



**105<sup>th</sup> Primary School of Thessaloniki**

**"think green teach curiously"**

**Thematic issue:** Forest

**Topic:** The forest, its value and its necessity

**Aim:** Getting to know the forest and part of its biodiversity, understanding the relationship forest life – society, awareness of the consequences of disasters, understanding of the necessity of beneficial forest management

**Criteria of issue selection:**

- The importance and value of forest life on the planet.
- Vast forest areas recent disasters throughout Greece.
- The possibility of experiential approach to the issue by all because there is easy access to places and information sources.
- The chance to connect school to the local society, public authorities, specialists, public services through the program implementation.
- The ability to easy connection with many subjects.

**Sub-issues:**

- National parks (When, How, Why)-Different types of forests-Important flora species with emphasis on endemics (trees-bushes) – Vegetation zones.
- Important species of fauna with emphasis on endemics.
- The economic role of a forest before and now (hobbies, new hobbies, professions/occupations, forest and recycling).
- The forest as an ecosystem and protector of stability of the microclimate, air pollution, noise pollution, floods, soil erosion.....
- Treats-Pressures of «qualitative» and «quantitative» forest degradation (forest fires, illegal logging, non- rational tourism development, acid rain).
- Suggestions for rational forest management. Fire protection (Focus on prevention to avoid fire fighting).

**Objectives/outcomes** (cognitive, emotional, skills)

After the program implementation students will be able to:

- Describe some key species of the flora and fauna of the nearby forest, distinguishing the main endemics.
- Define the concepts of «ecosystem», «food chain», «food web», «food pyramid», «national park», «acid rain», «pollution», «degradation», «beneficial forest management», «evergreen», «deciduous».
- List the main forest professions/occupations of the past and compare them with today.
- Know how «recycling» is related to functions and materials of the forest.
- Appreciate the importance of forest ecosystems for life on the planet and the economics of the forest in the past, today and in the future.

- Embrace the necessity of the beneficial development of human activities related to the forest.
- Report forest threats.
- Describe ways, fire protection measures focusing on prevention and facing dangerous related conditions.
- Communicate in various ways (letter, interview, discussion....)
- Use technological means (camera, video camera, tape recorder, H/PC)

### **Link fields with curricula:**

Indicate the subjects with which we may connect the specific issue e.g. with language (letter drafting process and create a poster) with Geography (forests in Pieria, Greece, the Mediterranean Countries) with Physics or Environmental Studies, with Art, Maths.....

### **Visits related to the program e.g.**

1. Adjacent forest (environmental path in which we can discover traces of various organisms, point out human interventions for problematic woods, recognize some plant species, recognize sounds,....)
2. E.S.C. (Environmental Studies Centre) in Olympus, Naoussa or Vertiskos or..... (participation in the E.S.C. relevant program)

### **Brief description of the methodology/activities**

**December:** Stimulus (by watching and connecting on images and publications) ,initial evaluation (detection of children knowledge with discussion or questionnaire), choice of issue, sub-issues, splitting into groups related to the sub-issues.

**January:** Gathering clippings and information from the press, the media and magazines related to the forest: forest life, dangers, threats, forest fires, forest occupations e.t.c.

- Gathering information/data from other sources (library, internet, interviews with experts, employees, local residents)
- Utilization of worksheets from relevant educational material.

**February:** Locating Pieria woodlands and Greek National Parks on the map.

- Discussion/Utilization of information regarding the causes and effects of forest destruction.
- Formative evaluation.
- Making of a conceptual and ideas map.

**March:** First visit to the nearby forest and possibly to another part of a recently burned forest.

- Evaluation of the differences will be observed from the visits.
- Recording of the width of the tree trunks, their height, their types and their age.

- Recording of any human interventions in the forest : forest protection, deforestation, waste bins, uncontrolled waste dropping.
- Formative evaluation.

**April:** Second visit to the forest. Detection of life trails. Identifying forest sounds, placing signs for protection.

- Collection of dead materials (sticks, leaves e.t.c. ) for exploitation in Art and Graft.
- Concluding and proposing.
- Formative evaluation.

**May:** Meeting with the forest protection managers (forest rangers, fire brigade...)

- Letters to government agencies, organization for the forest management and protection.
- Information sessions at schools with relevant specialists.

**June:** Preparing a presentation, create a poster, presenting the products of the program to parents and public authorities.

- Final evaluation.

**After the program implementation:** (Maybe in the beginning of the next school year)

- Finding the response or no response of the relevant public authorities to the students 'proposals. Possible new reminder to these specific authorities.

**Interdisciplinary concepts:** space, time, interaction, collaboration, protection, balance, solidary, group work, benefits.