



Wild Ideas

Life & Life Cycles

To expand on the Life and Life Cycles activity, try these supplemental projects:

1. Create a Tree Journal

Take students to a park and ask them to collect various leaves (or ask them to collect leaves in their backyard, or on their street). Teach them how to press leaves and glue them in a blank exercise book. Each page should display a different leaf, with the name written below (researched at the library). Students could also sketch or write observations about the trees from which they collect leaves.

2. Draw Diagrams of Flowers

Ask students to collect a flower from the park, the street or their backyard. Have them sketch various flowers and label their parts. Have them research the plant or tree that the flower is from and ask them to draw its life cycle. Ask them to include details about any animals that depend on it, or that it depends on to live. Create a “garden” by posting all the flower drawings on a board, and, through Q & A, guide students to think about how all the plants and animals in a garden are connected.

3. More About Life Cycles

Ask each student to name a local plant or animal. Ask them to research their plant or animal and complete a diagram of its life cycle. Pin the life cycles on a large board and, through Q & A, ask students to make connections between them. How are they similar or different? How do the various living creatures depend on each other to complete their life cycles?

4. Waterworks

Draw a droplet of water on the blackboard and ask the students to give it a name. Through Q & A, guide students through the water drop’s adventures from the sky, through the soil, into a river, through the tap, and through the human body. Where does it end up? Repeat the exercise as a droplet of water that’s used to water a plant.

5. Watch It Grow

Have students plant seeds in small pots and teach them how to care for them with water and sunlight. Ask them to keep a log by drawing pictures of their plants once a week and writing down observations about any changes.



Wild Ideas

Sustainable Forestry

To expand on the Sustainable Forestry activity, try these supplemental projects:

1. Creatures of the Forest

As a group project, ask students to name as many different types of forest-dwelling plants and animals as they can. Each student should pick a different plant or animal and research its habitat. Students can prepare a class presentation and create a poster that illustrates a plant/animal habitat. Include details about how the plant or animal is/will be affected by forestry.

2. Forestry and Your Family

Using answers from Section C, students can interview one member of their family who is linked to the forestry industry. Students should think of 5-10 questions to ask the family member about their job, and how it relates to forestry. They can also ask how their job affects their family and community (i.e. makes money for the family, builds tools or objects that are useful to the community, helps members of the community, etc.). Students sum up the interview by writing one page about that family member.

3. Jobs in Sustainable Forestry

Use books and web resources to teach students about the job of a tree planter. If possible, contact a local company or invite a local university student to come talk to students about their summer job as a tree planter.

4. Footprints in the Forest

If accessible, take students to a forest. Or, if in the classroom, ask students to talk about visits to the forest for hiking or camping trips. Using Q&A, encourage students to think about the impact of their visits. Ask them to think about all the living creatures that could be affected by one single footprint in the forest (crushed plants, insects, food for animals). Then encourage them to consider responsible ways to enjoy and visit forests without disrupting habitats (pick up trash, don't trample over plants or pick flowers, don't remove animals or insects, etc.).

5. Tree TV

In groups, have the students make a mock TV commercial about forestry and the impacts it can have on the environment.



Wild Ideas

Forestry Frontiers

To expand on the Forestry Frontiers activity, try these supplemental projects:

1. Making Paper

Provide students with a brief introduction to the history of papermaking. Get students to guess the approximate number of pieces of paper that can be made from one tree (rough estimate: average tree creates over 8,000 sheets of copy paper). Introduce students to the importance of recycling and reusing to conserve trees.

Ask students to collect scraps of paper from the recycling bin and bring them to class.

To make paper, you will also need:

- a water source
- blender
- a piece of window screen stapled to a wooden frame (you might want to start out with a small frame – it's a little easier to make smaller sheets of paper)
- a basin (large enough to lay the wooden frame in)
- non-toxic fabric dye for colour (optional)
- cornstarch
- a roll of paper towel
- a dish towel
- a heavy stack of books or an iron to press the paper

1. Ask students to tear paper up into small pieces. Soak the pieces in warm water for 10 minutes.

2. Add a handful of wet paper in a blender that is half full of water.

Blend at medium speed until the paper forms a mush. Add a few drops of dye if you wish to colour the paper.

3. Mix the mush in a basin half full of water, and mix in a few sprinkles of cornstarch (it will hold the paper together).

4. Move the screen back and forth in the water to collect an even layer of paper pulp. Once you have an even layer, lift the screen out (without tipping it) and allow it to drain.



Wild Ideas

Forestry Frontiers (continued)

5. Carefully turn the screen upside down on to a dish towel. Use a sponge to soak up any excess water. Slowly ease the paper pulp out of the screen. Cover with a paper towel and leave to dry. You might want to press the wet paper between some heavy books to keep it flat, or iron it between two dish towels while the paper is still wet.

2. A World of Wood

Students are often amazed to learn just how many everyday items come from trees, including pencils. Follow the process from start to finish [here](#).

Guide students through the steps to making a pencil, from cedar tree to the final product they use in the classroom. Chart the stages on the blackboard. Next, ask students to independently research the development of any other product that's made from trees. Students should create a chart showing the developmental stages of a wood product and present it to the class.

3. The Secret Life of Seeds

Growing sprouts from seeds is a great way for kids to watch a plant move through the early stages of development that would usually occur undetected under the soil. Start with 30 ml alfalfa or clover seeds in a wide-mouth Mason jar.

1. Rinse seeds and put them in the jar. Add enough water so that it's two inches above the level of the seeds. Let the seeds soak overnight.
2. The following morning, cover the mouth of the jar with cheesecloth and secure it with an elastic band. Turn the jar upside down to drain the water. Add more water to rinse the seeds and drain the jar once more. Shake the jar a few times to remove any excess water. If they're too wet, the seeds may rot.
3. Rinse the seeds again at the end of the day. Continue morning and evening rinsing for four or five days. After about five days the sprouts will be ready to harvest.

Ask students to draw the contents of the jar each day and write down any observations about the changes. After five days, your class can either harvest the sprouts and eat them, or plant them in small pots of soil and continue to watch them grow into plants.



Wild Ideas

WWF-Canada and our Forests

To expand on the WWF-Canada and our Forests activity, try these supplemental projects:

1. Finding Friends in the Forest

Divide the class into three groups: trees, animals, and plants. Each student should choose to be one type of tree, animal or plant that lives in a forest near their community. Be sure that students in the animal group choose a range that includes birds, mammals and insects. Ask students to create a name tag identifying the creature they have chosen to be. Have students walk around the room shaking hands with other living creatures. As they meet, they should talk about how they directly or indirectly rely on each other to survive. Creatures that depend on each other directly should keep their hands linked and move along to the next person together. Very quickly, all hands will be joined in a Twister-type group. This will illustrate to students how the creatures of the forest all depend on each other.

2. Forest Protection Groups

Divide the class into four groups: WWF-Canada, loggers, the provincial government, a community that lives near a forest. Together, the groups must decide how to cultivate sustainable forestry in an imaginary forest. Have groups meet independently first, and have them write down the ways they use the forest, any concerns they have about the forest, and what they're willing to do to develop sustainable forestry techniques. Then create a forum where each group has five minutes to present their ideas. On a large sheet of paper, try to find compromises that all groups can agree on that will result in a sustainable forest.

3. Forest Diversity

Use a map of Canada's ecozones to teach students about the different types of forests in our country. Have students work in groups to learn about the trees that grow in their selected ecozone. Using construction paper, students should draw, label and cut out the types of trees that grow there. Have them create a forest by pinning the trees to a bulletin board. Then they should present their forest to the class, describing various types of trees, along with information about the plants, animals and communities that depend on trees in that forest ecozone.