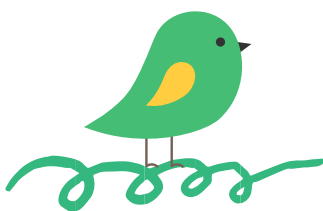




**Environmental Sustainability and Green Entrepreneurship
Competence-Building in Kindergartens**



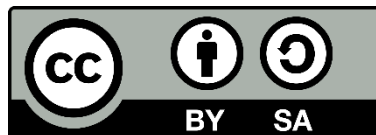
**Pedagogical Sequences and Gamified
Activities on the topic of:
Deforestation**



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project Code: 2022-1DE03-KA220-NI-22-2485094

Contents

Introduction	3
Pedagogical Sequences and Gamified Activities	4
Lesson 1: The Circle of Life	4
Lesson 2: The Source of Life	10
Lesson 3: The Forest Protects	15
Lesson 4: Friends in Danger	21
Lesson 5: Stronger Together	26
Annexes.....	32
Annex 2.1 – Possible Questions for Introduction of Topic.....	32
Annex 2.2. – Visual support for soil and nourishment.....	33
Annex 3 – Template for Parents’ Consent for Trip.....	37
Annex 4 – Story: "The Mystery of Mr. Tree"	39



This work is intended for educational purposes and is licensed under [Creative Commons Attribution -ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/) @The GreenGUARDENS Consortium.

Introduction

This pedagogic resource has been created within the framework of the [GreenGuardens Erasmus+ project](#). It addresses the fact that preschool children, most especially DHH (deaf and hard of hearing) ones, have limited to no opportunities to engage in activities pertaining to the enhancement of sustainability and entrepreneurship skills from a younger age.

The resource is directed at **kindergarten teachers** and is meant to help engaging children aged 3-6 years in gamified activities and experiments to understand their role in **environmental sustainability** and use competencies like decision-making, green responsibility, and initiative as triggers for early-on responsible & sustainable behaviour (short & long term).

The resource attempts to enable children to:

- Understand **the environmental impact** of different professions (e.g. farmer, fisherman).
- Learn about **good practices** that contribute to environmental sustainability.
- Discover the link between environmental sustainability and green entrepreneurship, shaping a **green entrepreneurial mindset** from early on.
- Comprehend **seemingly complex topics** through simple, familiar and playful activities.
- Engage in **interactive activities** where they will observe, learn and think through play and demonstrate knowledge through creative means.

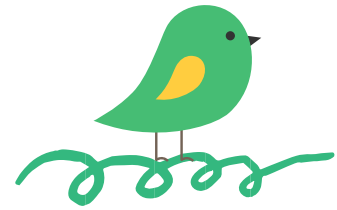
The resource tackles three main topics: **Ocean Pollution**, Deforestation (the present document), and **Air Pollution**. Each topic consist of 5-6 pedagogical sequences (lesson plans), containing everything a teachers needs to know in order to prepare a lesson with their students. The core of each lesson is a gamified activity, which helps bring about the subject to the children in an experimental manner. For quick finding of the activity, look for the GreenGUARDENS bird:



This resource is aimed at teachers familiar with the topics of environmental sustainability, green entrepreneurship, and inclusive education for deaf and hard-of-hearing students. Users of this resource can benefit from [Virtual Learning Lab \(VLL\)](#), which helps kindergarten teachers develop their sustainability and entrepreneurship competencies. The VLL modules include gamified micro-challenges that enhance teachers' core skills and produce a digital badge for learners upon completion.

Pedagogical Sequences and Gamified Activities

Lesson 1: The Circle of Life



Description

Bearing in mind that all activities in kindergartens should be the result of a co-constructed knowledge of the kindergarten community (children and pre-school teachers, first and foremost, and parents and other potential participants) we suggest one of the interpretations of how this particular topic could be analysed, if it should come in the focus of children's interests. Quite aware of relevant pedagogical theories which suggest that topics in kindergarten should not be imposed, but identified as children's interests through discussions and interviews with them, within the GreenGuardens project we have come up with potential manners of tackling the topic of food chain, should it ever come into children's focus. Pre-school teachers can, naturally, discuss this topic with children, but they should continue with it only if children show enthusiasm and curiosity. Different aspects of this activity can, however, be used for some other topics within the same field which are interesting to children.



Learning Objectives

Upon completing the lesson, the learners should:

- Understand terms of ecosystem and food-chain
- Explain where food comes from
- Define connections between species in nature

General objectives:

- Encouraging children to seek answers to the posed questions
- Enabling children to express themselves in a free and independent manner
- Creating conditions for independent children activities

- Developing readiness to exchange opinions, listen to others, discuss and reach conclusions

Specific Objectives:

- To develop knowledge relating to eco-system (biology and ecology)
- To raise awareness of different relations between creatures in nature
- To develop the ability of understanding different roles and functions of different species in one eco-system



Methodology

Project-based approach, which can, among other methods, include:

- Interactive activities: constructing toys and materials, building models and different activity corners, preparing exhibitions, etc.
- Discussions and demonstrations; role-play, expert guests (biologists, environmentalists, etc.)



Related subjects / thematic areas

- Nature and Environment
- Geography
- Sustainability



SDGs addressed

This lesson plan facilitates the realisation of the following Sustainable Development Goals ([United Nations, 2015](#)):



Duration

- As long as children have interest to tackle the topic, which can last between one day and several weeks. Very often, one topic can lead both children and pre-school teachers to another interesting topic, and pre-school teachers should always use children's interest to keep learning together. This is the reason why project-approach has been suggested.
- But we anticipate one to two days for this activity.



Age of learners

- Kindergarten age (3 - 6 years old)



Level of difficulty

- Medium - you should consider the previous knowledge and skills that children have acquired and the topics they have discussed. If they have already covered a topic similar to this one, remind the children about it and try to connect the new topic with the one already covered.



Prerequisites for learners

- None.



Preparation

- Do the research and be prepared with explanations about the ecosystem, food chain and food sources to start the discussion with the children.
- Arrange the space in the classroom so that it is possible to work easily.



Materials needed

- Blank paper, canvas, crayons, recycled material, cardboard boxes (teachers can even ask parents to bring some recyclable material), acrylic paint, water colours, scissors, etc.
- Role-play assets: material created by children in a mutual cooperation (parents can also help children create costumes, if need be). Refrain from ready-made solutions, and let the children create as much as possible in collaboration with each other.



Introduction

First and foremost, listen to children, observe them, and take notes. If you (pre-school teachers) think that this topic is of interest to children, you should ask initial questions to understand where children wish to go with this. Based on their interests, create a temporary scheme of the chosen activity and now it is time to start the process with children.

Try to connect the topic of deforestation with topics you have covered with them before.

The best introduction to this topic could be a visit to a park, or zoo, or some such places, or if there are no conditions for this, maybe a nice piece of animated movie, a cartoon or something which could be a nice discussion starter.



Delivery of gamified activity

- **Step 1: Interviewing** children about the topic/or playing a short, animated video to introduce the topic (1 hour)
- **Step 2: Guessing game** – guess which animals are in the video and what they eat (1 hour).
- **Step 3: Role-play** – Who eats whom? (each child chooses what animal they wish to be, and then they stand behind the animal (the other child) that can eat them, thus forming a food chain (2 hours).
- **Step 4: Discussion** – Initiating conversation with children and among children (what they liked the most/ the least; 2 hours).



Closing

- Reflection – only for teacher (take notes about the process, what was interesting, what new questions have the children posed; what could be the new directions of tackling the topic; what can I do better tomorrow; what should I avoid doing, etc.)



Follow-up

- Pre-school teachers should take notes (write a diary of activities) in which they would emphasise the strengths and weaknesses of implemented activities, suggest possible solutions for a change or improvement, make recommendations for personal growth, etc.



Accessibility and inclusion

- Make sure that there is enough space for the activity and that all children can hear and see you clearly.
- Provide additional clarification to those who need it to understand the task.
- Adapt activities for children with special needs if you notice they need it.



Sustainability Tips

- Use recycled materials to make play assets.



Resources

- National Geographic Education. *Ecosystem*. Available at: <https://education.nationalgeographic.org/resource/ecosystem/> (Accessed November 7,2023)
- Britannica. *Ecosystem*. Available at: <https://www.britannica.com/science/ecosystem> (Accessed November 9,2023)
- National Geographic Education. *Food chain*. Available at: <https://education.nationalgeographic.org/resource/food-chain/> (Accessed November 9,2023)
- Britannica. *Food chain*. Available at: <https://www.britannica.com/science/food-chain> (Accessed November 9,2023)
- Marković, T. (2017). *INTEGRATIVNA PRAKSA: Integrativni pristup vaspitnoj praksi u preškolskim ustanovama*. Pirot: Visoka škola strukovnih studija za obrazovanje vaspit

Lesson 2: The Source of Life



Description

This lesson aims to introduce children aged 3-6 to the importance of soil and plants. The focus is on making the lesson accessible, engaging, and inclusive, incorporating sensory experiences and a hands-on planting activity.



Learning Objectives

Upon completing the lesson, the learners should:

- Recognise the importance of soil for plant growth.
- Explore how plants find nourishment through soil.
- Recognise the significance of deforestation and sustainable practices.



Methodology

- Storytelling
- Hands-on activities
- Visual aids
- Group discussions



Related subjects / thematic areas

- Nature and Environment

- Geography
- Sustainability



SDGs addressed

This lesson plan facilitates the realisation of the following Sustainable Development Goals ([United Nations, 2015](#)):



Duration

- Approximately 60 minutes



Age of learners

- Kindergarten age (3 - 6 years old)



Level of difficulty

- Easy. Suitable and adapted for preschool and kindergarten levels.



Prerequisites for learners

- No prerequisites required. The teacher might want to consider delivering Lesson 1 for better insights into why the forest matters.



Preparation

- Gather tactile materials (soil samples, small plants).
- Prepare aromas from flowers like lavender or rosemary.
- Ensure each child has a small plant, pot, and soil.



Materials needed

- Tactile materials (soil samples, plants)
- Aromas (flowers like lavender or rosemary)
- Small plants, pots, and soil for each child
- Tools for gardening



Introduction

- Welcome and greeting.
- Briefly introduce the concept of soil and its importance using simple language (15 minutes).



Delivery of gamified activity

Theoretical Part (15 minutes):

- Discuss the role of soil in plant growth, using tactile materials like soil samples.
- Introduce aromas from flowers like lavender or rosemary to engage the sense of smell.
- Explain deforestation briefly, emphasizing its impact on plants and soil.

Body Exercise Break (5 minutes):

- Engage children in simple body exercises to refresh and energize.

Practical Part - Planting Activity (20 minutes):

- Provide each child with a small plant, soil, and a pot.
- Guide them in planting their own flowers or vegetables.
- Encourage sensory exploration by touching soil and smelling plants.



Closing

- Discuss what the children learned during the lesson.
- Emphasize the importance of taking care of plants and soil.
- Mention recycling, conservation, and responsible resource use. (5 minutes).



Follow-up

- Share simple tips on plant care with teachers.
- Encourage children to water and observe their plants at home.
- Deliver the rest of the “Green GUARDens” lessons and activities for a complete knowledge on sustainability.



Accessibility and inclusion

- The teacher should arrange the seats to make sure that she/he is visible and audible to all students.

- The teacher should use big and clear images as a visual reference to what she/he is saying. This will help all students understand and memorize the lesson better.
- Be attentive to children with special needs, adapting activities as necessary.
- Ensure language accessibility for all children (i.e. sign language)
- Provide tactile materials and scents for sensory engagement.



Sustainability Tips

- Use recyclable materials for pots.
- Emphasise recycling and responsible resource use during the lesson.
- Encourage eco-friendly practices at home.



Resources

- [Progetto i Fiori per Bambini di 3-4 Anni | Nonna In Fabula](#)
- [mc2_55_speciani_esplorare-scuola-materna.pdf \(euresis.org\)](#)
- Green, K. (1994). Encouraging nurturing behavior of two to seven year olds by introducing plants and flowers. *Journal of Home & Consumer Horticulture*, 1(4), 395-407.
- Perkins, L. M., & Stoycheva, D. (2016). Preschoolers explore greenhouses by visiting a greenhouse, making a model, and growing plants. *Journal of STEM Arts, Crafts, and Constructions*, 1(1), 3.
- Predny, M. L., & Relf, D. (2004). Horticulture therapy activities for preschool children, elderly adults, and intergenerational groups. *Activities, Adaptation & Aging*, 28(3), 1-18.
- Hunter, J., Monroe-Ossi, H., & Fountain, C. (2008). Young Florida naturalists: concept mapping and science learning of preschool children. In *Concept maps: Connecting educators. Proceedings of the Third International Conference on Concept Mapping. Tallinn, Estonia & Helsinki, Finland: University of Finland.*
- Hachey, A. C., & Butler, D. L. (2009). Science education through gardening and nature-based play. *Young Children*, 64(6), 42-48.

Lesson 3: The Forest Protects



Description

This lesson is designed for children aged 3-6 to explore the interdependence between forests and soil. Through engaging activities and a forest visit, the lesson focuses on understanding how forests contribute to soil health, emphasising the importance of fallen leaves and fallen trees as integral components of the forest ecosystem.



Learning Objectives

Upon completing the lesson, the learners should be able to:

- Describe the interdependence between forests and soil.
- Explore how fallen leaves contribute to soil richness.
- Recognise the role of fallen trees as habitats for various organisms and their contribution to soil health.



Methodology

- Storytelling
- Hands-on activities and real-life experiences
- Visual aids
- Group discussions



Related subjects / thematic areas

- Nature and Environment
- Geography
- Sustainability



SDGs addressed



Duration

- The whole lesson, with trip to the forest and theoretical part will take approximately half a day.



Age of learners

- Kindergarten age (3 - 6 years old)



Level of difficulty

- Easy. Suitable and adapted for preschool and kindergarten levels.



Prerequisites for learners

- No prerequisites required. The teacher might want to consider delivering Lessons 1 and 2 for better insights into why the forest matters.



Preparation

- Arrange transportation for the forest visit.
- Prepare permission papers for parents.
- Ensure appropriate clothing for the forest visit.
- Gather materials for engaging activities (magnifying glasses, small shovels, etc.).



Materials needed

- Permission papers for parents
- Magnifying glasses.
- Small shovels



Introduction

- Welcome and introduce the concept of the day's lesson.
- Briefly discuss the importance of forests in protecting the soil. (15 minutes).



Delivery of gamified activity

Theoretical Part (15 minutes):

- Explore how fallen leaves in the forest contribute to soil richness.
- Discuss the concept of fallen trees providing habitats for various organisms.

Practical Part (about 1 hour):

- Transportation to the forest (arranged according to school needs).
- Forest Detective Activity (20 minutes): Children search for fallen leaves, observing and discussing their role in the soil.
- Root Exploration (20 minutes): Children gently uncover parts of tree roots to observe and discuss their connection to the soil.
- Symbiosis Scavenger Hunt (20 minutes): Children hunt for examples of collaboration between different elements in the forest.



Closing

- Gather children to discuss their discoveries during the forest visit.
- Emphasise the importance of fallen leaves and trees in preserving soil health.
- Discuss what the children learned during the lesson.
- Emphasise the importance of taking care of plants and soil.
- Mention recycling, conservation, and responsible resource use. (10 minutes)



Follow-up

- Share simple tips on forest preservation with teachers.

- Encourage children to go into nature and have more trips into forests.
- Encourage children to share their experiences with parents.
- Deliver the rest of the “Green GUARDens” lessons and activities for a complete knowledge on sustainability.



Accessibility and inclusion

- The teacher should arrange the seats to make sure that she/he is visible and audible to all students.
- The teacher should use big and clear images as a visual reference to what she/he is saying. This will help all students understand and memorize the lesson better.
- Be attentive to children with special needs, adapting activities as necessary.
- Ensure language accessibility for all children (i.e. sign language)
- Provide tactile materials and scents for sensory engagement.



Sustainability tips

- Use recyclable materials for activities and selective waste collection.
- Emphasise recycling and responsible resource use during the lesson.
- Encourage eco-friendly practices at home.



Resources

- Tsekos, C. A., Christoforidou, E. I., & Tsekos, E. A. (2012). Planning an Environmental Education Project for Kindergarten under the Theme of the Forest. *Rev. Eur. Stud.*, 4, 111.

- Kahn, P. H., Weiss, T., & Harrington, K. (2020). Child-nature interaction in a forest preschool. *Research handbook on childhoodnature: Assemblages of childhood and nature research*, 469-492.
- Gülay Ogelman, H. (2012). Teaching preschool children about nature: A project to provide soil education for children in Turkey. *Early Childhood Education Journal*, 40, 177-185.
- KANAT, T., & ARCAGÖK, S. (2022). Effects of Forests School Practices on Preschool Children. *Eğitim Bilim ve Araştırma Dergisi*, 3(1), 167-195.

Lesson 4: Friends in Danger



Description

This lesson aims to introduce young children (3-6 years) to the concept of deforestation through a storytelling approach. The disappearance of Mr. Tree's friends will serve as a narrative to explore the impact of deforestation on plants and animals, focusing on the biodiversity threats that arise.



Learning Objectives

Upon completing the lesson, the learners should:

- Recognise the concept of deforestation.
- Recognise the impact of deforestation on plants and animals.
- Engage in interactive activities to reinforce key concepts.



Methodology

- Storytelling
- Hands-on activities
- Visual aids
- Group discussions



Related subjects / thematic areas

- Nature and Environment
- Geography

- Sustainability



SDGs addressed



Duration

- 1.5 hours approximately, with short breaks between activities.



Age of learners

- Kindergarten age (5 - 6 years old)



Level of difficulty

- Easy. Suitable and adapted for preschool and kindergarten levels



Prerequisites for learners

- No prerequisites required. The teacher might want to consider delivering Lessons 1, 2, and 3 for better insights into why the forest matters.



Preparation for teachers

- Prepare materials for the leaf collage activity. (glue, leaves, etc)
- Ensure accessibility and accommodations for children with varying abilities.



Materials needed

- Annex 4: Mr. Trees story or a Storybook or storytelling props.
- Materials for leaf collage (leaves, glue, paper).



Introduction

- Welcome the children and introduce the theme of the day.
- Present the story of Mr. Tree's friends' disappearance as a starting point for the lesson. (15 minutes)



Delivery of gamified activity

Theoretical Part (15 minutes):

- Focus on the effects on plants and animals, emphasising the interconnectedness of the forest.

Practical Part (about 45 minutes):

- Interactive Game "Save the Animals" (20 minutes)

- Create a game where children pretend to be animals affected by deforestation.
- Discuss the challenges these animals face and ways to help them.
- Hands-on Activity "Leaf Collage Creation" (25 minutes):
 - Provide materials for creating leaf collages, connecting the activity to the story.
 - Discuss the significance of leaves and their role in the forest ecosystem.



Conclusion

- Gather the children and review key points from the story and activities.
- Emphasise the importance of protecting forests and the friends living in them.
- Discuss what the children learned during the lesson.
- Emphasise the importance of taking care of plants and soil.
- Mention recycling, conservation, and responsible resource use. (10 minutes).



Follow-up

- Share simple tips on forest conservation with teachers.
- Encourage children to go into nature and plant an own small garden.
- Encourage children to share their experiences with parents.
- Deliver the rest of the "Green GUARDens" lessons and activities for a complete knowledge on sustainability.



Accessibility and inclusion

- The teacher should arrange the seats to make sure that she/he is visible and audible to all students.

- The teacher should use big and clear images as a visual reference to what she/he is saying. This will help all students understand and memorize the lesson better.
- Be attentive to children with special needs, adapting activities as necessary.
- Ensure language accessibility for all children (i.e. sign language)
- Provide tactile materials and scents for sensory engagement.



Sustainability tips

- Use recyclable materials for activities and selective waste collection.
- Emphasize recycling and responsible resource use during the lesson.
- Encourage eco-friendly practices at home.
- Discuss the impact of human actions on the forest ecosystem.



Resources

- Tsekos, C. A., Christoforidou, E. I., & Tsekos, E. A. (2012). Planning an Environmental Education Project for Kindergarten under the Theme of the Forest. *Rev. Eur. Stud.*, 4, 111.
- Kahn, P. H., Weiss, T., & Harrington, K. (2020). Child-nature interaction in a forest preschool. *Research handbook on childhoodnature: Assemblages of childhood and nature research*, 469-492.
- Gülay Ogelman, H. (2012). Teaching preschool children about nature: A project to provide soil education for children in Turkey. *Early Childhood Education Journal*, 40, 177-185.
- KANAT, T., & ARCAĞÖK, S. (2022). Effects of Forests School Practices on Preschool Children. *Eğitim Bilim ve Araştırma Dergisi*, 3(1), 167-195.

Lesson 5: Stronger Together



Description

How can you help your friends the trees stay safe and healthy? What do they need from you and what are they prepared to give in return? These are questions that children should be asking themselves after completing the other lessons on the topic of deforestation. Here, they make use of their imagination in order to convince their peers and family they can protect the trees together.



Learning Outcomes

Upon completing the activity, the learners should:

- explore some solutions to deforestation.
- appreciate the efforts to preserve the local environment and the benefits they bring.
- be motivated to take action.
- be capable of convincing others to take action.



Methodology

- Discussion
- Arts and crafts
- Presentation



Related subjects / thematic areas

- Nature and Environment
- Geography
- Civic Studies



SDGs addressed



Duration

- 45 min.



Age of learners

- Kindergarten age (3 - 6 years old)



Level of difficulty

- Medium. Some prior knowledge required.



Prerequisites for learners

- It is recommended that children have already completed the other activities on the topic of deforestation and are familiar with why trees are important, and what caused harm to them.



Preparation

- Fold A4 papers into 2, making a 4-page leaflet for each child.
- Recall all the activities done so far, and what was mentioned in them.



Materials needed

- A4 Papers
- Poster paper
- Colored pencils / crayons / markers



Introduction

- Gather the group in a circle. Ask the children what are the things that trees provide for us. After the group recaps all the benefits, ask the children if they know how we can have more trees around. All kinds of ideas are welcome. Ideally, all the ideas mentioned below should come up, but if they don't, that is not a problem. Maybe there are other, original ideas?
10 min



Delivery of gamified activity

- Step 1. Present a few ideas on how children can help preserve the trees. Keep asking them for additional ways, if they come to mind.

Using less paper.

- Paper production is one of the main reasons for cutting down trees. If we use less paper, we can save more trees.
- Keep used papers – don't throw them away. Use the other side of the sheet next time.
- Use discarded paper for arts and crafts.
- Use recycled paper when possible.
- Consider using alternatives to paper napkins – use a cloth for cleaning instead.
- Don't print out documents that can be used electronically.

Reusing items

- Don't throw away cardboard boxes – use them for storing things. Make a crate out of them. Turn them into a puppet.
- What can you do with a finished toilet paper roll? A pencil case? A pair of binoculars?
- Before throwing away old book, consider making a home decoration out of them.

Planting trees

- Can a child plant a tree? Can they help someone else?
- Does someone in the area give away plantings for free?
- Are there groups that do organised planting?

Eating less meat

- Forests are often cleared to make room for pastures. Switching to eating more plant-based foods can be really helpful.
 - Think of your favorite meat dish. What can you replace the meat with, and keep it tasty?
 - Can you make ordering meat a special occasion, like a holiday, and enjoy it more.
 - Step 2. Take an A4 paper and fold it in the middle, so it forms a leaflet of 4 pages. Each child receives one leaflet. On each page, they draw an image to promote the ideas for preserving the trees: using less paper, reusing items, planting trees, and eating less meat. They can focus on a concrete aspect discussed before, like using a cloth for cleaning instead of paper napkins. They can also replace one of the main ideas entirely, if they have a better one.
 - Step 3. All children present their leaflets to the group. The best four pages are voted in, and re-created together on a larger poster, pictures of which are sent to the parents.
- 30 min.



Closing

- Children are asked to mention one take-away from the activity they will share with their families. What is the most impressive thing they heard today?

5 min.



Follow-up

- Consider a visit to a local environmental organisation – to learn more about their work and values. Or, if it is easier, invite a speaker from them to visit the kindergarten. Then the children can present their leaflets and hear about further ideas they make use in a repeat of the activity. Even better, there might be an interactive activity they might be able to engage in.



Accessibility and inclusion

- Some children may struggle with coming up with ideas or presenting them visually. Always be available to step in, but because you cannot be everywhere, it might be wise to assign peers to support them. This also has beneficial effects for the group dynamics.



Sustainability tips

- Make sure no paper is wasted during the activity because it will clash with its spirit. Preserve all leaflets and think of a way to store and present them to others.



Resources

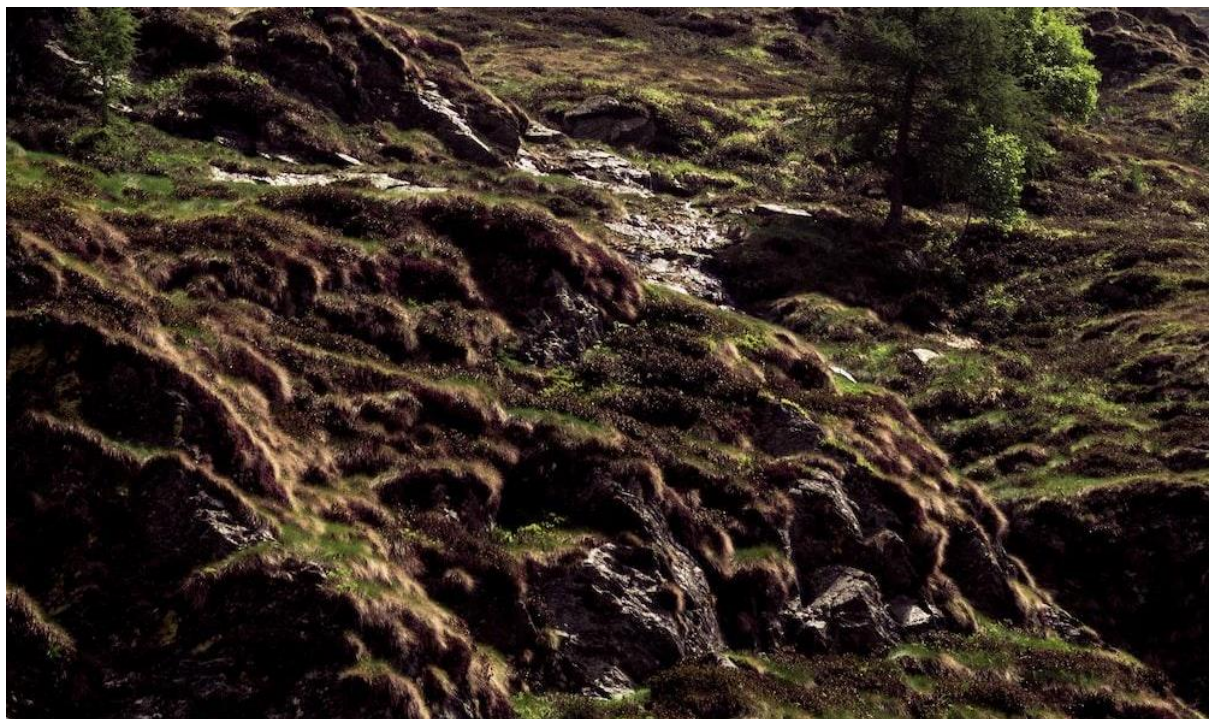
- Goexplore nature.com (2013) 7 Ways Kids Can Help Save Trees:
<https://goexplore nature.com/2013/04/7-ways-kids-can-help-save-trees.html>
- The world counts. How can we stop deforestation?
<https://www.theworldcounts.com/stories/how-can-we-stop-deforestation>

Annexes

Annex 2.1 – Possible Questions for Introduction of Topic

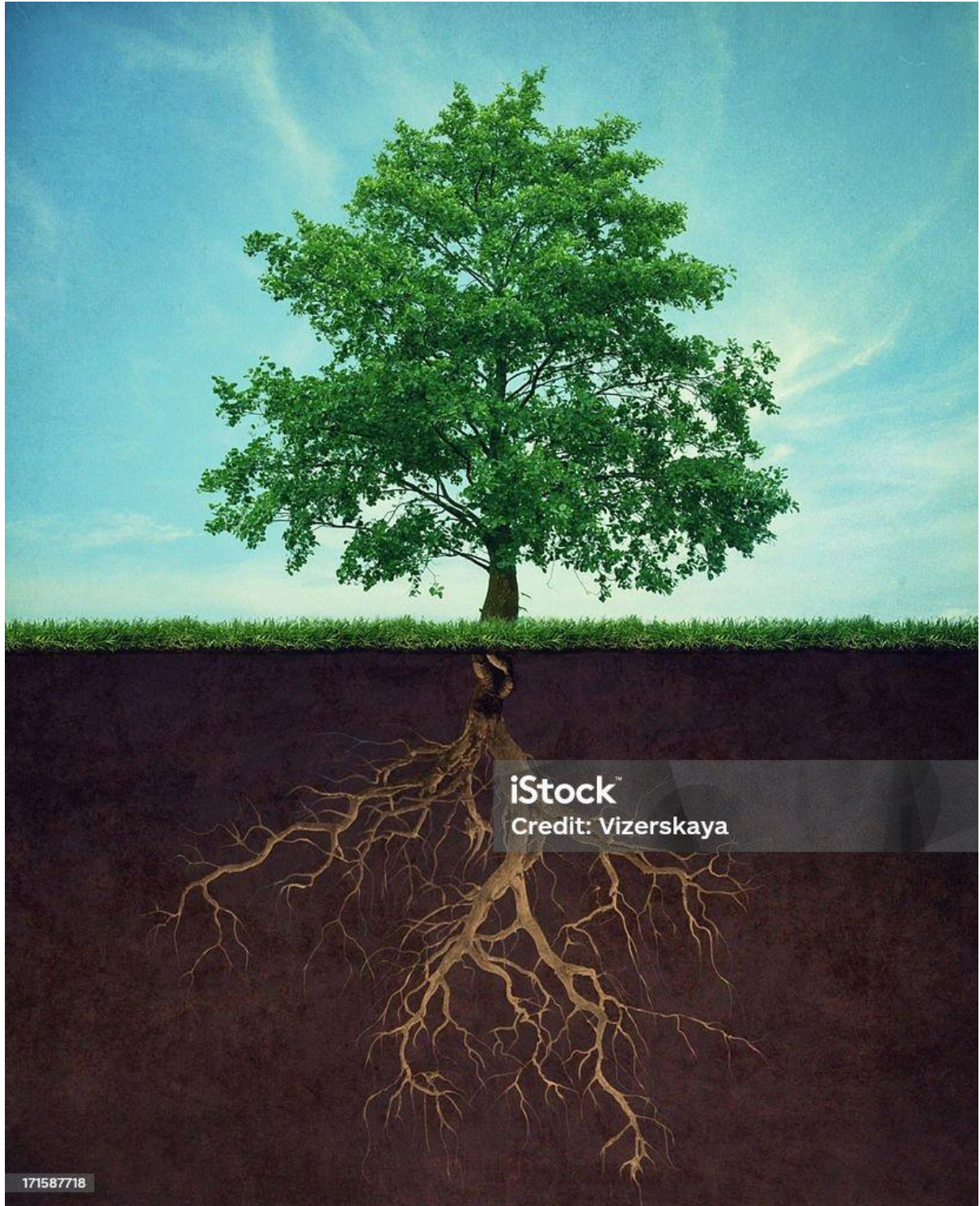
- Where do flowers live? (meadows, gardens, mountains, forests, etc.)
- In which season do many flowers bloom? (spring)
- Do you know the name of any flowers?
- What colour are the flowers? (red, yellow, purple, orange, etc.)
- We have mouths and stomachs for eating, flowers have.... (roots)
- What do flowers eat? (minerals, water, the sun etc.)
- What little animals go on the flowers? (bees, butterflies)
- Why? (to suck nectar)

Annex 2.2. – Visual support for soil and nourishment









Annex 3 – Template for Parents' Consent for Trip

Forest Visit: "The Forest Protects" Lesson

Dear Parents/Guardians,

We are excited to inform you that our school is organizing a field trip to _____ [Name of the Forest] as part of our educational program on _____ [Date]. The theme of this trip is "The Forest Protects," focusing on understanding the interdependence between forests and soil.

Details of the Trip:

- Date: [Date]
- Departure Time: [Time]
- Return Time: [Time]
- Location: [Name of the Forest]
- Transportation: [Bus/Parent Carpool/Walking] (Please circle one)

Permission Details:

I, the undersigned, permit my child, _____, from _____ [Class/Grade], to participate in the forest visit on _____ [Date]. I understand that the purpose of this trip is educational, focusing on environmental awareness and the interdependence between forests and soil.

In case of emergency, I can be reached at the following contact numbers:

- Parent/Guardian Name: [Parent/Guardian Name]
- Contact Number: [Phone Number]

Health Considerations:

Please inform us of any health considerations, allergies, or medical conditions that we should be aware of during the trip:



[Details of Health Considerations]

Permissions:

I hereby give permission for my child to participate in all activities planned for the forest visit. I understand that the teachers and school staff will take all necessary precautions to ensure the safety and well-being of the children.

I acknowledge that the school, teachers, and staff will not be held responsible for any accidents that may occur during the trip, provided all reasonable safety measures are taken.

****Parent/Guardian Signature:**** _____ **Date:** _____

Thank you for your cooperation.

Sincerely,

[Teacher's Name]

[Contact Information]

Feel free to modify the template according to your specific needs and school policies.

Annex 4 – Story: "The Mystery of Mr. Tree"

Once upon a time, in a magical forest filled with tall trees, colourful flowers, and playful animals, there lived a wise old tree named Mr. Tree. He was the heart of the forest, providing shade, shelter, and a home for all the animals and birds.

One sunny day, as the forest buzzed with life, a group of humans arrived. They brought with them loud machines and sharp tools. The animals gathered, curious but cautious, as the humans started cutting down trees. Mr. Tree, standing tall and strong, sensed something was wrong.

As days passed, more and more trees disappeared. Mr. Tree watched in sadness as his friends, the other trees, were taken away. The once lively forest began to lose its vibrancy. Birds couldn't find their nests, and animals lost their homes.

One day, Mr. Tree noticed a small group of animals huddled together. They looked worried and sad. The wise old owl spoke up, "Our homes are gone, Mr. Tree. The humans are taking everything away." Mr. Tree, filled with sorrow, realized that the forest was in danger.

Determined to protect his friends, Mr. Tree gathered the animals and shared a plan. "We must show the humans how important the forest is. We'll teach them to care for our home, and together, we can bring back life to the once-thriving forest."

Feel free to adapt or modify the story based on your preferences. This narrative aims to introduce the concept of deforestation in a simple and relatable manner for young children while setting the stage for the planned activities.