

Early Level

Lesson 1

Wangari Maathai

I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment.

SOC 0-08a

As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.

LIT 0-02a / ENG 0-03a

Learning Intentions:

I can **listen** to the story of Wangari Maathai.

I can **talk** about the importance of trees.

I **understand** that trees give us food, fuel and fresh air.

Introduction:

Introduce Wangari Maathai to pupils.

Wangari Maathai grew up in a little village in a forest in Kenya, Africa. Her people lived close to nature, growing their own food, collecting firewood from the forest and fresh water from the nearby river. When she grew up and left home to get an education, the government cut down a lot of trees in Kenya. This story is about how Wangari and the women of Africa worked to save their environment.

Story:

Read:

Seeds of Change by Jen Cullerton Johnson or watch a reading of the book here.

<https://youtu.be/NWFdmOaDTxE>

or

Wangari's Trees of Peace by Jeanette Winter (a shorter story)

https://www.youtube.com/watch?v=08PbLwOtZJA&feature=youtu.be&fbclid=IwAR3SBlwXjYzd_uxXnkFLgn6ZqNtQKAUtMCsYCuaxNwyqeZ9M_gH-o_hAV1k

Discussion:

Talk about the story as a group.

Some of the following could be used as discussion points:

- Trees provide food, fuel, fresh air, fresh water etc.
- What happens when too many trees are cut down?
- What happens when we have lots of healthy forests?
- The importance of the Kenyan women working together – community.

Conclusion:

- Role play the wood cutters cutting down trees and the local people and environment being sad and hungry.
- Then role play the women planting trees, the trees growing and the local people being happy and healthy.

Optional follow on activities:

- Create a piece of art inspired by Mama Miti and the trees she and the women of Kenya planted.
- Write a poem about trees.
- Enjoy a picnic of food from trees – apples, bananas, plums, pears, cherries etc.
- Go on a nature walk and find trees around the school. Do bark rubbings or leaf rubbings, hug a tree, sit under a tree, take photographs of the trees, play around the trees and thank the trees for the fresh air they give us while we play and learn.

Early Level

Lesson 2

Planting Tree Seeds to Create the Lost Woods

I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them.

SCN 0-03a

“Trees are our lifeline to cleaner air and a healthier environment.”

Introduction:

Read the book ***The Promise*** by Nicola Davies, illustrated by Laura Carlin.

A copy of the book has been provided to your school with all the tree planting resources.

Or watch the author, Nicola Davies, read the book.

<https://vimeo.com/73026206>

Discuss the ideas in the book:

- Without green areas our cities aren't very nice.
- Cities are happier, healthier places with green spaces.
- Even one person can make a difference.

Could we make a promise like the girl in the book?

The Lost Woods:

Link *The Promise* with the story of Wangari Maathai and how she, and the women of Kenya, improved the landscape of Kenya.

Just like Wangari we are going to plant oak trees to transform our environment. We will create new green spaces for everyone to enjoy.

These trees will:

- Help to clean the air.
- Suck carbon out of the air and lock it away.

- Provide a place for insects, animals and birds to live and food to eat.
- Keep the soil clean, help prevent floods and improve our happiness when we are near them.
- Show the world that the children of Glasgow care about trees.

Oak is a native Scottish tree and grows from an acorn.

<https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/british-trees/a-z-of-british-trees/sessile-oak/>

The Lost Woods Project will plant many other native trees alongside your oaks so there are lots of different trees. A wide variety of trees makes a healthier wood.

Planting the trees:

Watch our video on how to plant acorns.

<https://www.thelostwoods.earth>

You will need:

- Paper cups, acorns and compost (provided by us)
- A bottle (for watering)
- A small trowel or spoon
- A tray (a clean recycled food container)

Plenary:

Conclude the lesson by drawing the children's attention to how small one little seed is and how one tree on its own can't make a huge difference. However lots of people together planting lots of trees can make a huge difference.

Optional follow on activities:

- Share photos of your activities with us.
- Download The Lost Woods poster and colour in.
- Draw a sapling and label the different parts.
- Plant some seeds at home.
- Share the stories of The Promise, Wangari Maathai and The Lost Woods with family and friends.
- Draw pictures of your seeds before you plant them.
- Create a piece of artwork inspired by The Lost Woods.

Early Level

Lesson 3

Glasgow's Important Meeting

I can talk about science stories to develop my understanding of science and the world around me.

SCN 0-20a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

EXA 0-05a

Learning Intentions:

I can **listen and watch** for information on Climate Change.

I can **create** a piece of art to represent my ideas.

I can **share** my ideas with others.

Introduction:

Discuss with pupils what a meeting is.

Who might have one?

What might happen at it?

Would people talk, listen, write, read?

Elicit the idea that people get together to discuss ideas and to make plans.

Action on Climate Change:

Watch this video, Climate Change according to a Kid.

<https://www.youtube.com/watch?v=Sv7OHfpIRfU>

Tell the children that there is going to be a huge meeting in Glasgow in November. People will come from all around the world to be at it. They will be talking about Climate Change and helping the environment. It is called COP26.

Discuss what the children would like to do to help the environment, what they would like to protect, or what they have done in the past?

e.g. recycling, using a water bottle every day, saving water and electricity, planting trees, doing a litter pick, not dropping litter, save polar bears etc.

Create:

Invite the children to create a piece of artwork showing what they would like to do to protect the environment.

Plenary:

The children present their pictures to the class and explain what they have drawn and why. Reinforce the idea that we can all help the environment, that everyone can make a difference.

Optional follow on activities:

- Create a wall display of your work under the heading COP26.
- Imagine and act out what you might say to a politician at COP26.
- Encourage your family and friends to join you in helping the environment. Tell them about the big important meeting called COP26.
- Talk about your favourite green place in Glasgow. Your local park? The school grounds? A walk by a river? A wood with lots of trees?

Important information for teachers:

- **The UN**, is a group of countries working together for peace, equality, health and cooperation between all people on earth. Almost all countries in the world are members.
- **The Global Sustainability Goals** are a list of 17 goals the UN are working towards to ensure a safe environment for all people for all time. They include no poverty, zero hunger, gender equality and clean water for all.
- **Global Sustainability Goal number 13** is Climate Action. Every UN country needs to take immediate action to combat climate change and the impact it has on people and the environment.
- A **Conference of the Parties (COP)** is a meeting of politicians and representatives from every UN country. It is held every year and it is based on Climate Change. Every 5th year the COP is very big and important.
- **The Paris Agreement** is an agreement all UN countries signed at COP 21 in 2015 in Paris. It set out goals to fight climate change and to help the people already effected by it. COP21 was a big and important COP.
- **COP26** is the next big, important COP and it is being held in Glasgow in November 2020. It is the biggest meeting to discuss Climate Change in the last years and is possibly the most important ever.

Early Level

Lesson 4

The Lost Words

I listen or watch for useful or interesting information and I use this to make choices or learn new things.

LIT 0-04a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.

EXA 0-13a

Learning Intentions:

I can **listen** to a poem and **imagine** the images it describes.

I can **act** out images from the poem.

I can **share** my ideas about nature and **listen** to others.

I can **act out** our ideas about nature.

Note for teachers:

Every school in Scotland was gifted a copy of The Lost Words book in session 2018/2019. The Lost Words book by Robert Macfarlane and Jackie Morris is a 'spell book' with a wild, magical aim to enchant nearby nature again into the imaginations of children. It seeks to restore words which describe our natural world, such as acorn, beech, conker and otter that have been removed from the Oxford Junior Dictionary to make way for more common usage words like 'broadband'.

Many of these poems may be too advanced for early level children but they can still get enjoyment from the pictures, the ideas and learning new words. Explain the overall meaning of poems and pick out sections you feel they could relate to.

Introduction:

Gather the class around you. Introduce the book The Lost Words written by Robert MacFarlane and illustrated by Jackie Morris.

- Show the book cover to the class and explain that this is a magic book, of spells and charms. It will teach us to perform magic and conjure back words that have been lost.
- Draw their attention to the beautiful cover illustrations by Jackie Morris.
- Slowly turn the pages of the book. Draw their attention to what the wren, said to be the King of the Birds, is standing on. An Acorn!
- Read the introduction to the class. Tell them you are all going to use magic to bring back the lost words.

- Point out the goldfinches flying around the pages of the book. A flock of goldfinches is called a charm. Their magic will help us to speak words that had been lost.

Sharing Poetry:

- Slowly turn to the next page and invite the pupils to examine the sounds hidden among the grasses. Sound out a-c-o-r-n and turn to the poem.
- Draw their attention to the painting of the acorns and the oak branch. Draw their attention to A-C-O-R-N being spelled out by the lines of the poem.
- Discuss the fact that because you have all seen acorns and even planted some. You have already *found* this lost word and have used many times before.
- Read the poem through once for them without stopping.

Dramatisation:

- Focus on a few lines.
 - ~ **As flake is to blizzard.** Get children to imagine one beautiful snowflake on the palms of their hands. Isn't it beautiful? But it won't be much fun for a snowball fight. Now get the children to act wave their arms about like a blizzard of snow. What might happen in a blizzard?
 - ~ **As one is to many.** Children hold up one finger. Then get the whole class to wave all their fingers to make jazz hands.
 - ~ **As bird is to flock.** Invite one child to be the first bird. Then all children flap their arms as a flock of birds. Are they a charm of goldfinches?
 - ~ **As drop is to fountain.** Invite pupils to act out one drop of water dripping off their hands. The shoot their arms up like a fountain.
 - ~ **So acorn is to wood.** Talk about the acorns they have planted and The Lost Woods they are going to help grow
- Read through the poem again once or twice inviting the children to act out the lines you have prepared.
- Invite the children to share their ideas of the poem. Elicit the idea that the poem lists individual things that collectively make something bigger or more effective.
- Choose another poem or two and act out some of the lines. Draw the children's attention to the illustrations to aid understanding. Some poems accessible to early years include.
 - ~ **Fern** – curl up like a furled frond and slowly open up as the teacher reads the poem.
 - ~ **Adder** – invite the children to bask, hide, glide, shed and hiss.

- ~ **Dandelion** – children can repeat “Tick-tock, sun clock” while teacher reads the poem. The act out picking a dandelion clock, blowing it to tell the time and the seeds scattering. If there are dandelions in the playground, go out and pick and scatter a few.
 - ~ **Magpie** – imitate an arguing magpie!!
 - ~ **Wren** – can they fly fast like a wren, can they sing like a wren, can they disappear as quickly as a wren can?
- The illustrations could be used as inspiration, without reading the poems, just using the title name.

Plenary:

Invite pupils to share their favourite actions with the class. Invite them to share a new nature word they used today.

Optional follow on activities:

- Explore more poems, words and paintings from The Lost Words and use your new “unlost” words in new poems and stories you write as a class.
- Listen to the album The Lost Words: Spell Songs
<https://www.thelostwords.org/spell-songs/>
- Write your own songs about what you love in nature.
- Explore Jackie Morris’ artwork in the book and create your own nature artwork inspired by her paintings.
- Go on a nature walk around your school and see what lost words you can find. Can you see a dandelion, a fern, a magpie, ivy or a starling?
- Find a dandelion clock and blow on it to “tell the time.” (Picking the seed heads and blowing them is a great way of aiding seed dispersal. Seed heads are also a source of food for birds who pick them from the plants.)
- A flock of goldfinches is called a charm and a flock of crows is called a murder. Do you know any other collective nouns? sheep? cows? fish?
- Literacy resources available from the Reading Agency:
<https://readingagency.org.uk/resources/3026/>
https://tra-resources.s3.amazonaws.com/uploads/entries/document/3026/Merged_TLW_packs.pdf