

# Forest 1

# TREES IN OUR COMMUNITY

Grades 1–3

## LEARNING OBJECTIVES

At the end of the lesson students will...

- Be able to explain why trees are important to people
- Describe what kinds of trees grow in their community and how people use these trees
- Identify several types of trees that grow in their community

## MATERIALS

- Elder
- Paper
- Colored pencils
- Scissors, tape, glue

## TIME

- 5 minutes introduction
- 20 minutes walking in the woods
- 15 minutes drawing pictures
- 20 minutes putting trees together as a forest and discussing what they learned

TOTAL 1 hour

## PROCEDURE

### 01 Introduction

#### Discussion

- What do we know about the trees are around our homes and communities?

### 02 Knowledge Sharing

#### Elder Walk

- Invite an Elder take the students on a short walk in the forest
- Identify the main types of trees in the area
- Talk about the different kinds of trees and what they do for people i.e. provide food, shade, medicine, firewood
- Look at how the trees provide homes for birds and animals
- Provide time for students to ask questions to the Elder

#### Questions about Trees

- What is the name of this tree in Spanish and in Miskito?
- What does it look like? (leaves, bark, how tall is it, etc.) How can you identify this tree?
- What does it produce that people use? (fruit, medicine, firewood, etc.)

### 03 Student Activity

#### Individual Activity

- Age 5: draw pictures of the trees and what they give to people
- Age 6: draw pictures and write one sentence for each picture
- Age 7: draw pictures and write two sentences per picture
- Age 8: draw pictures and write a paragraph for each picture

#### Group Activity

- Each student draws and colours one of the trees that they saw during the walk
- The trees are cut out and glued to a large piece of paper on the wall to create a forest

### 04 Conclusion

#### Sharing Circle

In small groups (3–4 students), have students share their drawings with their peers. As a full class, talk about the importance of trees for the community.



## Forest 2

# THE IMPORTANCE OF PLANT MEDICINE

Grades 1–6

### LEARNING OBJECTIVES

At the end of the lesson students will...

- Understand of the importance of medicinal plants in their region
- Have an in-depth knowledge of the characteristics and uses of one medicinal plant in particular their region
- Be aware of the threats of climate change to medicinal plants

### SUMMARY OF LESSON

- Students will create a collection of information cards that visually depict the spirit and beauty of the medicinal plants from their region
- Each student will choose a plant and gather information through research about where it grows, how it's used
- Include any traditional and personal stories or songs that are connected to your plant and its environment
- Explain how these plants are threatened by climate change and deforestation and the importance of protecting them

### MATERIALS

- Camera or photos of indigenous plants/online RACHEL images
- Various art materials (found objects, things from the forests, paint, crayons, pencils, etc. glue, scissors)
- Card stock 8 1/2 x 11
- RACHEL for research

### PROCEDURE

1. **Introduction:** Share a traditional, oral story about the creation of a plant (Ojibwe Story: The Legend of the Lady Slipper). Share information about the lady slipper, it's medicinal properties, and show a photo
2. Students choose a plant from their region (think about plants you are familiar with, curious about, know a story about . . . )
3. Research your plant (use the objectives above to guide your research. show an exemplar using the lady slipper)
4. After initial research is completed, take a walk in the forest with an elder who can talk about the plants and the forest and how climate change and deforestation can be impacting the land
5. During the walk, students will take a photo of their plant
6. Return to class, and begin creating their information cards
7. When finished students will share their work and teach their classmates

### GUIDING QUESTIONS FOR STUDENTS FOR RESEARCH

- How is climate change impacting the traditional growth of medicinal plants in BOSAWAS?
- What kinds of actions are affecting the growth of these plants?
- Why is it important to preserve our forests? How is our land connected to who we are and our way of life?
- What do you have that can't be bought with any amount of money? How do you protect this precious thing or resource?

### DIFFERENTIATING FOR INSTRUCTION

- Content requirements in the writing may be redacted to specific questions for younger students (example: Name your plant, tell where it grows, What are its uses, include a drawing)

### EXTENSION IDEAS

- Create an Art Installation in the community
- Make these into prints