

Pictou County Forest School - Primary Lesson Plans

Life Science: Living Things

Activity: Hug a Tree! (suggested time 20/30 minutes)

Overall Curriculum Outcome: *Learners will compare living things through the senses.*

Specific Curriculum connections:

- *Living vs nonliving things*
 - *How can I learn about living things using my senses?*
- *Plants and animals change over time*
 - *How does a plant/animal change over time?*
 - *How are young animals similar to adult animals? How are they different?*

Materials:

- Blindfolds
- Colouring sheets and materials

Intro/Activation:

- Sit with the children in the forest in an area where there is a good variety of tree species (e.g., deciduous/coniferous; big/small; prickly/smooth etc.). Ask some of the following questions to activate prior knowledge and introduce new concepts.
 - Why do we have trees? (trees provide shade; animal habitat; food for animals and people; materials to build with etc)
 - Do all trees look the same? (trees can vary in colour, size, shape, feel etc. Have students think of their five senses: touch, smell, sight, taste, hearing)
 - Provide an example to the children how they could interact with a tree (e.g., “My tree is BIG!!! The bark feels rough. I can bend the branches. It has green needles and brown bark. It smells piney or fruity.”

Instructions:

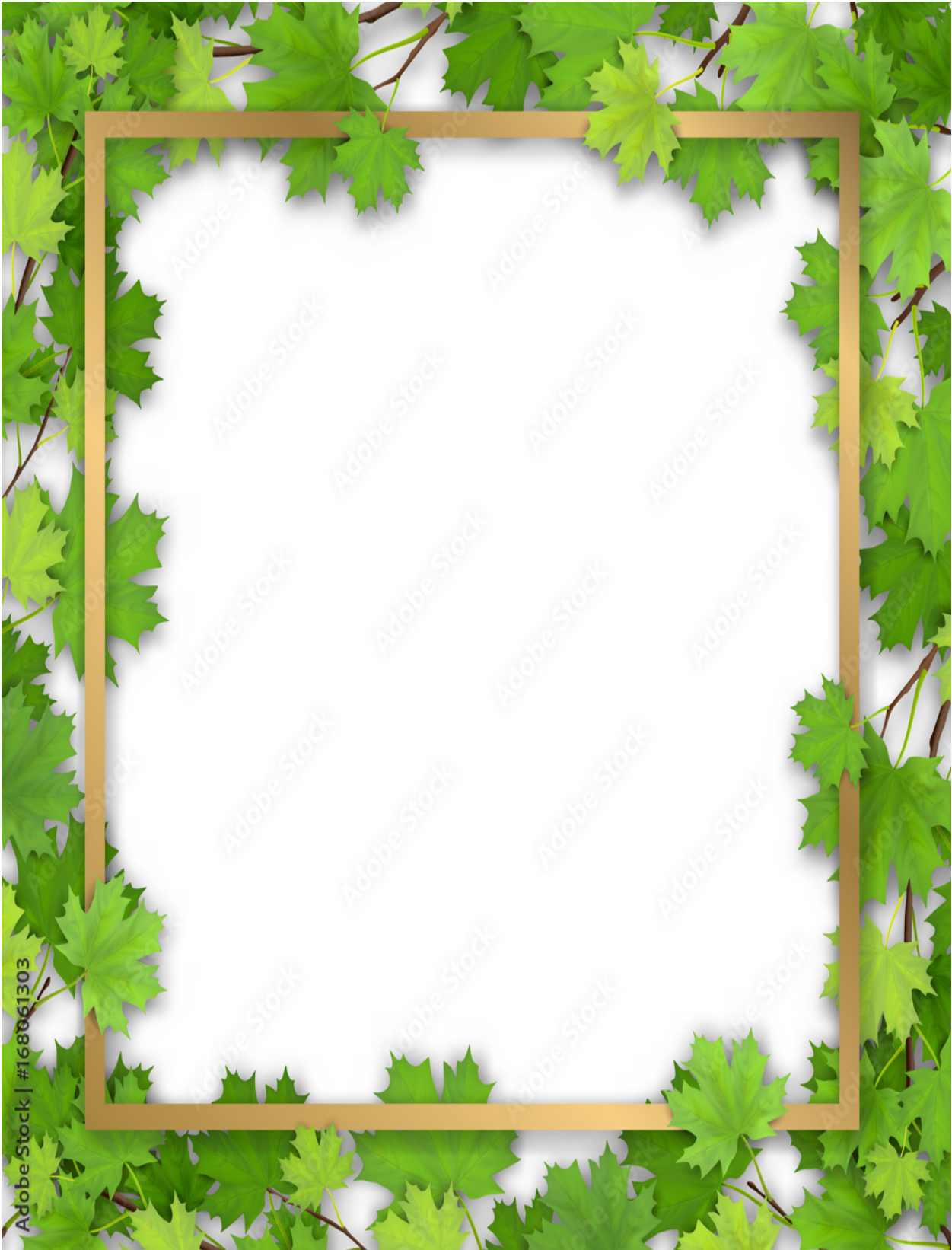
- Divide students into pairs with one of them blindfolded (the blindfolded child will be the tree hugger).
- Have the non-blindfolded child lead the blindfolded child to a nearby tree and have the blindfolded child use their senses to interact with their tree. Adults can assist students access relevant vocabulary.
- Once the blindfolded student has experienced his/her tree he/she can take off the blindfold to reveal his/her tree.
- Change blindfolds as many times as needed until all children get a chance to hug a tree

Extensions/further wonders:

- How might these trees look, feel, sound through the seasons?
- Weather and time permitting, students can draw their tree on the sheet provided.
- If time allows OR if you want to split up a group, students can be asked to “go on a tree hunt”
 - For example: the teacher says, “Everybody hug a white tree!” Or “Everybody hug a smooth tree!” and students run to the nearest tree that matches the description given.

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