

## Pictou County Forest School - Grade 1 Pre-visit Lesson Plans

### Life Science: Needs of Living Things

**Activity:** Schoolyard Nature Health Check

**Overall Curriculum Outcome:** Learners will analyze interconnectedness of living things and the environment

**Specific Curriculum connections:**

- *Requirements for life*
  - *How does my favourite animal or plant get nourishment?*
  - *How are plants and animals affected when they don't get the nourishment they need?*
- *Interconnectiveness of living things of the environment*
  - *How do animals and plants interact with their environment?*
- *Personal actions that can contribute to a healthy environment*
  - *How can my actions hurt the environment?*
  - *How can I keep the environment healthy?*

**Materials:**

- Paper, clipboards, pencils, crayons
- Nets, containers, magnifying glasses
- Ropes for bio-blitz
- Wolf Island, Ceilia Godkin

**Intro/Activation:**

- Read Wolf Island by Ceilia Godkin, focusing on the idea of balance in our natural ecosystems.
- Ask some silly questions to prime the children around the idea that different plants and animals have different requirements for life. E.g., "If you were a squirrel would you rather live in a tree in a forest or a light pole in the Walmart parking lot?!"
  - List all the reasons presented: a parking lot doesn't have any food, water; too many people and cars etc. It lacks biodiversity.

**Instructions/Activities:**

Take the children on a walk around the playground stopping at different locations to do a mini-bioblitz. For each location you visit, have the children interpret the spaces using their various senses. The goal of this exercise is to illustrate to the kids that animals/insects love natural diversity and that our playgrounds are usually sorely lacking in this regard.

- Hear: grasses swishing; leaves rustling in the breeze; crickets singing
- Sight: various colours; tall/short grass; trees/no trees; animals and insects
- Smell: freshly cut grass; wildflowers growing along a fenceline; windfall apples
- Touch: crispy long grasses; smooth, wet green grass
- Taste: For this idea have the kids pretend they are an insect or small animal: what food sources exist in the ecosystem for that chosen animal.

Using pictures and words, the children can record their findings in the t-chart below. What do we notice about what we recorded for the wild areas vs the mowed or paved areas?

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<b>Soccer Field</b>	<b>Wild Area</b>