. The weather has a role in the forest's ecosystem through rain, wind, snow/frost and sunshine. The forest changes throughout the four seasons producing its energy in the summer when the leaves are out and storing it in the roots over the winter.

## Materials

### For Students:

- |     |                      |     |                      |     |                      |
|-----|----------------------|-----|----------------------|-----|----------------------|
| a.) | <input type="text"/> | b.) | <input type="text"/> | c.) | <input type="text"/> |
| d.) | <input type="text"/> | e.) | <input type="text"/> | f.) | <input type="text"/> |
| g.) | <input type="text"/> | h.) | <input type="text"/> | i.) | <input type="text"/> |

### For Teachers:

- |     |  |     |  |     |                                       |
|-----|--|-----|--|-----|---------------------------------------|
| a.) | <input type="text" value="Book 5 - Sky High"/> | b.) | <input type="text" value="Clay or playdough"/>               | c.) | <input type="text" value="Feathers"/> |
| d.) | <input type="text" value="Paper"/>             | e.) | <input type="text" value="Forest playing cards (download)"/> | f.) | <input type="text"/>                  |
| g.) | <input type="text"/>                           | h.) | <input type="text"/>   | i.) | <input type="text"/>                  |





# 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. What species of tree do eagles prefer for nesting? What happens to the tree when the eagle builds there? How heavy is the nest?	Classroom, outside, in the forest.
Art - Forest Diorama	Gather forest materials for your diorama. Think about the forest from the soil to the tree tops but take things that won't harm the forest or the life there. Roll the clay or playdough into balls or a forest floor. Use items gathered in the forest to build your own forest. Make paper animals and bugs to add. Do you want to add yourself or a friend to your forest?	Classroom or outdoor activity.
Art - Memory Board	Do you remember all the art you did? What do you recall about the forest? Make a memory board using pictures from field trips, your art work and forest decorations.	Classroom and outdoor activity.
Activity - Bird's-eye view	View photographs and videos taken of the tree tops. Look for pictures of the tips of tall trees, an eagle nest, spiked topped cedar and ravens in their natural habitat. Can you start to identify the different tree species? Can you play "go fish" with a set of forest cards?	Classroom or conversations in the forest.
Field trip - Can you find an nest?	Find an "eagle cam" or another "bird cam" and visit daily. What have you observed? Was the mom in the nest? Any eggs or eaglets? Have you observed the mom feeding the babies? In the forest, lie down and look up. Do you see any nests? What else do you see?	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 Diorama & Memory Board

