

This Week with Mr. Forest

Nov 30-Dec 03/2020



Designing A “Botanical Trail” to learn about plants and their cultural use in Catalonia: Part 1

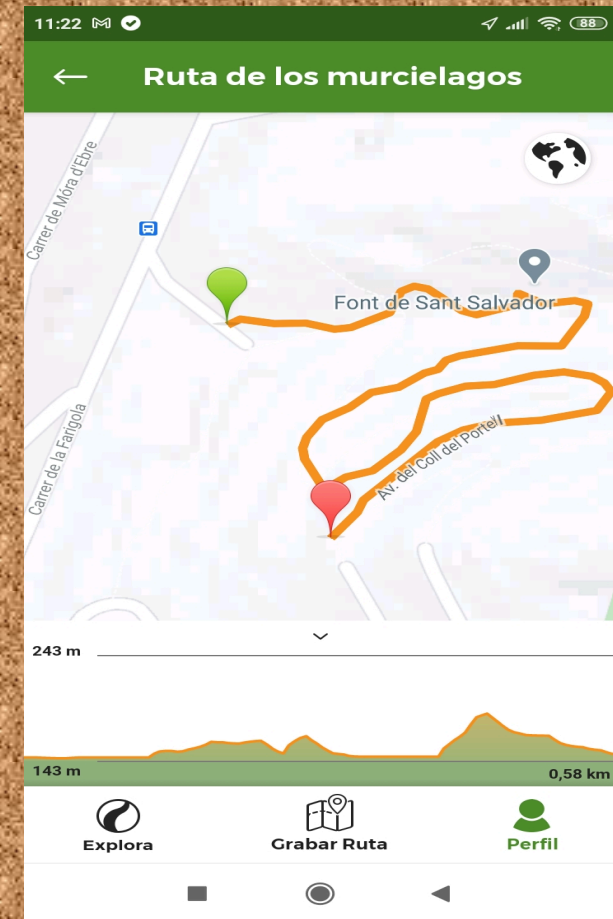
AIM: For students to design a Botanical Trail from where to learn the diverse flora around their school and be able to share its features with others (Parents, Community at large).

OBJECTIVES:

- Students will select their trail based on their favorite places on Turull forest.
- Students will practice their English vocabulary and oral competence (names of plants, medicines, etc.)
- Students will learn to employ technologies to identify plants, and design maps.

MATERIALS:

- ✓ Map of Turull Forest near school,
- ✓ camera
- ✓ App (Wikiloc, PlantNet, etc.)



This Week with Mr. Forest

Dec.7-10/2020



Treasure Hunt: Identify a Plant by its Leaves!!

Recognizing the Diversity of Plants in the Turull Forest

AIM: For students to recognize the diversity of flora in the Forest Turull through a game.

OBJECTIVES:

- Students will be able to identify a tree/plant by its leaves
- Students will practice their English vocabulary and oral competence (names of plants, medicines, etc.)
- Students will

MATERIALS:

- ✓ Card with representative leaf,
- ✓ colored cord (see photo)

Activity: Students are taken to a particular place in the Forest Turull and asked to find and tag a plant using an identification key they have with them (see Photo on the right). Once found, they use the orange cord to tag the plant and their name is written on the card.



This Week with Mr. Forest

14-17/12/20



Using Forest Materials to Create Decorations for the Holidays

AIM: We wish for students to recognize that we can decorate our festivities with materials from the forest (leaves, sticks, tree bark, little stones, etc.)

OBJECTIVES:

- Students will learn how to construct a natural bird feeding station.
- Students will practice their English vocabulary and oral competence.
- Students will understand the cyclic nature of forests (how food is produced and consumed in the forest).

MATERIALS:

- Bags for collection
- Glue
- Holiday lights
- cord for trees
- 10cm x 30cm tree trunk (tío)
- foam patterns for trees.
- dried leaves from forest
- sticks of different diameters and length from forest



This Week with Mr. Forest

11-14/01/21



Helping Some Forest Inhabitants During Winter

AIM:

We wish for students to recognize that some living organisms inhabiting the forest (next to our school) have difficulty securing food during winter because it is a time of very low productivity in the forest.

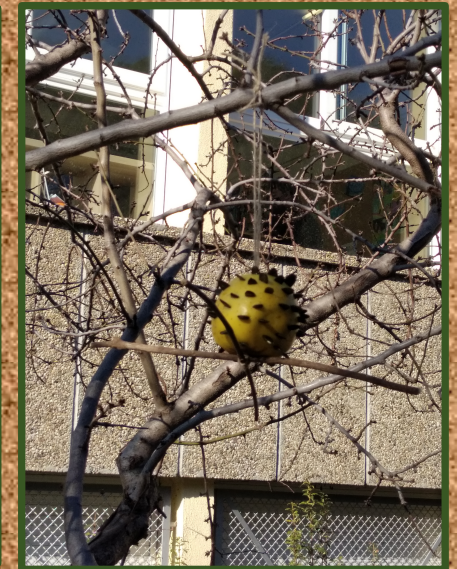
OBJECTIVES:

- Students will learn how to construct a natural bird feeding station.
- Students will practice their English vocabulary and oral competence.
- Students will understand the cyclic nature of forests (how food is produced and consumed in the forest).



MATERIALS:

1 apple, 1 string (50 cm.), 2 sticks, Sunflower seeds (see diagram on the left)

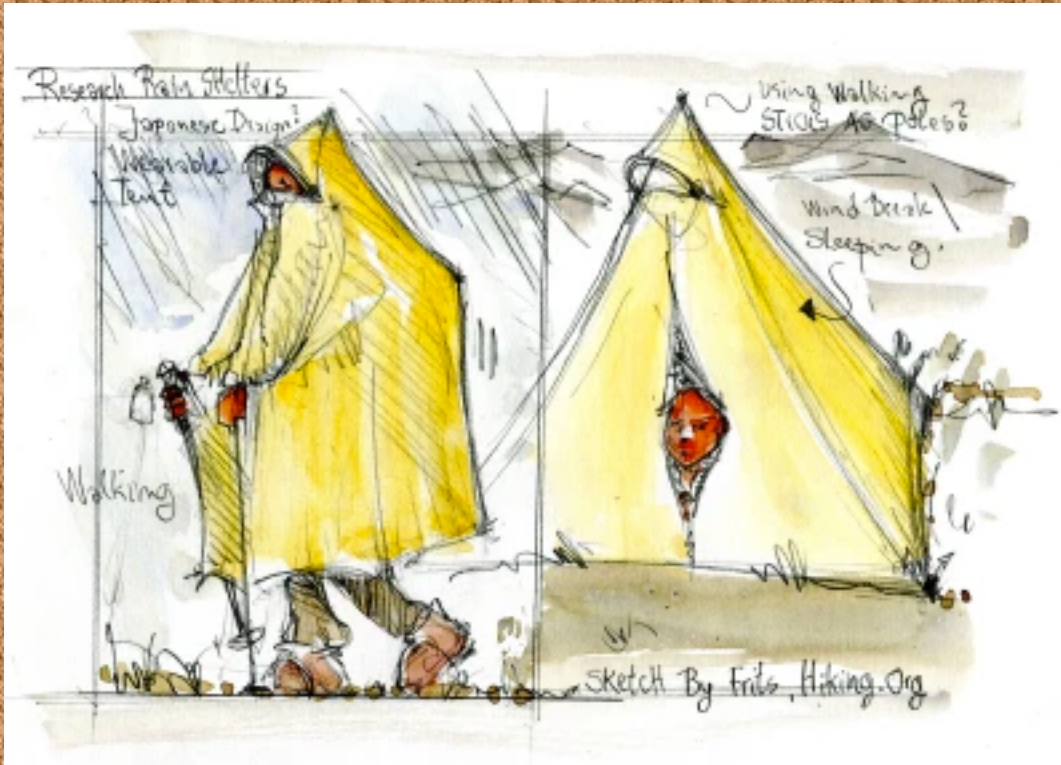


This Week with Mr. Forest

18-21/01/21



Learning to Make a Shelter with Poncho in the Forest.



AIM: For students to begin to develop an awareness of the Forest as a protective environment, and to gain basic survival skills.

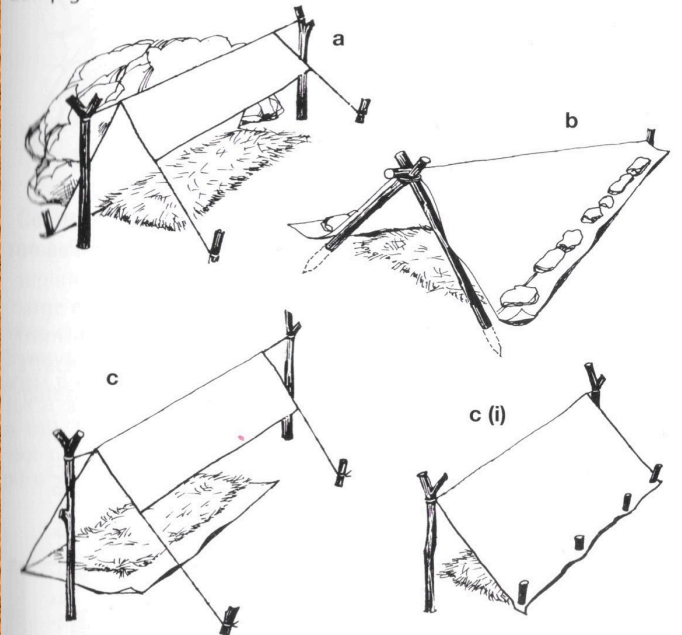
MATERIALS: 1 poncho, 1 string (25 meters.)

OBJECTIVES:

- Students will learn to build a shelter with a poncho (using their winter clothing for shelter).
- Students will practice their English vocabulary and oral competence.
- Students will understand that the Forest can be a resourceful environment.

Shelter sheet

With a waterproof poncho, groundsheet or a piece of plastic sheeting or canvas, you can quickly and easily make a number of different shelters which will suffice until you can build something more efficient. Make use of natural shelter (a) or make a triangular shelter with the apex pointing into the wind (b). Stake or weigh down edges. If it is long enough, curl the sheeting below you — running downhill so that it keeps out surface water (c). If you don't have much material attach it so that you are shielded from the wind (c(i)). Use dry grass or bracken as bedding. Do not lie on cold or damp ground.



A closely woven fabric, though not

This Week with Mr. Forest

25-28/01/2021



Learning to Use a Map and a Compass to Navigate in the Forest.

AIM: For students to begin to learn how to travel inside of a natural environment (a Forest),

OBJECTIVES:

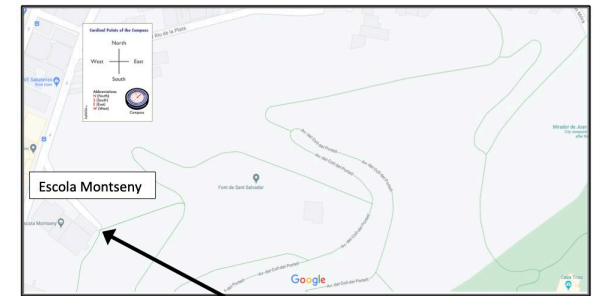
- Students will learn to use a **compass** and a **map** to navigate through the forest
- Students will practice their English vocabulary and oral competence (follow directions)
- Students will understand how to follow directions within a natural environment (a forest).

MATERIALS:

- ✓ Map of Turull Forest near school,
- ✓ A Compass
- ✓ set of directions (see right sheet)



Find Your Treasure!!!



1. At the starting point face North-East and point your compass to the green post in front of you.
2. Adjust your compass to **80 degrees NE** and take **100 steps** approximately until you reach the green post.
3. At the green post adjust your compass to **10 degrees NE** and follow through the forest until you emerge to a dirt road (about 30 steps).
4. Adjust your compass to **295 degrees NW** and take about **57 steps** until you reach a **palm tree stump**. You will be at the beginning of a trail.
5. Adjust compass at **40 degrees NE** and take **30 steps**. To your right you will see a trail that goes uphill through some cypress trees.
6. Adjust your compass to **90 degrees NE** and follow the trail until you reach a dirt road.
7. Once you reach the dirt road, look to your right for a metal post painted red and white. Go to it.
8. Once at the post, adjust your compass to **330 degrees NW** and take about **22 steps**. **Your treasure will be there !!!!**

This Week with Mr. Forest

01-04/02/2021



Designing A “Botanical Trail” to learn about plants and their cultural use in Catalonia: part 2

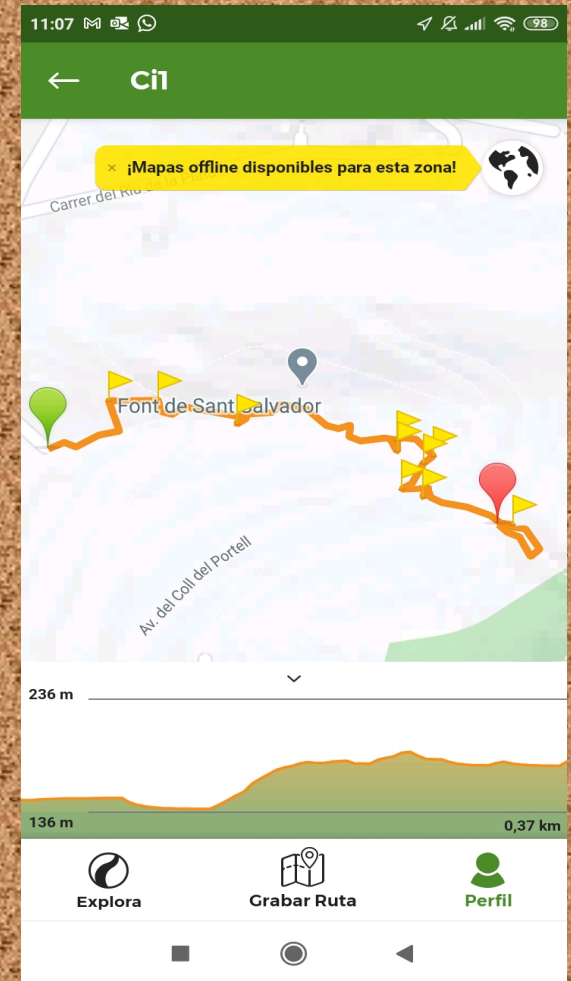
AIM: For each students in the group to select particular plant of her/his interest and attach ti to their existing Botanical trail.

OBJECTIVES:

- Students will identify plants that have social/cultural relevance in their community.
- Students will practice their English vocabulary and oral competence (names of plants, medicines, etc.)
- Students will learn to employ technologies to identify plants, and design maps.

MATERIALS:

- ✓ Map of Turull Forest near school,
- ✓ camera
- ✓ App (Wikiloc, PlantNet, etc.)



This Week with Mr. Forest

08-11/02/2021



Recognizing Pollution in Turrull Forest (“BASURALEZA”) and What to do With It

OBJECTIVES:

- Students will identify objects that do not belong to the natural cycle of the Forest.
- Students will practice their English vocabulary and oral/listening competence.
- Students will learn to identify sources of forest pollution, collect object foreign to the Forest and discard them properly.

AIM: For each students to recognize what constitutes **pollution** in a natural environment and to know what to do about it.

MATERIALS:

- ✓ Stakes of different colors,
- ✓ bags of different colors
- ✓ Gloves



Activity: Students form groups of 4 (1 collector, 3 searchers). Each team has a color (green, yellow, blue, brown, grey, etc.), and collects as much as they can for 10 minutes. After collecting, students sort materials into 5 categories corresponding to recycling container. The sources of objects found are discussed as well as measures to reduce the presence of these objects in the forest.

Contenedor azul: papel y cartón



El color azul identifica el contenedor en el que se deben depositar los envases de papel y cartón, así como otros elementos tales como periódicos, revistas, folletos publicitarios, folios, cuadernos usados, etc. Al depositar estos residuos en el contenedor azul es recomendable plegarlos correctamente, de manera que se pueda almacenar la mayor cantidad de residuos, optimizando su recogida.

Qué depositar

- Cajas de cartón (de cereales, de zapatos, de galletas, de huevos, etc.)
- Bolsas de papel
- Folios, cartulinas, cuadernos, sobres, periódicos, revistas, folletos, papel para envolver y otros residuos similares compuestos por estos dos materiales.

Qué no depositar

- Envases tipo brick, ya que además de cartón contienen otros dos materiales más: plástico y aluminio.
- Servilletas o papel de cocina, ya que son de celulosa; y papeles sucios impregnados con comida o restos de grasa.
- Cajas y prospectos de medicamentos.

Contenedor amarillo: envases de plástico, metal y bricks



El color amarillo corresponde al contenedor en el que se deben depositar envases y envoltorios de plástico, envases de metal y bricks. Estos residuos también conviene plegarlos, en la medida de lo posible, para optimizar la capacidad del contenedor.

Ya que en este contenedor se tiran envases de diversos materiales y, a veces, se generan algunas dudas, te aclaramos qué se debe y qué no se debe depositar en él:

Qué depositar

- Envases de plástico: Botellas de bebidas, botes plásticos de alimentos, bandejas de plástico o poliespan, botes de cosméticos (geles, champú, cremas, etc.), tapones de plástico.
- Envoltorios: Film alimenticio, bolsas de plástico, papel de aluminio.
- Envases metálicos: latas de refresco, de conservas, aerosoles vacíos, tapas metálicas.
- Envases tipo Brick (de leche, de zumo, batidos, etc.)

Qué no depositar

- Otros residuos plásticos que no sean envases: Juguetes rotos, cepillos de dientes, maquinillas de afeitar, chupetes, utensilios de cocina, cuadernos, paraguas, pechas, CD's, bolígrafos, etc.
- Envases vacíos que contengan o hayan contenido medicamentos (blísteres, frascos, aerosoles, etc.).
- Envases de papel, cartón o vidrio.

Contenedor verde: Envases de vidrio



El color verde identifica el contenedor en el que debemos depositar todos los envases que estén compuestos de vidrio. Para su adecuado reciclaje, es recomendable depositarlos sin la tapa metálica ni el tapón de plástico o corcho, que se deberán depositar en su contenedor correspondiente.

También es importante diferenciar vidrio y cristal, ya que el vidrio es el que se suele utilizar para envasar productos y es, por tanto, el que se debe depositar en este contenedor.

Qué depositar

- Botellas y frascos de vidrio (tanto los que contienen bebidas como perfumes o colonias)
- Tarros de vidrio (de conservas, mermeladas, salsas, etc.).

Qué no depositar

- Residuos de cristal: copas, vasos, platos, ventanas.
- Espejos, bombillas, jarrones, elementos de porcelana o cerámica.
- Jarabes u otros envases de vidrio que contengan o hayan contenido medicamentos.

Contenedor marrón: basura orgánica

El marrón es el más nuevo de todos los contenedores, ya que cada vez más Comunidades Autónomas están introduciendo la recogida separada de la fracción orgánica. En él se deben depositar, exclusivamente, restos orgánicos que sirvan para generar compost, estos son: restos de comida, residuos del jardín, servilletas y papel de cocina usados (ya que son de celulosa).

Qué depositar

- Restos de comida
- Peladuras de frutas y verduras
- Espinas de pescado
- Posos de café o infusiones
- Cáscaras de huevo
- Cerillas
- Serrín
- Tapones de corcho
- Pequeños restos de plantas del jardín o terraza.

Qué no depositar

- Otros residuos que no sean orgánicos como pañales, compresas, toallitas húmedas, colillas, polvo de barrer, excremento



Contenedor de Fracción resto



Este contenedor, que habitualmente es de color gris (puede ser de otro color en algunos municipios), se utiliza para depositar todos los residuos que no se pueden reciclar y que, por tanto, no podremos depositar en los contenedores de los otros colores (por ejemplo, pañales, polvo de barrer, juguetes rotos, cepillos de dientes, compresas, vasos o platos rotos, perchas, etc.).

Debido a la pandemia por COVID19, se ha extendido el uso de **mascarillas** y **guantes** en nuestra vida cotidiana, lo que supone contar con nuevos materiales para desechar a los que no estábamos acostumbrados. Estos nuevos residuos (que por motivos sanitarios no son reciclables) deben depositarse junto al resto de los residuos domésticos en el contenedor de fracción resto.

Por otro lado, en algunos lugares en los que aún no disponen de contenedor marrón los residuos orgánicos también se deberán depositar en este contenedor. Los residuos de esta fracción son llevados a instalaciones autorizadas en las que se pueden realizar diversos [tratamientos](#): mecánico-biológico, incineración, valorización energética o depósito en vertedero controlado.

No depositar nunca medicamentos en este contenedor

This Week with Mr. Forest

16-18/02/2021



Identifying & Understanding Medicinal & Ornamental Plants in Our Forest

OBJECTIVES:

- Students will identify plants along their group's Nature Trails.
- Students will practice their English vocabulary and oral/listening competence.
- Students will learn to recognize the cultural uses (medicinal & ornamental) of local plants.

AIM: For each students to recognize the cultural and social relation of the local community with the Forest surrounding such community.

Activity: Groups of 3 students identify a plant in their existing nature Trail as a candidate for medicinal & ornamental uses. Instructor will identify such plant using **PlantNet App.**, and reveal to the group if there are possible medicinal and/or ornamental uses of the plant. The photo gets imbedded into the group's trail if that is the case. Instructor and will give the name of the plant to one member of the group (recorder), and the group will investigate the medicinal and ornamental uses of the plant and send the information to Instructor.



MATERIALS:

- ✓ Movil phone,
- ✓ Wikiloc App. (Trails for each group)
- ✓ PlantNet App.



This Week with Mr. Forest

22-25/02/2021



Forest Games: Camouflages

OBJECTIVES:

- Students will recognize camouflage strategies of some animals in the forest.
- Students will practice their English vocabulary and oral/listening competence.
- Students will play a game and associate it with strategies of fauna in the forest.

ACTIVITY: Each group gets divided into Prey (5-7) and Predators (5-8). The Prey must hide using any means from the predators **within 3 minutes and a determine area**. Predators then go out to search for Prey for 5 minutes. When Predator find Prey, both go to where instructor is and report their “killing”. Instructor writes and keeps count on given sheet. At the end of 5 minutes, instructor calls everyone and total the number of kills. Students then switch roles and do the same. Instructor compares kills when roles get switched. The game gets repeated once more without changing roles and after 2 searches of 5 minutes each, instructor compares numbers and discuss the strategies of prey and predators in nature.

MATERIALS:

- ✓ sheet for scores
- ✓ pencil

AIM: For students to understand how animals in the Forest use strategies of camouflage to survive from predator.



	First Attempt	Second Attempt (Switch roles) The prey of first attempt are now predator	Third Attempt	Fourth Attempt (Roles do not switch) The predator and prey of third attempt keep their roles
How many prey at the start?				
How many predator at the start?				
How many prey were found at the end?				

This Week with Mr. Forest

01-04/03/2021



Learning to Use a Fire Rod to Start a Fire SAFETLY

OBJECTIVES:

- Students will learn a critical survival skills (learn to make a fire)
- Students will practice their English vocabulary and oral/listening competence.

MATERIALS:

- ✓ Fire Rod & Striker,
- ✓ cotton ball
- ✓ Vaseline (Petroleum Jelly)
- ✓ Wood scrapes from forest
- ✓ SAFETY equipment (water bottle)



ACTIVITY: Instructor will SAFETLY demonstrate how to start a fire without matches or another modern tool. Students will make a semicircle around instructor as he works with tools on a clean and safe area to start a small fire. Instructor will show how to strike a fire rod to create sparks. Then he will light up a cotton ball to show how we can start a fire. Finally, instructor will put out flame with water. Some students will practice the skills while instructor monitor activity closely.

AIM: For students to feel they can gain some self confidence in outdoors skills.