

Tree knowledge

Pedagogical objectives of this section:

Describe the silhouettes of trees.

Recognize the different arrangements of leaves.

Classify tree leaves according to common features.

Acquire a concern for accuracy in communications.

Become acquainted with the use of communications tools, such as histograms and graphs, models and mockups, drawings, schematics, tables, audiovisual tools and NTICs.

Develop an interest in personal research and research skills by exploring different reference sources.

Diversify modes of communication.

Develop an interest in gathering information and writing on scientific topics.

The life cycle of a tree

Intermediate objectives of this section:

Describe the development of a hardwood tree over a year.

Acquire a concern for accuracy in communications.

Become acquainted with the use of communications tools, such as histograms and graphs, models and mockups, drawings, schematics, tables, audiovisual tools and NTICs.

Develop an interest in personal research and research skills by exploring different reference sources.

Diversify modes of communication.



Develop an interest in gathering material and writing on scientific topics.

Biodiversity

Intermediate objectives

Develop a concern for accuracy in communication.

Become familiar with the use of communications tools, including histograms and graphs, models and mock-ups, drawings, diagrams, tables, audiovisual materials, and new information and communication technologies.

Satisfy student's curiosity about nature.

Develop students' interest in doing research and honing their research skills by exploring different reference sources.

Work with living things and inanimate objects so as to enhance understanding.

Diversify methods of communication.

Develop an interest in gathering material and writing on scientific topics.

Obtain as much information as possible on a living organism, inanimate object or phenomenon through the use of the senses.

Classify, order and compare living organisms, inanimate objects or phenomena in terms of one or more common properties.

Draft plausible explanations based on one's observations (make inferences).

Issue one or more predictions on the basis of a series of data.

Gain an understanding of living organisms, the environment in which they live and how they change and evolve over time.

Consider as much relevant information as possible.

On the basis of an explanation derived from observation or experimentation, formulate a



new explanation.

Establish analogies to help explain ideas and concepts.

Enhance awareness of the vulnerability of plant life

Become aware of the nutritional and medicinal value of certain plants.

Identify environmental impact of students' actions for preserving and improving plant life.

Act to preserve plant life.

Trees in our lives

Discover the influences plants have on a given physical environment.

Identify the uses of plants (trees).

Consult relevant sources of information.

Communicate observations and the results of one's research in a precise, concise and effective manner.

Develop an interest in gathering information and writing on scientific topics.

Forest protection

Intermediate objectives of this section:

Identify human actions to preserve and improve plant life.

Take up the challenge posed by problem solving.

Communicating observations and research findings in a precise, concise and effective manner.

Provide satisfactory explanation for an outstanding problem.

Consult relevant sources of information.



Develop an interest in gathering information and writing on scientific topics.

Using Forest Academy Website: Some tips

- The group should be divided so part of the students are playing the Tree knowledge part of the game while the others are reading and experimenting with the booklet. Printouts of the booklet should be made prior to the workshop. The duration of the activities should be planned in accordance with the number of computers available in the classroom.
- Students should work on the activities in teams of two or more.
- Making hard copies of the Booklet before the students actually sit down at the computers would facilitate their work. The Booklet can either be photocopied for the students, or printed out by them as they work through the scenario.
- Students can find relevant information by logging on to the Forest Academy, in addition to consulting other sources of information suggested in the [Links section \(\)](#)

