

explore your

ENVIRONMENT



K-8 ACTIVITY GUIDE



TAKE ME OUTSIDE WEEK 2024
ACTIVITIES FOR K-8



EXPLORE YOUR ENVIRONMENT

Project Learning Tree's *Explore Your Environment: K-8 Activity Guide* includes 50 hands-on, multidisciplinary activities to connect children to nature and increase young people's awareness and knowledge about their environment. Activities include detailed step-by-step instructions, time and material requirements, background information, academic correlations, assessments, and student worksheets with green career connections.

This supplementary curriculum is designed to develop students' critical thinking and problem-solving skills. The activities suggest ways to connect students to the outdoors, no matter if you live in a rural or urban area.

The activities found in this guide present students with real-world opportunities to understand how their actions affect the world around them and apply STEM skills. Students will observe how living and nonliving components affect ecosystems. They'll understand how sunlight, soil moisture, temperature, wind, and water flow influence living elements in their community.

BE SURE TO VISIT PLTCANADA.ORG/EN/RESOURCE FOR MORE

ACCESS ONLINE RESOURCES

This guide is supported by a free online toolkit and resource hub. For each activity, you'll find links to curated resources, downloadable student pages, recommended reading, correlations to academic standards, suggested Units of Instruction, and much, much more!

Download these resources at plt.org/myk8guide

ATTEND A PROFESSIONAL DEVELOPMENT WORKSHOP

PLT offers online and in-person workshops tailored for specific grade levels, curriculum connections, environmental topics, and formal and nonformal teaching situations.

During PLT's hands-on training you will:

- Learn new teaching skills and become comfortable teaching outdoors.
- Receive PLT's instructional materials and supplements tailored to your provincial standards.
- Practice modeling PLT activities and get tips for lesson planning specific to your educational setting.
- Establish access to a professional network and support system.

Contact pltcanada@forests.org to find out about professional development near you.



Students conduct a field study of three different environments as they focus on sunlight, soil moisture, temperature, wind, water flow, plants, and animals in each environment. By comparing different environments, students will learn how nonliving elements influence living elements in an ecosystem.

FIELD, FOREST, AND STREAM



SUBJECTS

Science, English Language Arts, Math

FOREST LITERACY CONCEPTS

1.C.1

STEM SKILLS

Collaboration, Investigation, Organization

DIFFERENTIATED INSTRUCTION

Cooperative Learning, Literacy Skills, Personal Connections

MATERIALS

Chart paper, marking pens, paper for recording observations, trowel or stick for digging, phones with light meter app, thermometer, small strip of paper, compass or smartphones with compass app, bottle of tap water. Optional: Topographical map of area.

TIME CONSIDERATIONS

Preparation: 60 minutes

Activity: One or more 50-minute periods

OBJECTIVES

Students will

- Describe similarities and differences they observe in the nonliving (abiotic) and living (biotic) components of three ecosystems.
- Identify ways that abiotic components of an ecosystem affect the biotic components.

BACKGROUND

An **ecosystem** is a community of different species interacting with each other, and with chemical and physical factors that compose its nonliving environment. It is a system of interrelationships among organisms and between organisms and the physical environment.

FOREST FACT

The leaf shape of any tree species can vary with elevation and temperature. At cooler temperatures and higher elevation, red maple leaves tend to have more teeth and dissected lobes, which allow for more photosynthesis to occur along the leaf margins.



Plants and animals in an environment interact with each other in various ways. For example, plants may depend on insects or birds to pollinate flowers and on earthworms to aerate the soil; animals may depend on plants for food or shelter.

Plants and animals also interact with the nonliving elements of their environment. Physical factors such as sunlight, moisture, temperature, wind, and water flow influence the suitability of a local area for particular organisms. Those factors determine the kinds of plants and animals that live there.

Physical attributes of the environment are determined by factors such as topography, proximity to water, elevation, or geological features. In addition, the resident organisms (particularly plants) may affect the sunlight, moisture, temperature, and wind of the area. For example, the tall trees of a white pine forest tend to block sunlight and thus create a dark, moist environment, or microclimate, on the forest floor that is suitable for shade-loving plants but is too shady for other kinds of plants. **Microclimate** refers to special conditions of light, moisture, and temperature that occur in a narrowly restricted area within an ecosystem, such as under a bush or in a small woodland opening.

HOW TO MEASURE WIND DIRECTION

The amount and direction of wind in an ecosystem can affect soil moisture levels and the ability of organisms to grow and thrive.

Wind direction tells you where the wind is coming from. A northerly wind blows from the north to the south. To measure wind direction using a compass or smartphone compass app:

- Turn your body so that you are facing into the wind.
- Hold the compass or smartphone in the palm of your hand, at waist level, so that the white pointer is facing away from your body. The white pointer and the bearing below indicate the direction from which the wind is coming.

To measure direction of water flow, follow the same procedure so that you face in the same direction the water is flowing.



GETTING READY


- Find three study sites that are somewhat different from each other in terms of sunlight, air temperature, soil moisture, wind, topography, and number and types of plants and animals living there. If possible, select one site that is open, like a field or lawn; one that has trees; and one that contains water. Possible study sites include a lawn; a park, playground, or other area with many trees; a flowerbed or vegetable garden; a vacant lot; a pond, stream, or marsh; an open field; and a forest.
- Plan to visit the sites on the same day or on different days (at about the same time each day). Obtain any necessary permission to take students to visit the sites you have chosen.



SAFETY CHECK! Check the sites beforehand to identify any safety hazards such as deep holes, sharp objects, or poisonous or irritating plants.


- Arrange to have at least one parent volunteer, aide, or older student help supervise students during outdoor investigations. This person will help the activity go more smoothly, ensure students' safety, and prevent damage to the sites.
- Make copies of the student page for each team to record their observations. Using chart paper and marking pens, prepare a large chart for compiling team data, or plan to use spreadsheet software.
- Have students practice using equipment like thermometers and light meter and compass apps (see the box *How to Measure Wind Direction* for information on reading a compass).

DOING THE ACTIVITY

1  **PERSONAL CONNECTION** Ask students to think of a place they enjoy visiting. It might be a park, a grandparent's house, or the library. Invite them to consider:

- What do you particularly enjoy about the place? Is it the people? The physical space?
- What living things make the place enjoyable?
- What nonliving things make the place enjoyable?

2 Help students see that any place has both living and nonliving parts that work together to make an ecosystem. Explain that students will investigate ecosystems at three different study sites to find out how living and nonliving elements affect each other. Ask students what they might look for and what tools they might use to investigate.

3  **COOPERATIVE LEARNING** Divide your group into teams. Explain that each team will investigate and record observations of a different component at three different study sites. (If you have a large group, have two teams study each component and then average their data.) Be sure to discuss appropriate outdoor behaviour with students. All living things, including plants, are to be respected and not injured in any way. Talk with students about following the rule: look, learn, leave alone. (See Appendix B: Tips for Teaching Outdoors.)

4 Give students instructions, a copy of the student page, and materials as described below, or have them plan their own investigations.

TEAM 1: SOIL

This team will determine the soil moisture and soil characteristics at each study site. Students can use a trowel or stick to scrape the surface of the ground and obtain a small sample of soil from underneath the surface. By feeling the soil, they should be able to tell whether it is wet, moist, or dry. (Moist soil will stick together.) They should examine the soil for other characteristics, such as texture, colour, and smell. They should also note plant material or organisms in the soil. (See the activity *Soil Builders* [in Grades 3–5] for more information.)





TEAM 2: WIND AND SUN

This team will determine wind movement and measure how much sunlight reaches the ground at each study site. To assess the amount of wind, one student can hold a small strip of paper away from the body, while the others observe whether it hangs straight down or blows at an angle. They can use the compass or compass app to determine the direction from which the wind seems to be blowing. To determine sunlight intensity, students may use a photographic light meter or photosensitive paper. If these items are not available, they can describe the site in relative terms, such as shady, dark, medium light, or bright, or they can note “Site 1 is brighter than site 2, and site 2 is brighter than site 3.”

TEAM 3: TEMPERATURE

This team will measure each site’s temperature at ground level, 2.5 cm (1”) deep in the soil, and 1m (~1 yard) above ground. If one site is a pond, stream, or lake, have the team measure the temperature at just above the water, at 2.5 cm (1”) deep, and at 1m (~1 yard) above the surface of the water.

TEAM 4: LAY OF THE LAND

This team will determine whether each site is flat or sloped and will record any other land features that affect the study site (such as tall buildings or cliffs adjacent to it). The team will also determine which direction water flows from the site. They can do so by slowly pouring water onto the ground and observing where it goes. They can use the compass to determine the direction of flow. If possible, also have them study a topographic map to locate the site and determine the body of water into which the site drains.

TEAM 5: PLANT LIFE

This team will observe the various kinds of plants at each site (large trees, small trees, shrubs, small plants, grasses—no need to identify species). Students should record the most common kinds of plants found in each location and note especially where each grows relative to the others.

TEAM 6: ANIMAL LIFE

This team will record the various kinds of animals at each site (insects, birds, reptiles, fish, frogs, or tadpoles). Students should include evidence of animals such as scat, tracks, burrows, or leaves that have been chewed.

- 5** After teams have had sufficient time to investigate each location, have them all come together to present their findings and share what they have learned.
- 6** Each team should listen to the reports of the other teams and use the information to complete their team chart.



TAKE IT OUTSIDE

Take a hike! Invite students to join you on a walk near your site. On the way, encourage them to look for places where moisture, temperature, sunlight, wind, and other factors are higher or lower, and to note differences in vegetation. You might use an app such as AllTrails, which can help you find places to hike, bike, fish, and more.

7 Ask teams to enter their data on the large chart you prepared or into a spreadsheet. Use this chart or spreadsheet as a basis for discussing differences between the locations and any interactions students observed among the elements. Discuss:


- Which ecosystem has the greatest number of plants? Animals? Which has the least number of each? How do you explain this difference?
- What plants and animals are found at more than one site? How are the plants and animals the same and how are they different at different sites?
- Which site had the highest air temperature? The lowest? The most wind? The least?
- What has the wettest soil? The driest?
- How are the number and type of plants in an area affected by light intensity, air temperature, and soil temperature?
- How does water influence the soil temperature, air temperature, and soil moisture?
- What relationship does light have with air temperature? With soil moisture? With plants?
- How might water flow affect soil moisture and plants?
- Which of the elements we studied seems most important for determining the diversity or number of plants and animals at each site? What makes you say so?

VARIATION: GRADES 3-5

1 Using index cards attached to sticks or stakes, prepare two markers for each pair of students. Write one of the following labels on each marker with suggested symbols:

- Most Sunlight [sun]
- Least Sunlight [sun covered by cloud]
- Highest Temperature [thermometer with high mercury]
- Lowest Temperature [thermometer with low mercury]
- Most Wind [fluttering flag]
- Least Wind [limp flag]
- Most Soil Moisture [faucet gushing]
- Least Soil Moisture [faucet dripping]
- Most Plants [several plants]
- Least Plants [one plant]
- Most Animals [several insects]
- Least Animals [one insect]

2 After choosing a study area such as a vacant lot, mark it off with string or rocks. Divide the group into pairs, and give each pair the “most” and “least” markers for one factor.

3  **LITERACY SKILLS** Invite teams to explore the study area and determine which location has the most and the least of each factor. For example, a team studying plants should decide which site has the most plants and which has the least. Students will indicate their choice by placing their markers in the ground.

4 After all students have marked their choices, examine the entire area to see where the markers of each type are located. According to the markers, which spot had the most or least sunlight? Heat? Moisture? At which spot did you find the most animals? Why might animals prefer that spot? Did that spot have the most or least of any other factors? At which spot did you find the most plants? Why might plants grow well at that spot?





INTEGRATED LEARNING

UN SUSTAINABLE DEVELOPMENT GOAL CONNECTIONS

Goal #11 Sustainable Cities and Communities. 11.7

- By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities.

CMEC GLOBAL COMPETENCIES CONNECTION

Learning to Learn / Self-Awareness

- Self-regulate in order to become lifelong learners and reflect on their thinking, experience, values, and critical feedback to enhance their learning. They also monitor the progress of their own learning.

Communication

- Communicate effectively in different contexts in oral and written form through a variety of media

ASSESSMENT

Ask students to

- Design a graphic organizer drawing connections between the elements they studied and their observations. Have students place the names of each of the elements (sunlight, soil moisture, wind, temperature, water flow, plants, animals) in large circles around the edge of the page. They should draw lines between elements that they observed to be connected. On each line, they should briefly describe the relationship. For example, students might draw a line between sunlight and soil and then write, “More sunlight = drier soil.”

ENRICHMENT

- Visit each site again at a different time of year and repeat your investigations. Compare your results. How has the soil changed? The temperature? The wind? The plants and animals? What factors influenced each change?
- Bring the outdoors inside by creating a terrarium of a local ecosystem. See the box *Building a Terrarium* for tips. Discuss: what differences are there between our terrarium and the real ecosystem it represents? What can we learn about natural ecosystems from a terrarium?

BUILDING A TERRARIUM

To build a terrarium, start with a clear, uncolored glass or plastic container and cover the bottom with about 1.8 cm (¾ inch) of gravel or pebbles. Then, spread a piece of cheesecloth on the gravel and layer 5-7.5 cm (2-3 inches) of the appropriate planting mixture on top of that (see “Ecosystem Models” chart). Dig small holes for the plants and add them. Water, cover, and place the terrarium in the appropriate location, as described below.

ECOSYSTEM MODELS			
Materials	Desert	Woodland	Tropical
Planting mixture	Commercial cactus plant mix or mixture of equal parts potting soil, perlite, and sand	Garden or potting soil	Garden or potting soil
Plants	Desert plants	Woodland plants	Tropical plants
Cover	Do not cover	Cover with a piece of glass or plastic	Cover with a piece of glass or plastic
Water	Spray with water until moist	Water until moist, approximately once a week	Water until moist, approximately once a week
Location and light	Location that gets about 3-4 hours of direct sunlight	Cool location with indirect light	Warm location with bright light, not too hot



NAME _____ DATE _____

For each site, record observations of each ecosystem component.

Ecosystem Component	Site 1: _____	Site 2: _____	Site 3: _____
Soil <ul style="list-style-type: none"> Moisture: wet, moist, or dry Texture Colour Smell Animals or plant material 			
Wind and Sun <ul style="list-style-type: none"> Amount of wind Direction from which wind is blowing Amount of sunlight: shady, medium light, or bright 			
Temperature <ul style="list-style-type: none"> At ground level At 2.5 cm (1") deep into soil At 1 m (~1 yard) above ground 			
Lay of the Land <ul style="list-style-type: none"> Flat or sloped Other land features (buildings, trees, cliffs) Direction of water flow Body of water into which site drains 			
Plant Life <ul style="list-style-type: none"> Most common kinds of plants Where each kind grows 			
Animal Life <ul style="list-style-type: none"> Animals seen Animal evidence seen (such as droppings, tracks, burrows, chewed twigs or leaves) Where each animal or animal sign was found 			

I LOVE MY
GREEN JOB

CAREER CORNER

INDIGENOUS FORESTERS manage self-governed Indigenous lands and territories. In shared lands and territories, they commonly co-manage public or private forestlands with Canadian governments and organizations to develop short and long-term plans for planting, growing, and monitoring trees for healthy growth and make sure to use forest practices that comply with environmental regulations.



Every organism needs food, water, shelter, and space. A place that meets all these needs is called a habitat. Students will explore a nearby habitat—their backyard, schoolyard, or other outdoor setting—to look for signs of animals living there.

BACKYARD SAFARI



SUBJECTS

Science, English Language Arts, Visual Arts

FOREST LITERACY CONCEPTS

1.C.1

STEM SKILLS

Investigation, Organization, Technology Use

DIFFERENTIATED INSTRUCTION

Hands-on Learning, Personal Connections, Student Voice

MATERIALS

Optional: Clipboards or writing surfaces, drawing paper, coloured pencils or markers, magnifying glasses, camera

TIME CONSIDERATIONS

Preparation: 20 minutes

Activity: 50 minutes

OBJECTIVES

Students will

- Identify signs of animals living in an outdoor site.
- Describe how this habitat meets the needs of the animals living there.
- Identify species in the local environment.

BACKGROUND

A habitat is the place where an organism lives. A suitable habitat provides an organism with everything it needs to survive, including food, water, shelter, space, and whatever it needs to reproduce. Since the requirements of plants and animals can vary widely (think of a penguin, versus a tiger), suitable habitat for different animals or plants can differ tremendously in size and appearance. For example, a field is a suitable habitat for many types of grasses and forbs, as well as mice and rabbits that live among those plants; a single tree can be the entire habitat for many tiny animals that live in its bark and among its leaves; and a crack in a sidewalk provides habitat for the dandelions and ants that live there.

FOREST FACT

An important aspect of sustainable forestry is ensuring that there is appropriate habitat for a variety of animal species. Golden-winged warblers, for example, require a very young forest to survive, while-wood thrushes require interior forests with larger trees. Harvesting and replanting trees can create a diversity of conditions over time, enabling a richer mix of species to thrive across the landscape.



Even in the most concrete environment, you can usually find some signs of animal life. Most of the animals and animal signs that your students find will likely be insects and other small creatures. In an urban schoolyard, students may find spider webs, ants underneath rocks, or insects buzzing around. Students need to understand that all animals, large and small, need food, water, and shelter in order to survive. Remind students that people are animals too. Around the schoolyard they will find plenty of signs of life.

While most students enjoy looking for animals, some may be afraid of certain animals, such as spiders or worms. Be prepared for some students to act timid or scared during the activity. You might help by briefing students in advance on the kinds of animals they are likely to see, and by assuring them that most animals will not want to be touched by them and are not dangerous to them. However, tell them it is smart to be cautious and warn them about animals they should not touch or pick up. (See Appendix B: Tips for Teaching Outdoors or more suggestions on teaching outdoors).

GETTING READY


- You may want to do the activity at a time of year when students are most likely to see animals outdoors, such as spring or fall.
- Collect any of the optional materials you choose. If desired, make copies of the Safari Count student page (or Safari Site Survey student page if you are doing the Variation).



SAFETY CHECK! Always check the outdoor study site before taking students out. Look for potential hazards and risks. Either remove potential dangers or caution students about them. For younger students, arrange to have one or more parents, aides, or older students to help with the safari.





DOING THE ACTIVITY

- 1**  **PERSONAL CONNECTIONS** Ask students whether they have ever heard the word “safari,” and ask what kinds of things they might see on a safari. Point out that a safari doesn’t have to be in a faraway place, and that they can even take a safari in their own backyard. Ask, “What might you see on a backyard safari?”
- 2** Tell students that they are going on a safari at your site. They will look and listen for signs of animals living or visiting there. Explain that students will need to search carefully to find animals, and that they will be more likely to find an animal if they are quiet. Ask students for ideas about where they might look and list their suggestions where all can see. Their suggestions might include on the bark and leaves of trees, in the cracks of sidewalks, among blades of grass, on utility wires, in the soil around plants, along the edges of buildings, under leaves, and on walls and fences. You might stimulate their imagination by having them pretend that buildings are mountains and cliffs, that the lawn is a jungle, or that the sewer is an underground river.
- 3** Point out to students that in addition to looking for actual animals, they should look and listen for signs of animals. Ask what kinds of signs they might find. Possibilities include insect egg masses, spider webs, leaves that have been nibbled, feathers, nests, animal tracks, bird or insect sounds, candy wrappers, or cigarette butts. Remind students that people are animals too, and they can record signs of life.



SAFETY CHECK! Discuss appropriate outdoor behaviour. All living things, including plants, should be respected and not injured in any way. Talk with students about following this rule: look, learn, leave alone. This includes leaving alone animals and their food, water, and shelter. (See Appendix B: Tips for Teaching Outdoors for more information about teaching outdoors.)

4  **HANDS-ON LEARNING** Divide students into pairs or small teams and hand out the Safari Count student page. Take them outside and give them a few minutes to find animals or signs of animals. Set boundaries so that students don't roam too far.


5  **STUDENT VOICE** Bring the group together and have students share their experiences and compare their findings. Focus them on the following questions:

- What animals did you observe living in the yard or outdoor site?
- What evidence did you find of other animals?
- What do these animals need to live? (food, water, air, shelter, space)
- How do these animals get food and water?


VARIATION: GRADES 3-5

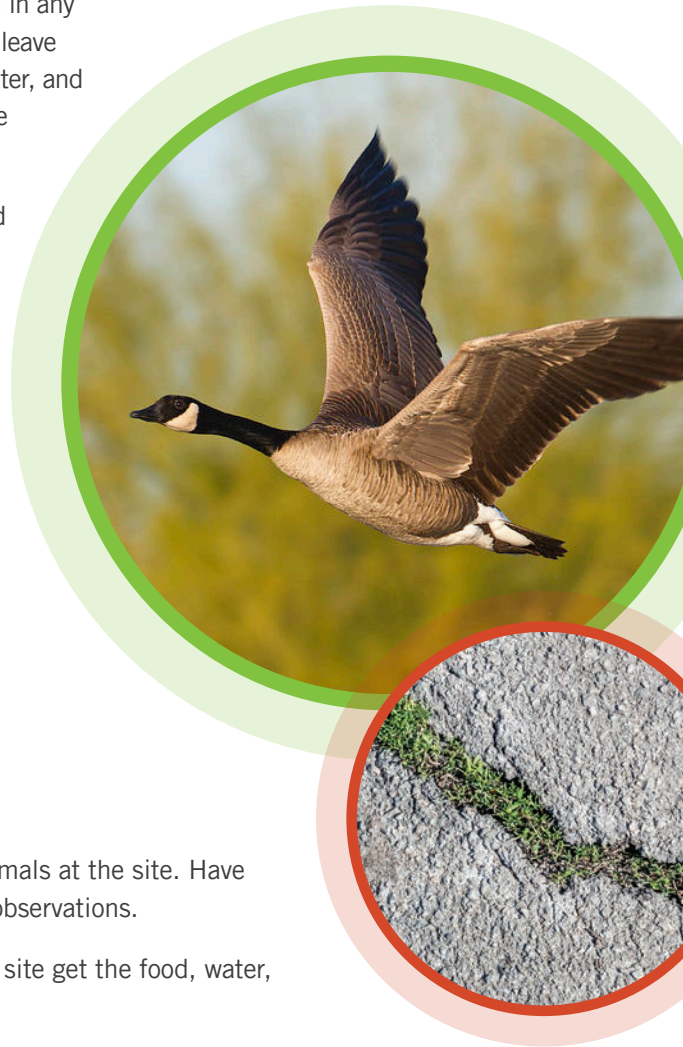
1 As in the activity, invite students to observe animals and signs of animals at the site. Have students use the Safari Site Survey student page for recording their observations.

2 Discuss students' findings, focusing on how the animals living at the site get the food, water, shelter, and space they need.

3  **STUDENT VOICE** Ask students whether there are any animals they would like to see—or see more of—at the site (for example, birds, bees, butterflies, or squirrels). Have student teams research the habitat needs of those animals and possible ways to attract them to the site, such as providing feeders for birds or squirrels, or planting flowers for pollinators.

4 Assist the group in developing a plan for attracting the animals, based on their research. Their plan should include the benefits of attracting the animals, how they would address any potential problems, the steps they propose, the materials needed, and costs. Help them get any necessary permission and then put their plan into action.

5  **TAKE IT OUTSIDE School Yard Bird Blitz** Go birding! Look on the internet for a short list of the most-common birds in your area. Familiarize the students with their pictures and even their songs and calls before going out on your bird census. Choose any day in the spring to conduct your bird count. Bird counts can be as short as 15 minutes, or up to a full day. Designate one student to record group observations on the Bird Tally form. Travel around your schoolyard or neighbourhood as a large group, or separate into smaller groups. Try to reach all the different habitats that make up your schoolyard. Encourage students to be observant, using eyes and ears to find birds. Identify and count all the birds you see at your schoolyard or surrounding neighbourhood. Try not to double-count moving birds! Use the Bird Tally sheet to help keep track of your observations.





INTEGRATED LEARNING

UN SUSTAINABLE DEVELOPMENT GOAL CONNECTIONS

Goal #15: Life on Land. 15.1

- By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements

CMEC GLOBAL COMPETENCIES CONNECTION

Learning to Learn / Self-Awareness

- Self-regulate in order to become lifelong learners and reflect on their thinking, experience, values, and critical feedback to enhance their learning. They also monitor the progress of their own learning.

Communication

- Communicate effectively in different contexts in oral and written form through a variety of media

ASSESSMENT

Ask students to

- Draw a picture or diagram, write a story, or make a diorama showing an animal that lives in the yard or other site and how it gets food, water, or shelter.
- Inventory animals living in an area other than the one in the activity, such as their own backyards, the local park, a different part of the playground, or a nearby forest. You may want to assign some of the questions in Step 5 for them to answer.

ENRICHMENT

- Extend the safari to a larger outdoor setting, such as around the block or neighbourhood. Students might focus their investigations by looking for birds and tallying the numbers of different kinds of birds, looking for evidence of animals eating or being eaten by something else, looking for evidence of animals using water, or sketching trees and looking for evidence of how trees help animals (including people).
- Give students a hula hoop to place on the ground and then count how many kinds of plants or animal species they find within it. Repeat in different places around your site to compare different microhabitats.
- Compare the local site you chose with a local forest. Do these two locations have any of the same animals or trees?
- Indigenous relational worldviews can be characterized by the concept of the circle, interconnectedness, and connection to place based on the four R's: respect, reciprocity, responsibility, and relationships. The recognition that local and indigenous people have their own ecological understandings, conservation practices and resource management goals has important implications. It transforms the relationship between biodiversity managers and local communities. While previously they were perceived simply as resource users, Indigenous people are now recognized as essential partners in environmental management.
- To help Indigenize this activity, print out a medicine wheel circle and label each of the four quadrants based on the four seasons of the year (i.e. spring, summer, fall, and winter). Invite your students to record their backyard safari findings by adding animals to each of the four seasonal quadrants based on what they see during the time of each season. This activity can easily be adapted into an on-going scientific backyard safari activity throughout the school year. See student page handouts for a student worksheet template.



NAME _____ DATE _____

Look for animals and signs of animals. Write down each kind of animal or draw a picture of it. Count how many of each kind you see.

Animal or Animal Sign	How Many?



CAREER CORNER

WILDLIFE BIOLOGISTS (buy-ALL-uh-jists) study animals to find out what they need to live. They may watch birds, mammals, or reptiles in forests and other habitats.





NAME _____ DATE _____

Look for animals and signs of animals. Write down each kind of animal or draw a picture of it. Count how many of each kind you see.

WHAT What animals or signs of animals do you see? List them or draw a picture.	WHERE Where do you see each animal or sign of an animal?	HOW How might that animal get the food, water, and shelter it needs to live here?

CAREER CORNER

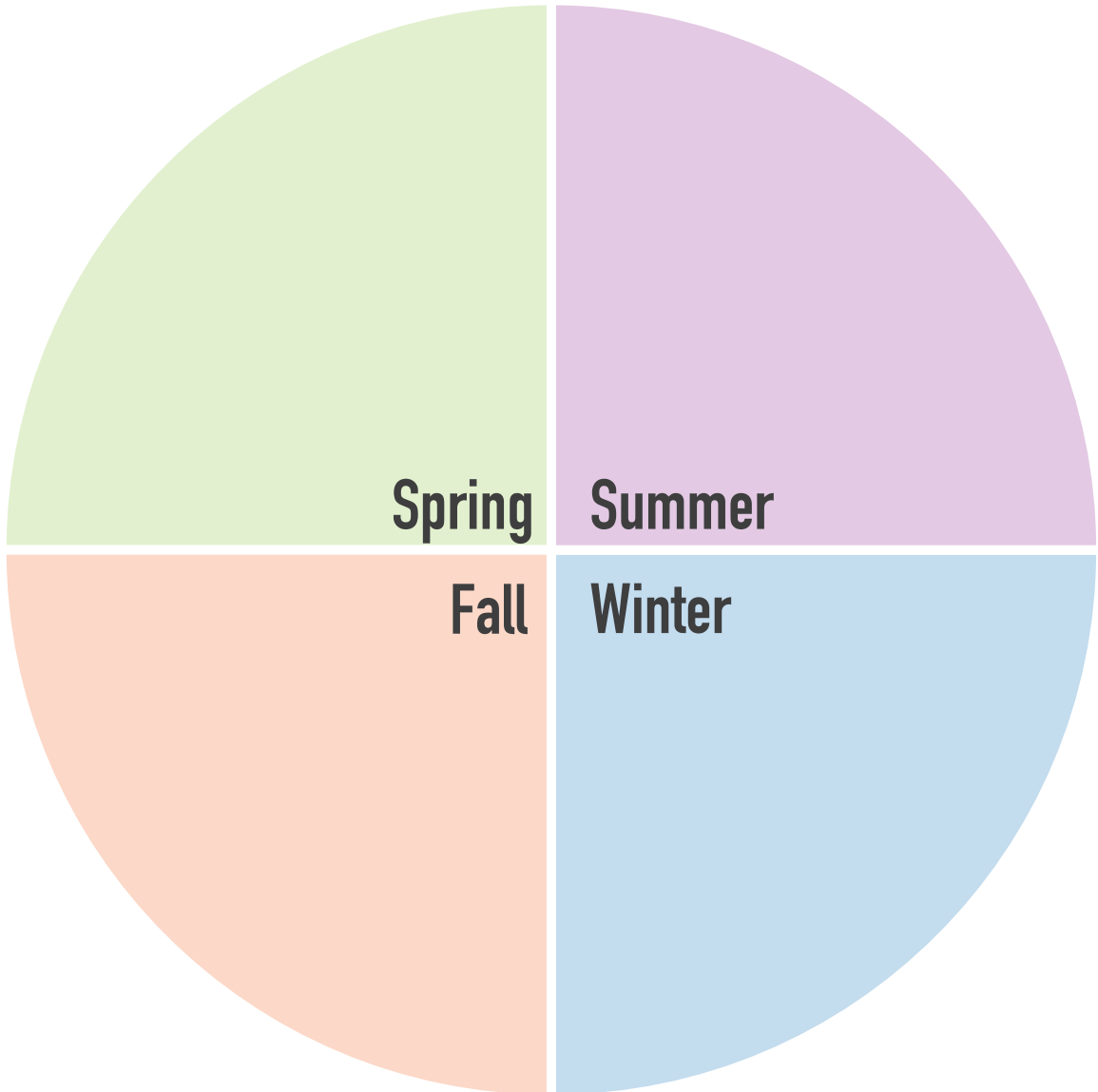
WILDLIFE MANAGERS keep track of the animals that live in a natural area to make sure there is enough of the right habitat. They conduct surveys—like this one—to find out the types and numbers of animals in the area.

I LOVE MY
GREEN JOB!



NAME _____ DATE _____

Look for animals and signs of animals. Write down each kind of animal or draw a picture of it based on the season that you see them.



Resources:

<https://www.un.org/sustainabledevelopment/cities/>

http://www.ontariodirectors.ca/CODE-TLF/docs/tel/PanCanadian_Global_Compencies_Backgrounder_EN.PDF



FOREST LITERACY FRAMEWORK

To translate the complex language of forests, trees, forest practices, and sustainable forest management into concepts that are appropriate for K–12 learners, PLT has developed the Forest Literacy Framework. This document presents a learning pathway for educating K–12 students about forests, with the goal of a forest-literate future.

PLT's Forest Literacy Framework promotes education that empowers learners to apply critical thinking and innovation to make decisions about forests and forest resources, understand the role forests play in addressing local and global environmental challenges, and grow up to be stewards of the forest.

It has applications for K–12 youth, teachers, and nonformal educators across the United States and Canada. It also incorporates diverse voices and perspectives, which enhance our collective ability to understand the forest and each other.

The Forest Literacy Framework offers 100 forest concepts organized into four themes, each with topics and concepts that address its central question:

THEME 1: What is a forest?

THEME 2: Why do forests matter?

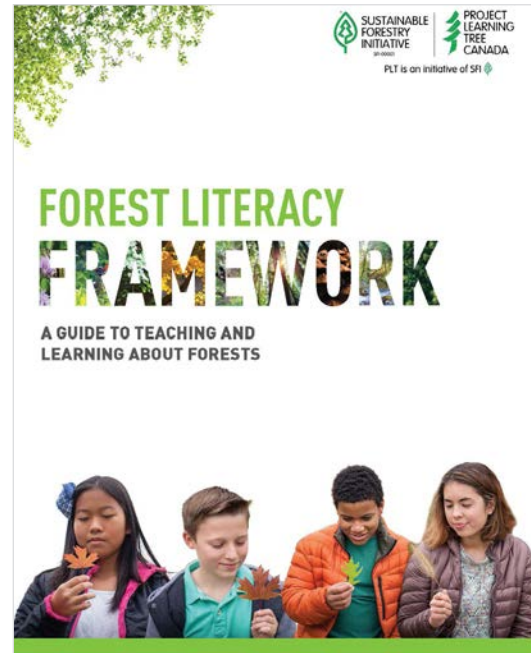
THEME 3: How do we sustain our forests?

THEME 4: What is our responsibility to forests?

Explore the Forest Literacy Framework at pltcanada.org/en/forest-literacy.

ABOUT THIS SERIES

PLT Canada's Activity Collections provide content to support an identified theme for a particular grade level. Each collection offers hands-on activities for teachers and nonformal educators, youth group leaders and home schoolers to connect youth to nature and the outdoors.



Find PLT Canada's newest resources at pltcanada.org/en/shop/

ABOUT PROJECT LEARNING TREE CANADA



Project Learning Tree Canada is committed to advancing environmental education, forest literacy, and green career pathways, using trees and forests as windows on the world. Our award-winning resources offer a lifetime of learning from early childhood through adulthood, and our wide and diverse network provides professional development for educators and opportunities for young adults to explore forests and green careers. Together, we are growing future forest and conservation leaders. PLT is an initiative of the Sustainable Forestry Initiative®, a non-profit charitable organization with the mission of advancing sustainability through forest-focused collaboration.

Sign up for our education newsletter at <https://pltcanada.org/en/environmental-education/#teachers> and visit us on social media



Nothing in this volume may be copied or reproduced by any means without the written permission of PLT Canada except the student pages, which may be reproduced without permission for educational use in conjunction with the activities herein.