

THEME 1: THINGS I NEED -THINGS WHICH NEED ME TEACHER'S NOTES

Introduction

This theme explores the interdependent links which bind people to their environment with specific reference to our relationship with trees.

Through a range of cross-curricular activities based on a series of interconnected stories which feature the plight of Oisín the Oak tree, children are exposed to the manner and extent of our dependence on trees and the implications of logging and tree felling. Consequently, through this theme, it is hoped to make children more sensitive to the links which we have with trees and other aspects of the environment.

Activities are provided to build on this sensitivity and to encourage children to nurture aspects of the environment, such as trees, which are dependent on us for their protection.



OISÍN OAK

Gníomhaíocht 1

Social, Environmental and Scientific Education.

English: Language Development, Listening.

Aidhm: To give the children an opportunity to enjoy listening to a story. To encourage them to imagine how they would feel if they were trees and unable to move.

Cur Chuige: (i) Mount the poster of Oisín Oak (see ancillary materials, Poster 1) on the black-board or wall where it is visible to all. Ask them to say what they can see in the picture. Point out the branches, trunk, bark, roots, and leaves. Invite individual children to locate these parts on the poster.

(ii) Teach children the rules for listening (below). Explain that these rules apply whenever a story is being told. Practise following the rules once or twice before commencing.

Hands are still. Feet are quiet. Lips are closed.
Eyes are watching. Ears are listening.

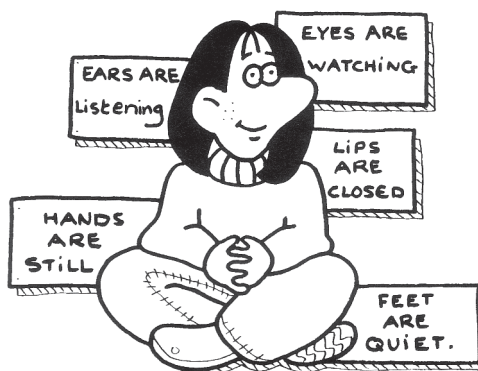
(iii) Read the story of Oisín Oak on Teacher's Page Gníomhaíocht 1, and encourage the children to focus on the poster as the story unfolds. Cut out the picture of Una Owl (see ancillary materials, Poster 1) and introduce it at an appropriate point in the story. Stick the picture of Una Owl on to poster 1 using blue tack. Revise the story through questioning, highlighting the main points.

- Where did Oisín Oak live?
- Why was he sad?
- What other creature was sad in the story? Why?
- Where did Una Owl find a home?
- What did her new home look like?

(iv) Discuss why Oisín Oak cannot walk. Encourage the children to explore how they would feel if they could not walk. What would they miss most?

(v) Using the P.E. hall or available space in the classroom, encourage the children to pretend that they are trees and to move their branches and leaves. Explore some other ways in which they could move without moving their feet, for example, swaying, bending, twisting, nodding, shaking. Encourage the children to describe what they are doing in each case, for example, 'I am swaying my hands', 'I am bending over'.

(vi) Distribute Carta Oibre 1 and encourage the children to colour in the pictures.



AG CANADH LE hOISÍN OAK

Gníomhaíocht 2

Gaeilge. Ceol: Amhranaíocht.

Aidhm: Amhran simpli taitneamhach a mhuineadh do na paisti.

Cur Chuige: (i) Dean an t-amhran thíos a mhuineadh do na paisti (fonn: 'Here we go Gathering Nuts in May' no 'Chuaigh Michilin Mu car an Aonach La'). Mol do na paisti a bheith ag mairseail le linn doibh an t-amhran seo a chanadh.



AG CANADH LE HOISÍN OAK (Continued)

Oisín Oak

Bhi Oisín Oak ina aonar la, ina aonar la,
ina aonar la,
Bhi Oisín Oak ina aonar la
He! Ho! Oisín Oak.

Ach thainig a chara, Una Owl, Una Owl, Una Owl,
Ach thainig a chara, Una Owl,
He! Ho! Una Owl.

Rinne si nead's d'fhan si ann, d'fhan si ann,
d'fhan si ann.
Rinne si nead's d'fhan si ann,
He! Ho! d'fhan si ann.

Anois ta einini eile ann, eile ann, eile ann,
Anois ta einini eile ann
Mamai, Daidi agus an chlann.

Is acu a bhionn an sport's an greann, an sport's
an greann, an sport's an greann,
Is acu a bhionn an
sport's an greann,
He! Ho! sport's
greann.



HOW ARE YOU FEELING?

Gníomhaíocht 3

Drama: Mime. **English:** Language Development.
Art and Craft.

Aidhm: To help children to recognise that certain actions can be used to express emotion.

Cur Chuige: (i) Choose an emotion – happy, sad, angry, frightened, surprised, proud, silly. Encourage the children to walk around the room in a way which expresses this feeling. They can also try isolating one body part to express a particular feeling, e.g. 'move your hands if you're scared', 'move your head if you're angry'. Children in the class could then be invited to suggest what other children are doing.

(ii) Arrange the children in a circle on the floor. Select a child to show a particular emotion using facial expression and gestures. Initially you may need to assist the child in choosing an emotion. Ask each child to pass the emotion to the person sitting beside him / her. The next child imitates the facial expression given to them. Once this has gone full circle, the children can guess what emotion is being expressed. Discuss the feeling that

has been passed around the room with the children – what other words can they find to describe it?

(iii) Talk about how the children are feeling today. Encourage them to talk about how they felt on different occasions – on their birthday, on holiday, on Christmas day, during a scary film, etc. Make a list of these feelings on the blackboard – happy, delighted, grateful, excited, frightened. Discuss good and bad feelings:
What things might frighten you?
What makes you cross / angry / sad?
What songs make you smile?

(iv) Talk about the facial expressions, body postures and actions we use to show feelings. For example – sulking, smiling, winking, nodding, hugging, kissing and holding hands.

Ask the children to look in the mirror and to observe how their faces change as they show different emotions – happy, sad, excited, surprised, angry, puzzled, frightened. Encourage them to look at their mouth, eyebrows and forehead. Discuss with the children what they have observed.



HOW ARE YOU FEELING? (Continued)

(vi) Collect pictures showing expressive faces on people of different nationalities. Cut them in half horizontally. Invite the children to guess how people are feeling just by looking at their eyes or by looking at their mouths.

(vii) Using red and yellow and orange paint you could explore the expression 'seeing red'. Ask individual children to use different items in the classroom to make angry noises. Make paper-plate masks of fierce angry faces.

(ix) Read this poem to the class. Encourage the children to mime facial expressions to illustrate each verse.

My Face

My face is very special,
It belongs to only me,
And it can tell without a word
Exactly how I feel.

If tears are falling from my eyes
It tells you I am sad,
And if my face is all screwed up,
It means I'm feeling mad.

Then if my eyes are open wide
And if my mouth is too,
It means I'm really quite surprised
'Cos someone just said 'Boo!'

But if I'm really happy,
As I am once in a while,
Then everybody knows, because
I wear a great big smile.

Poem taken from Fitzsimmons and Whiteford, Blue Print Assemblies, (Stanley Thornes Ltd., Cheltenham, 1989)



TREE MIME

Gníomhaíocht 4

Social, Environmental and Scientific Education.

Drama: Mime.

Aidhm: To help the children to visualise different aspects of trees using creative fantasy.

Cur Chuige: (i) Create an imaginary scene,

where the children are in the middle of the forest, surrounded by trees with twisted, gnarled trunks. The children can imagine an enormous tree in front of them. Tell them to feel it, walk around it, investigate the size and shape of the trunk. Now tell them that the tree must be moved. How are they going to move it? Try pushing / pulling it. Will this work? Why not?



TREE MIME (Continued)

Ask them to creep in and out between all the trees without making a sound, frequently stopping to take in the sights around the forest.

Now ask them to imagine that they are Oisín the Oak tree. Get them to try to move his roots out of the ground, and to realize what it means to be stuck fast. Ask them to try moving his branches softly at first in the gentle breeze, and then more furiously during a strong storm. Encourage them to imagine that Oisín Oak has been given the ability to walk. Ask them to mime how he might take his first steps.



GETTING TO KNOW A TREE

Gníomhaíocht 5

Social, Environmental and Scientific Education:
Investigation, Nature Walk.

Aidhm: To enable the children to experience various aspects of trees at first hand.

Cur Chuige: (i) Take the children outside to investigate some local trees. Find a suitable tree with large branches and dry ground underneath. Ask them to lie on their backs and look up through the branches of the tree while keeping very still. Make sure that they are not faced in the direction of the sun. What do they see? Now ask them to close their eyes and listen for a while. Ask them to describe the sounds that they heard and to suggest what caused them.

(ii) Take percussion instruments or suitable taped music outside for the children to make up their own tree dances – a tambourine could be used for rustling leaves. Accentuate the effect of the wind blowing through the branches by threading some milk bottle tops on a string and tying them to low branches to make simple wind chimes.

(iii) Visit a tree during different seasons and take photographs of the children wearing appropriate clothing standing next to the tree. Make a simple photograph book with easy captions to illustrate

'A Year in the Life of Our Tree' including pressed leaves and blossoms.

(iv) Collect a pile of four different kinds of leaves. Ask the children to sort them into sets looking at colour, shape and size.





TREE SHADOWS

Gníomhaíocht 6

Social, Environmental and Scientific Education.

English: Language Development. **Art and Craft.**

Aidhm: To provide an opportunity for the children to enjoy experimenting with tree shadows.

Cur Chuige: (i) Ask the children to line up in groups of three as shown in the illustration. Shine a bright light from behind and encourage them to name the shapes which are formed by the shadows. Encourage them to be imaginative in their descriptions of the shapes which they see.

Place some chart paper on the floor in front of the children and allow two other children to trace around the outline. The tree shadow can then be coloured in. Alternatively, each child could be given a leaf-shaped piece of paper. They could affix one row of horse chestnut leaves, another of oak leaves, and a third of sycamore leaves to the trees.

Use the overhead projector to create different shadows on the wall or screen. Encourage the children to guess the names of the objects which form the shadows. Discuss the fact that different shadows are cast by different things. Elicit that people and animals are shadows too.



UNA OWL

Gníomhaíocht 7

Social, Environmental and Scientific Education.

English: Listening, Language Development, Visual Discrimination.

Aidhm: To provide the children with information through the medium of story.

Cur Chuige: Read the Una Owl story on Teacher's Page **Gníomhaíocht 7**. Explore the story through questions, e.g.,

- Why did Oisín Oak want other friends?
- What might Una have seen on her travels through the forest?
- What did Una find when she returned to Oisín Oak?
- How did Oisín Oak feel when the forest creatures came to live with him?

Owl recited as she flew through the forest.
***If you're looking for somewhere to stay,
Then listen here to what I say,
In time of rain and in time of storm,
Oisín Oak is cosy and warm.***

Discuss with the children how Oisín Oak is cosy and warm. What other places are cosy and warm. Make a list of the children's suggestions on the blackboard. Discuss.



Teach the children the rhyme below which Una



FINDING HOMES IN OISÍN OAK

Gníomhaíocht 8

Social, Environmental and Scientific Education:

Tree habitat, Interdependence.

English: *Listening, Language Development, Poetry.*

Drama: *Mime, Improvisation.*

Aidhm: To alert the children to the variety of life which depends on a tree. To develop skills of motor control and left-to-right orientation.

Cur Chuige: Read the story on Teacher's Page **Gníomhaíocht 8**. This story tells of how different forest creatures – the beetles, the squirrels, the birds, and the rabbits – were helped to find suitable homes in different parts of the oak tree. Poster 2 contains pictures of each of these characters. Cut them out and stick them on to the poster of Oisín Oak at appropriate points in the story. Explore the story through questioning:

- Where did the beetle family find a home?
- Can you find their home in the poster?
- Where is Sammy Squirrel's home?
- Why did he choose this part of the tree?

Recall the reasons why the birds and the rabbits chose different parts of the tree for their homes.

Read the story again and revise the dialogue. Invite children to take on the role of the various characters and to act out the story as it is narrated by the teacher. Stop at different points during the story to interview the children in role, asking them questions, such as, 'what kind of home are you looking for? Why?'

Recall with the children where Oisín Oak's guests chose to live. Distribute Carta Oibre 8 and ask the children to help the creatures to find their way home. Read the poem, 'Deep in the Wood', encouraging the children to mime appropriate actions.

Deep in the Wood
As proud as can be,
Lives our good friend,
Oisín the Oak tree.

His arms reach upwards,
His feet hide below,
His fingers make music,
When the wind makes them blow.

Look at all his friends
Who hide in his shade,
In his roots, trunk and branches,
Their homes they have made.

There's furry-tailed rabbit
And Molly the Mole
And Badger and Hedgehog
Who live in a hole.

There's Billy the Beetle
Who lives in the bark
And Una the Owl
Who hunts when it's dark.

Up high in the branches,
As safe as can be,
There's Robin and Blackbird
And Squirrel makes three.

So three cheers for Oisín
Hip! Hip! Hurrah,
Let's hope our good friend
Is with us to stay.





TREE BINGO

Gníomhaíocht 9

Social Skills: Co-operation. **Pre-Maths:** Matching.

English: Language Development.

Aidhm: To involve the children in an enjoyable game about the Oak Tree.

Cur Chuige: Copy and cut out the pictures in Cata Oibre 9A making sure that the teacher and each child receives a box containing one set of pictures. Ensure that the teacher has a complete set of pictures, but that some are missing from some of the boxes which are distributed to the children. Distribute one copy of Carta Oibre 9B to each child.

Rule of Tree Bingo: (i) Standing at the top of the class, the teacher or Bingo Caller picks a picture from his / her box and call out the name of the creature.

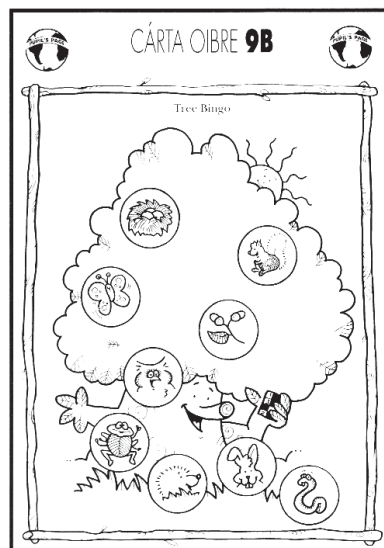
(ii) The children look for this picture on their tree and then try to find a matching picture in their box. Once found, the match is placed on top of the identical picture on the tree.

(iii) The game proceeds in this fashion until one child has matched all the pictures on the page.

(iv) The sheet is checked for accuracy by the

teacher and this child now replaces the teacher and becomes the new Bingo Caller.

Variations of this game include Clue Bingo where instead of giving the name of the creature selected, the Bingo Caller gives clues, e.g. 'This creature goes "hoot, hoot" and works at night', and Bilingual Bingo where the names are given both as Gaeilge agus as Bearla.



CLASS WEB

Gníomhaíocht 10

Social, Environmental and Scientific Education: Interdependence. **Drama:** Mime **Art and Craft.**

Aidhm: To highlight that a tree is an interdependent habitat.

Cur Chuige: Get the children to stand in a circle with one child in the middle. Encourage the children in the circle to imagine that they are the

creatures who live on Oisín Oak. The child in the centre is Oisín Oak. One child takes a ball of wool, wraps it once around her waist, and passes it to someone else in the group. The process is repeated with each child until the whole class is joined together in a giant web. Make sure that the yarn is pulled taut. Ask Oisín Oak to mime being cut down. When the tree is cut down all the creatures fall to the ground. Encourage the children to draw comparisons between this activity and the cutting down of forest trees.



CLASS WEB (Continued)

They can then disentangle the web by passing the yarn in reverse order.

Variations: Introduce conditions for passing the yarn: e.g., someone you smiled at today, someone who puts litter in the bin, someone who is kind to animals / birds / trees.

Draw a large tree. Ask the children to trace the outline of their hands on a sheet of paper and to cut out hand shapes. Encourage them to write their names on the cut-out hands. Ask the children to stick their hand shapes onto the tree to form the leaves. The teacher should also participate.

Discuss the notion of the class as a community which shares, supports and cares for each member.



IF I WERE A ROBIN

Gníomhaíocht 11

English: Language Development, Imagination.

Maths: Number, Logical Thinking. **Drama.**

Aidhm: To encourage imaginative and creative thinking.

Cur Chuige: Ask the children to imagine that they are robins trying to find suitable nests. Present a range of different possible locations. Invite the children to comment on the appropriateness of each:

If you were a robin would you build your nest... in a bucket? ... on a window sill? ... in a car? ... on the roof of a house? ... in the middle of a lake? ... in a school bag? ... in a saucepan? ... in a tree?

Encourage the children to discuss the advantages and disadvantages of each. Repeat this exercise asking the children to imagine that they are cats, dogs, rabbits, foxes, swans, etc.

Encourage the children to pretend that they are birds which built their nests in inappropriate places and to act out the experience.





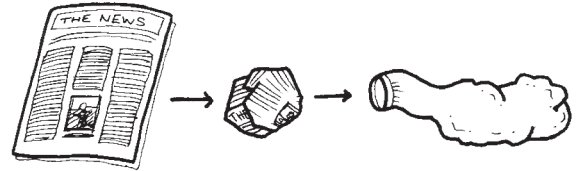
CATERPILLARS

Gníomhaíocht 12

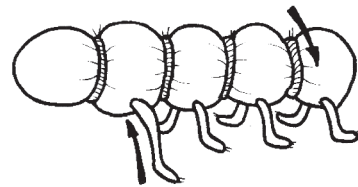
Art and Craft. English: Poetry

Social, Environmental and Scientific Education.

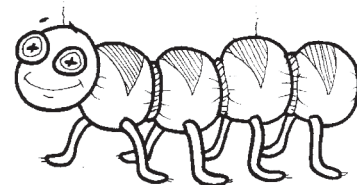
Aidhm: to involve the children in creative work.
Using a simple poem, to teach them about the caterpillar.



Cur Chuige: (i) Help the children to make caterpillars, using rolled-up balls of newspaper stuffed into a stocking. Place some string, wool or elastic bands at regular intervals along to filled stocking. This will give a segmented effect. Use pipe cleaners, buttons and paint for the caterpillar's features. The caterpillar can then be hung on the walls or suspended as mobiles from the ceiling.

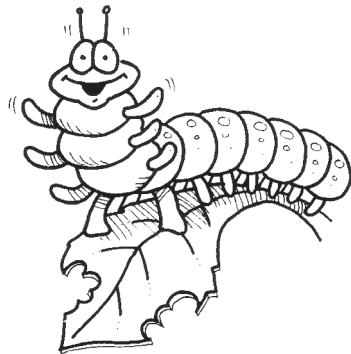


(ii) Read the poem below and encourage the children to use their bodies to mime the poem. Read the poem again and encourage the children join in.



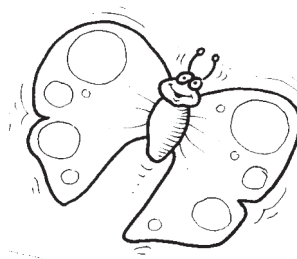
Crawley

I am a little caterpillar,
Crawley is my name,
When Oisín finds his
leaves all gone,
He has only me to
blame!



My lovely coat is
greeny,
Like the Oak leaves
that I munch,
Oh, how I love to gobble them,
Crunch, crunch, crunch.

Then for a little sleep I'll go,
Shall I tell you why?
When I'll come out of my tiny house,
I will be ... a butterfly!





AN BAILE GLAS

Gníomhaíocht 13

Social, Environmental and Scientific Education.

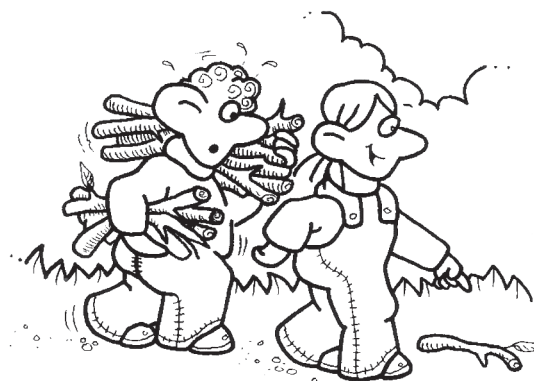
English: Language Development, Auditory Discrimination. **Art and Craft.**

Aidhm: To explore the many ways in which people are dependent on the fruits of the forest. To give the children a first-hand sensory experience of nature.

Cur Chuige: Read the story, 'An Baile Glas', Teacher's Page **Gníomhaíocht 13**.

Discuss the many ways in which the forest was used by the people to enrich their lives. Have the children ever used or seen other people using a local woodland or forest in such ways? Distribute Carta Oibre 13A and invite children to colour in the people of Baile Glas using the forest in the ways shown.

Take the children on a listening and looking walk around the school grounds, local field or park. Encourage them to emulate the listening and looking games which were played by Aodh and Aisling.



FOOTPRINTS IN THE WOOD

Gníomhaíocht 14

Maths: Size – big, bigger, biggest; Matching

Aidhm: To heighten the children's awareness of their own bodies. To alert them to the fact that the footprint of each species, including the human species, are unique.

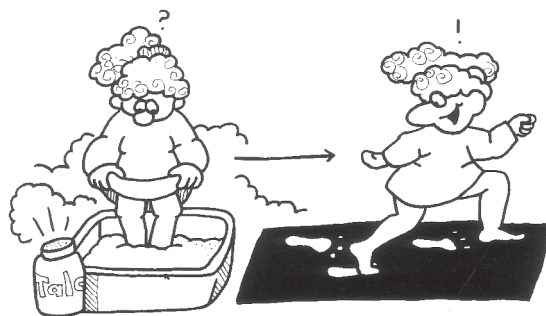
Cur Chuige: (i) Ask the children to take off their shoes and socks and to study their feet carefully. Count the toes and feel the flat part of the foot called the sole.

(ii) Prepare a flat container of talcum powder and lay a large sheet of black sugar paper on the floor. Now, ask the children to dip their feet into the talc and to walk along the paper leaving their footprints for everybody to see.

(iii) Invite the children to try to identify their own footprints and to find footprints which are

the same size as their own. Children from other classes might be invited to join in the exercise in order to get a variety of foot sizes. Use the terms 'big', 'bigger', 'biggest', with the children. The footprints can subsequently be displayed as a border on the wall.

(iv) Explain that all the woodland creatures have their own special footprints too. Explain that in the woodland, these footprints can often be seen in the mud or on the snow. Ask the children to look for footprints outside and to follow them to find out which creatures have made them.





WOODLAND RHYMES

Gníomhaíocht 15

English: Language Development

Aidhm: To improve articulation and to promote correct pronunciation.

Cur Chuige: Encourage the children to join in the recitation of the action rhymes below.

These Two Rabbits

These two rabbits
Have ears so tall.
These two rabbits
Have eyes so small.
These two rabbits
Have whiskers that wiggle.
These two rabbits
Have noses that wriggle.
These two rabbits, the smallest of all,
Curl up tightly in a round furry ball.



Action:

Line 1. Hold up thumbs.
Line 2. Hands above head.
Line 3. First fingers.
Line 4. Point to eyes.
Line 5. Second fingers.
Line 6. Five fingers on each hand extended away from thumbs, against face, to make whiskers.
Line 7. Third fingers.
Line 8. Point to nose.
Line 9. Small fingers.
Line 10. Fold hands together.

Creepy Caterpillar

Creepy, crawly, caterpillar,
In my garden small.
See him crawling, crawling, crawling,
Up the garden wall.
Creepy, crawly, caterpillar,
On the garden wall.
See him crawling back again,
To my garden, small.



Action, Verse 1:

Lines 1&2. Pointer finger on right hand rests and

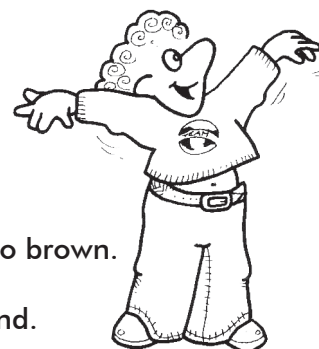
wiggles on palm of left hand.
Line 3. Crawls up the left arm.
Line 4. Rests on shoulder.

Action, Verse 2:

Lines 1&2. Pointer finger resting on shoulder.
Line 3. Crawls down arm.
Line 4. Rests in palm of hand.

Leaves

Little leaves, little leaves
High up in the trees.
Little leaves, little leaves,
Swinging in the breeze.
Autumn comes along
And they change from red to brown.
Winter comes along,
And they flutter to the ground.



Action:

Lines 1&2. Hands 'flutter' above head.
Lines 3&4. Arms outstretched sideways – hands flutter.
Lines 5&6. Arms outstretched, palms up, palms down.
Lines 7&8. Hands flutter gently to the ground.

Autumn Leaves

Up in a tree,
All is so quiet,
Five autumn leaves,
Yellow and bright.

Whoo.....hear the wind blow,
Whooo...hear the wind sigh,
Blow one autumn leaf
Into the sky!

Repeat with 4,3,2,1.

Action, Verse 1:

Line 1-4. Hold up right hand and gently sway.

Action, Verse 2:

Line 1&2. Make sound and wave left hand.
Line 3&4. 'Blow' fingers on right hand into the air.

(Taken from Yvonne Winer & Lyndall Stewart, *Of frogs and snails. Finger plays and Action Rhymes for Children*, Belair Publications Ltd., Twickenham, 1988.)



BUNNY HOP

Gníomhaíocht 16

Physical Education

Aidhm: To involve the children in an enjoyable game.

Cur Chuige: This is a variation of the tag game which is a lot of fun for young children. The player who is 'it' bounces around like a bunny rabbit trying to catch someone else. When the next child is tagged, s/he joins the first child in hopping around and tagging the others. Eventually all the children are hopping like bunny rabbits.



THE FAMILY TREE

Gníomhaíocht 17

Social, Environmental and Scientific Education.

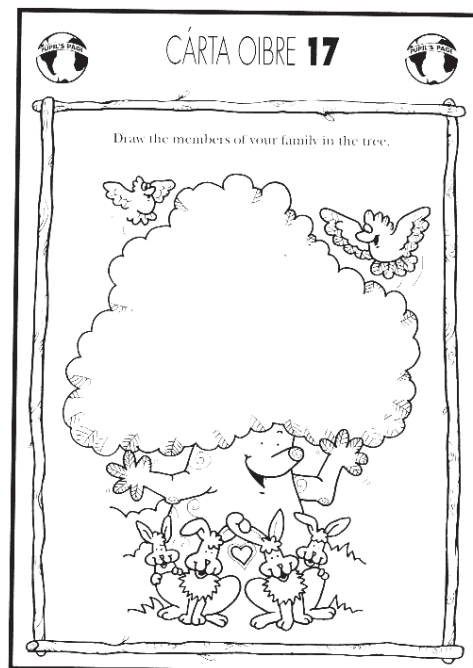
English: Writing, Discussion.

Aidhm: To highlight that, similar to the creatures who live in the oak tree, we belong to an interdependent community which we call our family.

Cur Chuige: (i) Provide each child with a copy of the tree template given in Carta Oibre 17. Ask them to draw on their tree all the creatures that live in the oak tree. Explain that this is Oisín Oak's family tree.

(ii) Repeat the exercise, but this time the children are asked to compile their own family tree by including members of their own family – parents, brothers, sisters, aunts, uncles etc.

Note: This exercise should be handled sensitively taking into account that family structures differ greatly. It can be completed at home with the help of parents or guardians.





ZIG ZAG TREES

Gníomhaíocht 18

Art and Craft.

Aidhm: To involve the children in an enjoyable creative activity which reinforces the notion of the tree as an interdependent habitat.

Beidh ga le: Green paper; Scissors; Pencils / crayons / markers; Glue; Cut-out paper circles.

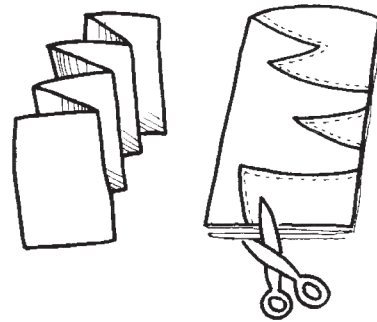
Cur Chuige: (i) Pleat the paper in accordion folds as shown. Starting at the folded edge, draw the outline of half a tree. Ensure that at least some of the branches touch the opposite edge.

(ii) Cut carefully round the tree shape through all the layers of paper. Allow the children to unfold the paper.

(iii) Distribute the white paper discs. Invite the children to draw on each disk a different creature which lives on Oisín Oak.

(iv) Glue the discs to the cut-out trees.

(v) Arrange the trees to form a forest on the classroom wall. The forest can be titled 'Baile Glas'.



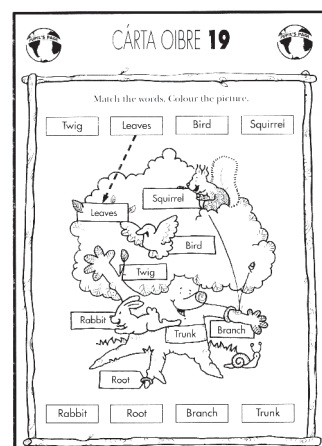
WORD TREE (Juniors)

Gníomhaíocht 19

English: Pre-reading.

Aidhm: To develop word matching and elementary word recognition skills.

Cur Chuige: Give each child a copy of Carta Oibre 19. Discuss the illustration with the children. Invite them to match the words listed on the perimeter of the page to corresponding words inside the tree and to guess what each word says.





WORD TREE (Seniors)

Gníomhaíocht 20

many words as they can on the tree.

English: Language Development, Writing.

Aidhm: To develop writing skills.

Cur Chuige: Divide class into pairs. Provide each pair with a copy of Carta Oibre 17 which contains the outline of a tree. Ask the children to think of as many tree-related words as they can. Encourage them to name parts of the tree as well as words to describe trees, e.g., growing, tall, branches, big, green, thick. (They should first have an opportunity to observe a tree closely.) Help each pair write as



BRANCH CLIMBING

Gníomhaíocht 21

Maths: Counting. **Social Education:** Co-operation.

Aidhm: To involve the children in a floor game which encourages them to count while interacting co-operatively.

Beidh ga le: 4 blank charts; 2 dice, 2 counters.

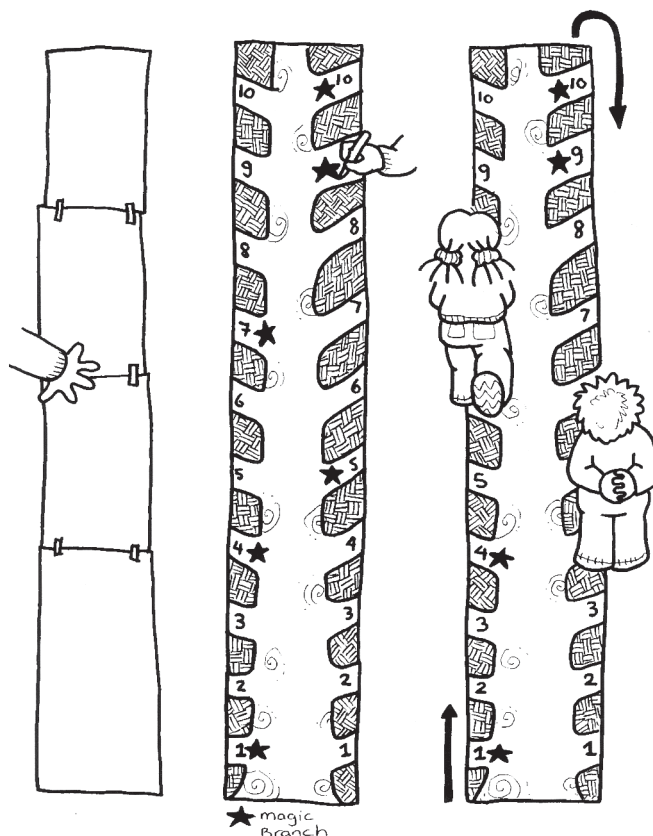
Cur Chuige: (i) Place the four sheets of chart paper together end to end on the narrow side and secure with tape. On the large rectangle which is formed, draw the central trunk of a tree with branches as shown below. Shade in four randomly-selected 'magic' branches on either side of the trunk. Ensure that the same number of branches are placed on either side. The object of the game is to climb to the top of Oisín Oak as quickly as possible.

(ii) Players take turns, one moving up the right side of the tree, the other up the left.

(iii) The first player throws the die and moves accordingly. Each branch is counted as one step. If the player lands on a magic branch, a second turn is given.

(iv) The child makes a wish for the forest on reaching the top. The game continues and the child starts at the bottom again.

Note: This is a co-operative game without winners or losers.





THE WOODLAND WONDER GAME

Gníomhaíocht 22

English: Reading. **Maths:** Counting, Number Recognition. **Social Education:** Co-operation.

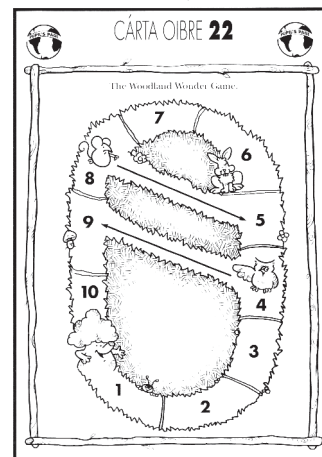
Aidhm: To give the children an opportunity to work in pairs and to share the insights which they have gleaned about the tree habitat.

Cur Chuige: Explain to the children that they are going to get an opportunity to play a game with the creatures who live on Oisín Oak. Distribute a die, two counters and one copy of the Woodland Wonder game on Teacher's Page **Gníomhaíocht 22** between every two children.

Rules: (i) Children throw the die alternately, and move the appropriate number of spaces.

(ii) When a child lands on an arrow, he / she must follow the direction of the arrow.

(iii) When a child reaches home, he / she can start all over again and continue playing. In this way there are no winners or losers and the game can continue indefinitely.



THE DISAPPEARING FOREST

Gníomhaíocht 23

Social, Environmental and Scientific Education.

Drama: Mime.

Aidhm: To help the children to appreciate the effects of deforestation on the creatures who live in the trees. To further involve the children in the story through dramatic activity.

Cur Chuige: Read the story on Teacher's Page **Gníomhaíocht 23**. Discuss with the children why the people in Baile Glas began cutting down the trees. Did they know how upset the creatures would become when their homes were destroyed? What did Labhraith Leprechaun do? Why? What would the people of Baile Glas miss most if the forest disappeared? Encourage them to mime the sleeping forest creatures in winter, the despair of the creatures whose homes were cut down, Labhraith Leprechaun as he performs his magic, and the forest trees as they learn to walk for the

first time. Distribute Carta Oibre 23. Discuss the picture with the children. Explain that the parts of Labhraith Leprechaun got mixed up. Ask them to cut him out and colour him in. help them to make Leprechaun mobiles using paper clips or expandable tacks.





THE WOODLAND WONDER GAME

Gníomhaíocht 24

Social, Environmental and Scientific Education:
Seasonal Change. **English:** Poetry.

Aidhm: To introduce concepts of seasonal change in Winter through the medium of a poem.

Cur Chuige: Read and discuss the poem below with the children. Encourage them to respond to the poem using appropriate actions.

Winter in the Wood

'Brrrr...' said Oisín,
'What a day!
My leafy cost
Is blowing away.'

'Yawn,' went Sammy
The Squirrel Red,
'I think it's time
I went to bed.'

'Snort,' went Hedgehog,
In his nest below.
'I must fill my tum
Before the snow.'

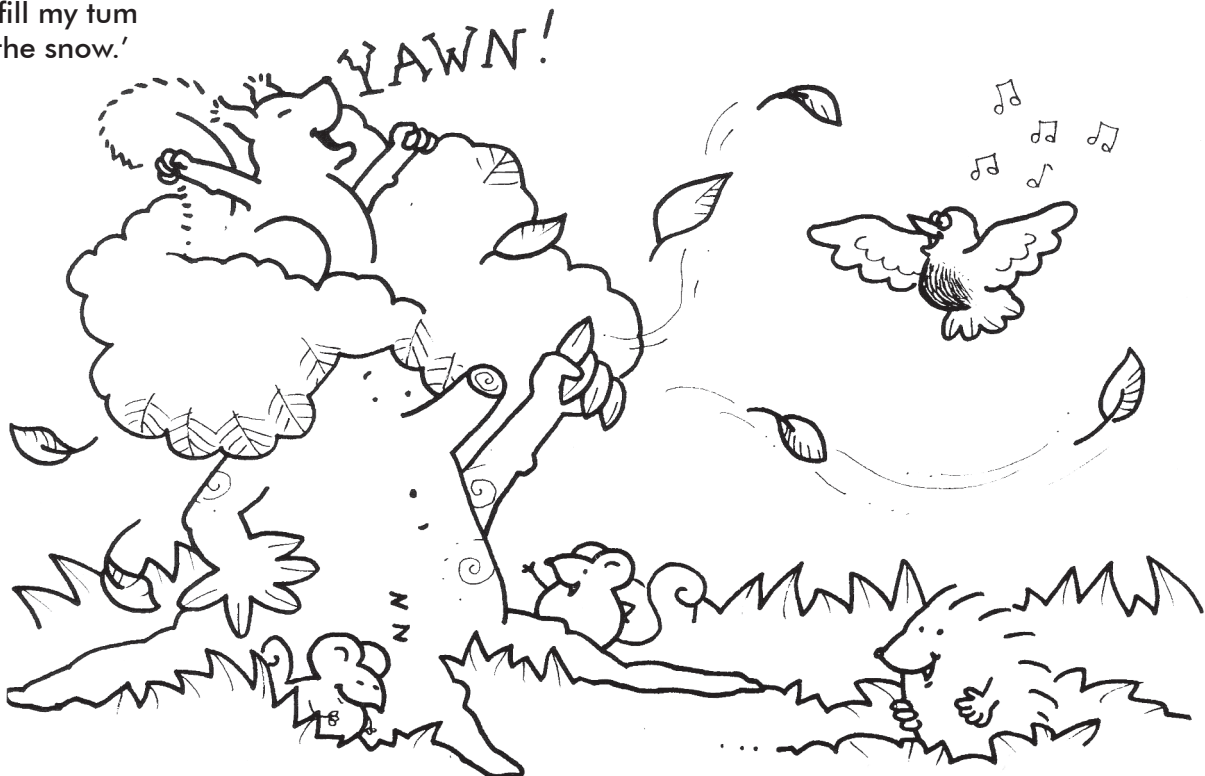
'Eek, eek, eek,'
Went the tiny mice,
As they hid in the roots
All warm and nice.

'Zzzzzz,' said the little flowers
Under the ground,
'don't wake us up
From our sleep so sound.'

'Oh!' said Oisín,
'What a bore!
All my friends
Just want to snore.'

'Cheep,' said the Robin
From under her wing,
'Don't worry, Oisín,
Listen to me sing.'

'Thank you dear Robin,
Your song makes me cheer,
Come sit on my branch,
And I'll shelter you here.'





THE GREEDY MONSTER

Gníomhaíocht 25

Social, Environmental and Scientific Education:
Environmental Care.

Aidhm: To help the children to understand the many unanticipated effects which our actions can have. To make the children aware of our duties and obligations to the forest and its creatures.

Cur Chuige: (i) Read the story on Teacher's Page **Gníomhaíocht 25** to the children. Discuss the events which ensued when the trees ran away. Why did the people not awake at dawn? Why were the people frightened when they looked out of their windows? Why was the mayor angry when she heard what really happened? How did the people find the forest? What Aodh and Aisling do when they found Oisín Oak? What did the people say? Why did the forest trees decide to come back? How did they return to Baile Glas?

(ii) Re-read the story and encourage the children to dramatise what happened. Distribute a copy of Carta Oibre 25 to each child. Discuss the activity with them and help them to complete it.

(iii) Read and discuss the following poem with the children.

The Greedy Monster

A greedy monster
came and ate
the leaves from the trees.

The wind was sad.
He had no one
to tickle with his breeze.

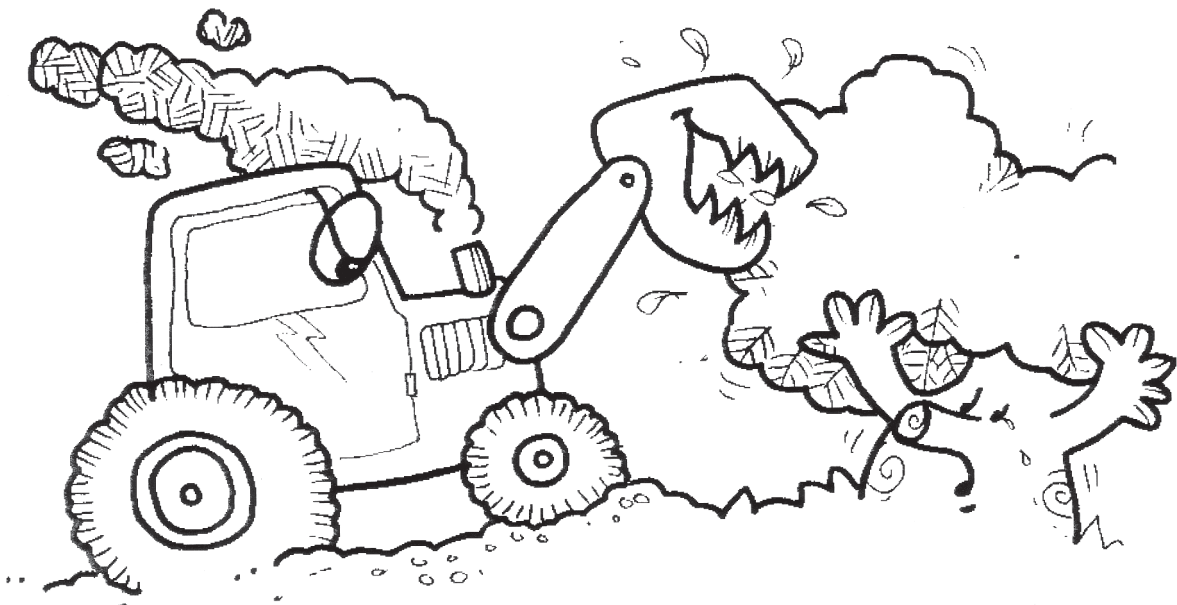
The greedy monster
came and ate
the branches, every bit.

The birds flew, sulky,
in the sky;
they had nowhere to sit.

The monster
ate the forest,
trunks and roots, in a day.

Now houses stand
where the forest stood
and the birds have gone away.

Irene Rawnsley, The Green Umbrella, (Brand, Blows and Short. ANC Black London. 1991)



THEME 1:
THINGS I NEED -THINGS WHICH NEED ME
RESOURCE PAGES



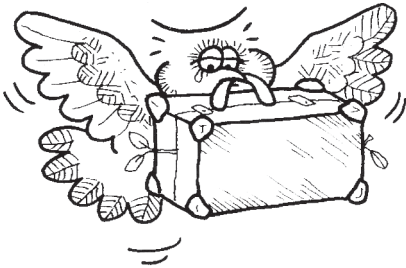
OISÍN OAK

Gníomhaíocht 1

There was a lonely oak tree called Oisín Oak. Oisín Oak lived in deep in the forest. Every day he saw the animals and the birds moving about, chatting and playing. How he wished that he could have fun like them, but try as he might he just couldn't move. He tried to fly, but his branches were creaky and stiff. He tried to walk, but his roots were stuck so firmly into the ground that they wouldn't budge.

snug little hole in his trunk. She popped her head in to see what her new home looked like and she was pleased to find it clean and dry. 'This is perfect,' she said, 'all it needs is some soft straw and some warm feathers and it will be fit for a queen. Thank you, thank you, Oisín Oak. I am so glad that I met you.'

'Not at all,' said Oisín, 'I am delighted to have found such a nice friend. Off you go to bed now, you must be really sleepy.' 'Yes, I am,' agreed Una Owl, 'Good night... or is it good morning.' Within a few minutes, Una Owl was cuddled up as snug as a bug in a rug in her new home.



One day, Una Owl passed by carrying a suitcase. She was crying. 'Why are you crying?' asked Oisín Oak. 'As you know,' sobbed Una

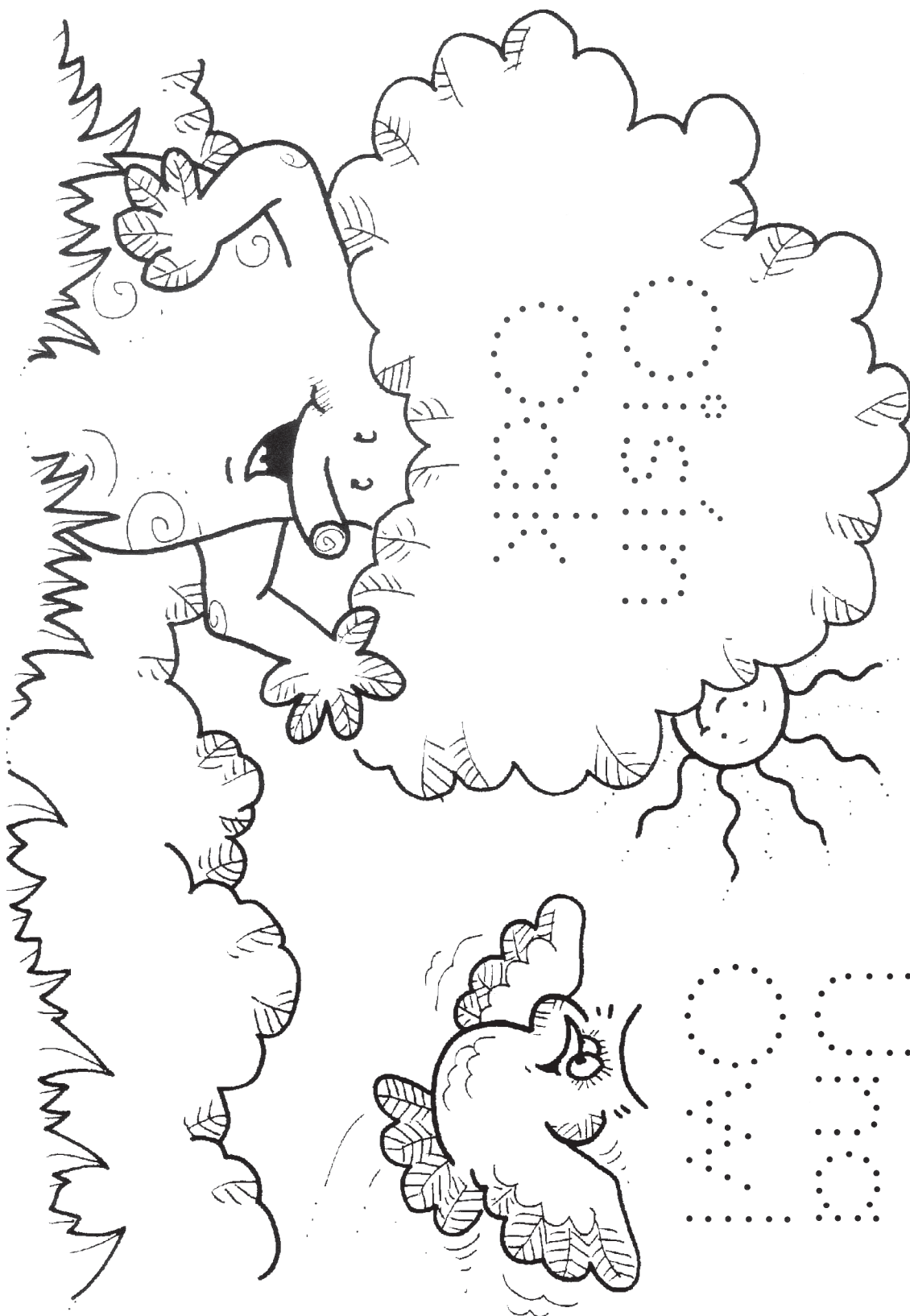
Owl, 'I always sleep during the day and work at night but this morning when I came home, I found that the tree where I live had been cut down. People with saws were cutting the wood and taking it away. My beautiful home was cut into logs and was thrown on the ground. So I have been flying around all morning looking for a place to sleep and I'm really, really tired. Yaawwn, yaawwn.'

'Don't worry,' said Oisín Oak cheerfully, 'you can live in my tree, I am very lonely here all by myself and I'd love to have you as my friend.' With that, Una Owl stopped crying. She flew up to Oisín Oak and found a





Colour the pictures. Join the dots.





UNA OWL

Gníomhaíocht 7

Once upon a time there an owl called Una. She lived in a little hole in a tree called Oisín the Oak.

There were very good friends and Una Owl loved her home. Every morning, when she returned after her night of hunting in the forest, Oisín Oak was waiting with a big smile to greet her.

Una Owl would tell him about all the things she had seen while flying through the forest. This was Oisín Oak's favourite time of the day. He never got tired of listening to Una Owl's adventures and he wished that she would stay talking all day long, but after a while Una Owl would begin to yawn and would say: 'Well, I'm off to bed. Don't forget to call me for work once it gets dark.'

So Oisín Oak was left alone again. How he wished that he had other friends to keep him company. One night, when Una Owl was preparing to go out hunting, she noticed that Oisín Oak was sad. 'Why are you sad?' asked Una Owl, softly.

'It's just that I get lonely during the day when you're sleeping, and they you're gone every night. I just wish I could have lots of other friends to stay with me.' 'So you'd like to have more friends, why didn't you say so? I'm sure hundreds of forest creatures would love to stay with you and be your friends. Cheer up, I have a plan, I'll be back in the morning.'

With that, Una

Owl flew off into the night. Since it was dark, Una Owl knew that most of the creatures would be asleep except for those who hadn't a place to stay. She decided to make up this poem to catch their attention:

***If you're looking for
somewhere to stay,
Then listen here to
what I say,
In time of rain and in
time of storm,
Oisín Oak is cosy and
warm.***

All night long she flew through the forest singing her song. As she flew, she could see several homeless creatures pricking up their ears and looking around in delight. At last when the morning light peeped through the forest trees, Una Owl flew home. She hoped that at least some of the forest creatures would have made their way to Oisín Oak. What a surprise she got when she reached him! Over one hundred creatures, of all shapes and sizes, had gathered around Oisín Oak. Oisín was smiling brightly and had stretched out all his branches to welcome them. He looked so excited and happy. Una was happy too. Now she need never worry about him being lonely again.





FINDING HOMES IN OISÍN OAK

Gníomhaíocht 8

The forest was full of lonely creatures who had nowhere to live. They came to Oisín the Oak tree to find a home. Una Owl was Oisín's best friend. She felt sorry for the tired cold creatures who had gathered around Oisín Oak. She wanted to help them to find nice homes.



Una Owl perched on a tall branch where she had a clear view of all the creatures lined up before her. 'Ok. Let's get to work,' she said. Billy Beetle and his family were called first. 'All right,' said Una Owl, 'I want you to make your home in Oisín Oak's bark.' 'Oisín's bark?' said Billy, 'Oisín Oak doesn't bark, silly. Only dogs bark.' 'That's right,' said Una Owl, 'Oisín Oak doesn't bark like a dog, but he has a bark which doesn't make any sound at all.' 'We don't understand,' said the beetles. 'Ok, come here then and I'll show you Oisín Oak's bark.' She led the beetles over to the thick part of the tree that has no branches. The rough skin here is called the bark. The beetle family was very happy with their new home. The bark would give them food and it would be a safe, warm place for the baby beetles to grow.

'Where's Sammy Squirrel?' said Una Owl. 'I am down here,' said Sammy who was sitting on one of Oisín Oak's thick roots. 'Sammy, you can live on the branches. In the Autumn, Oisín Oak grows plenty of acorns – your favourite food. So you will have plenty of acorns to eat and you will even be able to store up some for a rainy day.' 'Yummy!' said Sammy Squirrel. 'Living with Oisín Oak is going



to be just like living in a sweet shop.' So off he went scampering up the tall tree to the highest branch.

'Now', said Una Owl, 'I want all the birds to come up here to me'. With that, all the birds flew up to the branch where Una Owl was perched. 'What are you looking for in my home?' asked Una

Owl. All the birds agreed that high strong branches were the best for building safe nests. 'You can choose any branches you like,' said Una Owl, 'As you can see Oisín Oak has lots and lots of strong branches. You can be sure that your young chicks will be warm and safe with Oisín Oak to take care of them.' The birds flew up and down and all around looking for the best branches. It didn't take them long to make up their minds. Then each one of them in turn thanked Oisín Oak for his hospitality.

It was Rachel Rabbit's turn next.

'My family needs a special type of home,' said Rachel Rabbit, 'I doubt that Oisín Oak will have anything to suit us.'

'Let's find out what you are looking for first,' said Una Owl. 'Maybe he might be able to help you yet.'

'Well,' said Rachel Rabbit, 'We can't fly like the birds and the butterflies and we can't climb trees like Sammy Squirrel and Barbara Beetle, so we don't think that Oisín Oak's branches or bark would suit us.' 'Well,' said Una Owl, 'Oisín Oak is not just all branches and trunk, he has another part which we can't see because...' With that she jumped from her perch high up in the branches and landed on the ground directly beneath Oisín Oak, '... because it is down here,' 'Where?'

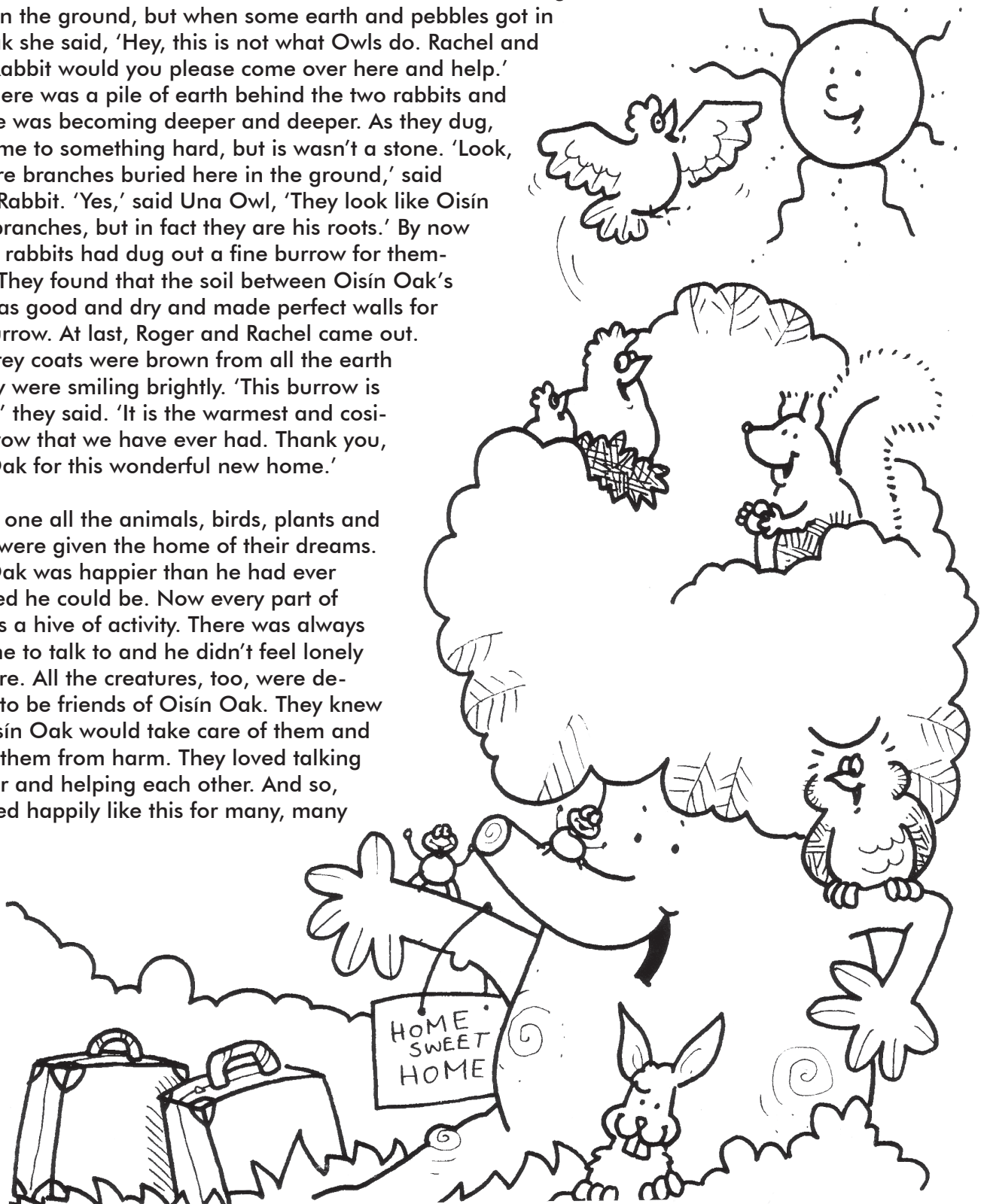


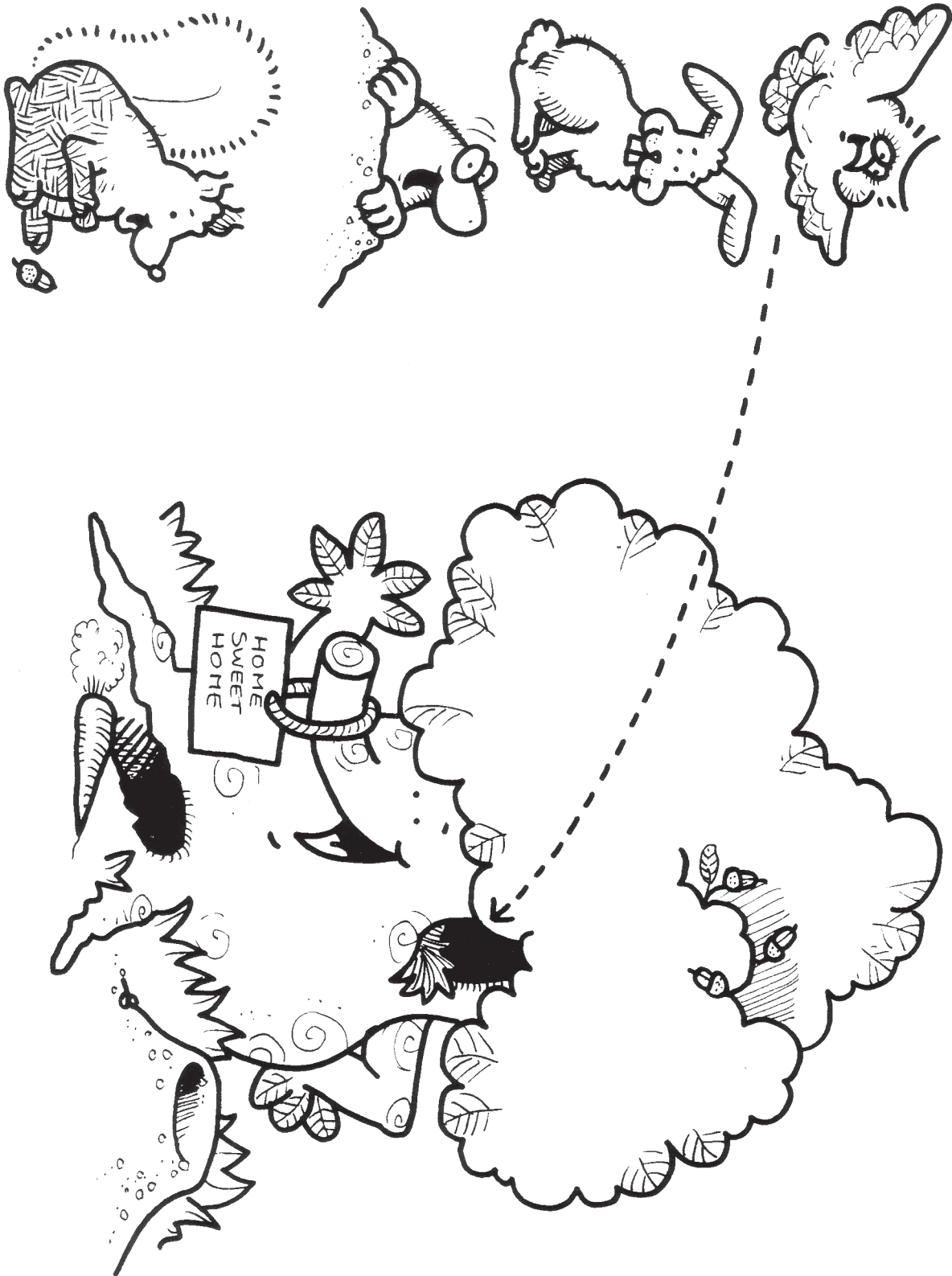


FINDING HOMES IN OISÍN OAK (Continued)

asked all the creatures. 'We can't see anything except some fallen leaves and the brown earth.' 'Watch carefully and you will see,' answered Una Owl with a smile. With her beak, she tried to dig a hole in the ground, but when some earth and pebbles got in her beak she said, 'Hey, this is not what Owls do. Rachel and Roger Rabbit would you please come over here and help.' Soon there was a pile of earth behind the two rabbits and the hole was becoming deeper and deeper. As they dug, they came to something hard, but it wasn't a stone. 'Look, there are branches buried here in the ground,' said Rachel Rabbit. 'Yes,' said Una Owl, 'They look like Oisín Oak's branches, but in fact they are his roots.' By now the two rabbits had dug out a fine burrow for themselves. They found that the soil between Oisín Oak's roots was good and dry and made perfect walls for their burrow. At last, Roger and Rachel came out. Their grey coats were brown from all the earth but they were smiling brightly. 'This burrow is perfect,' they said. 'It is the warmest and cosiest burrow that we have ever had. Thank you, Oisín Oak for this wonderful new home.'

One by one all the animals, birds, plants and insects were given the home of their dreams. Oisín Oak was happier than he had ever imagined he could be. Now every part of him was a hive of activity. There was always someone to talk to and he didn't feel lonely any more. All the creatures, too, were delighted to be friends of Oisín Oak. They knew that Oisín Oak would take care of them and protect them from harm. They loved talking together and helping each other. And so, they lived happily like this for many, many years.

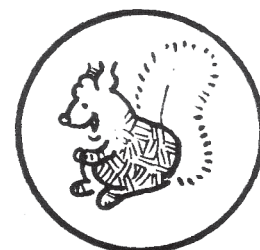
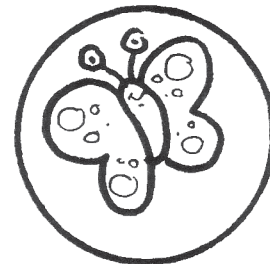
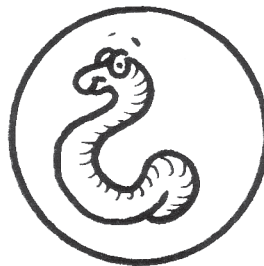
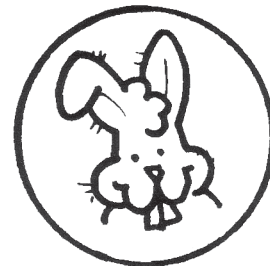
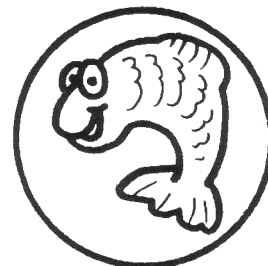
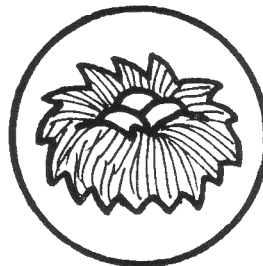
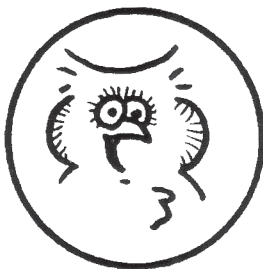
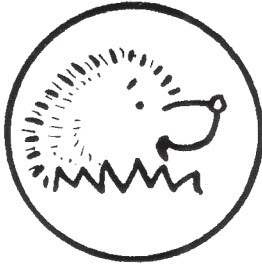




Join the creatures to their homes.



Tree Bingo





Tree Bingo





BAILE GLAS

Gníomhaíocht 13



Just outside the forest, nestled in beside the trees, was a beautiful little town of the green forest. The people who live in Baile Glas felt that theirs was the most beautiful town in the

land. People came from miles around just to see the bright green colour of the forest trees and to look at the beautiful birds, animals, insects and plants which had made their homes among the trees. Not only did the forest make their town more beautiful, but the forest gave the people lots of good things too, like fruit, flowers and timber.

Aodh and Aisling lived in Baile Glas. They loved the forest and everything about it. Every day, when school was finished and their homework was done, they went into the forest. Sometimes they went on listening walks, where they walked through the forest without making a sound, listening carefully to the sounds of the forest. One day, when they went on their listening walk, Aisling said 'Shh-hhhh, I think I know that sound... It's the sound of the wind blowing through the leaves of the forest trees.' 'Yes, it is,' said Aodh softly, 'It's a beautiful sound, isn't it.' They found that after some time, if they listened very carefully, they could recognise which birds were chirping. They also got to know the

sounds that were made by the foxes, the bees, the rabbits, the badger and the grasshopper. Other times they went on looking walks through the forest. They would make their own binoculars out of the discarded centres of toilet rolls, and would look very carefully at some big things, like trees, and then at very small things like a single primrose or a spider. Using their binoculars, they were able to play games of 'I spy' to find out the number of different living things they could see in the forest.



The part of their trip which they liked best was the part when they would sit under Oisín Oak, their favourite tree, without making a sound. Somehow they always felt that Oisín had a special welcome for them. They often sat there for hours whispering softly to one another about the wonderful things that they could see, smell and touch all around them. Before they left, they always hugged Oisín Oak's big trunk and whispered 'Thanks' for taking such good care of them.

Oisín Oak was very fond of these special visitors and looked forward to the time when they would come again.





Colour in the pictures. Talk about ways in which people use the forest.





Draw the members of your family in the tree.





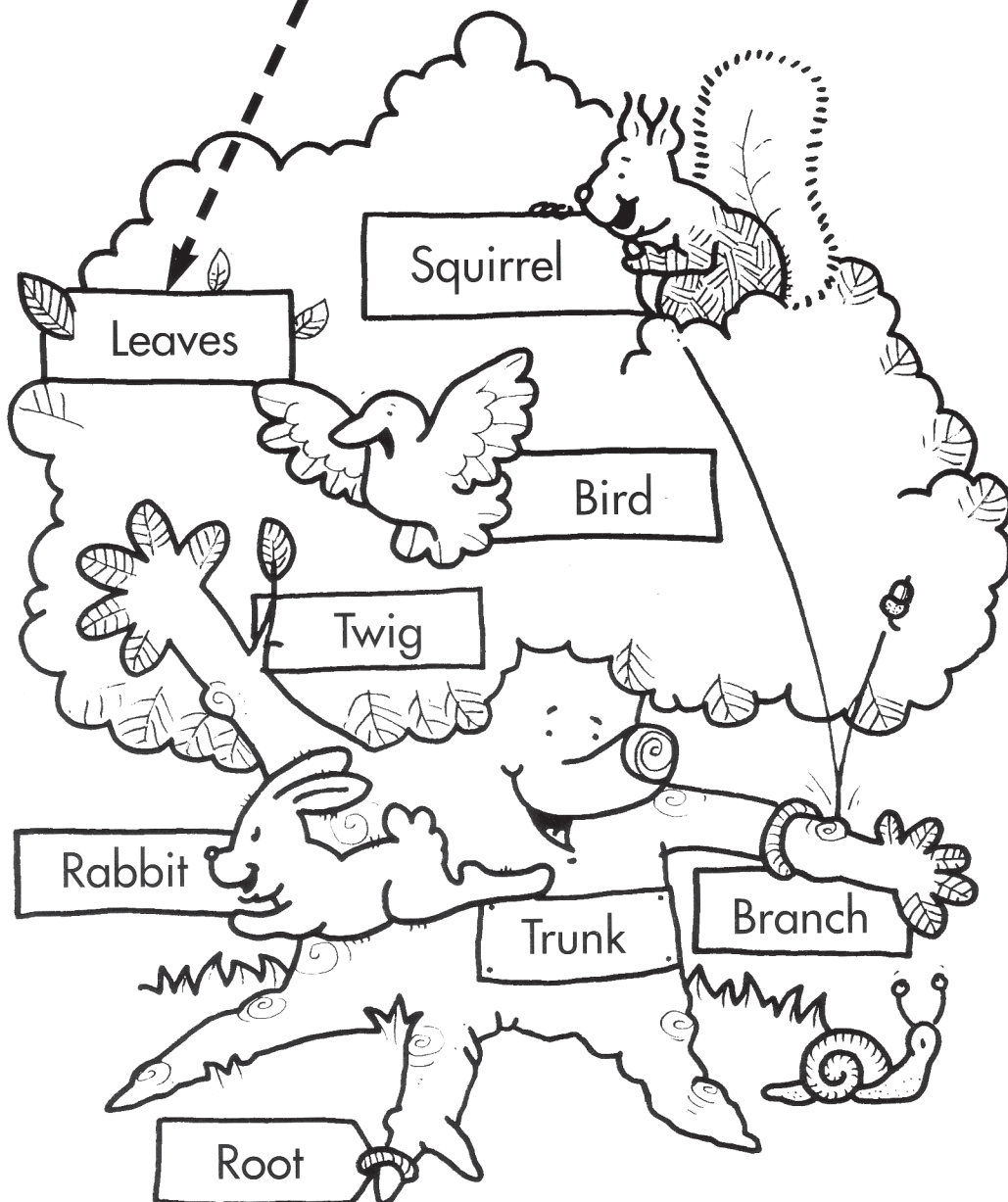
Match the words. Colour the picture.

Twig

Leaves

Bird

Squirrel



Rabbit

Bird

Twig

Trunk

Branch

Root

Trunk

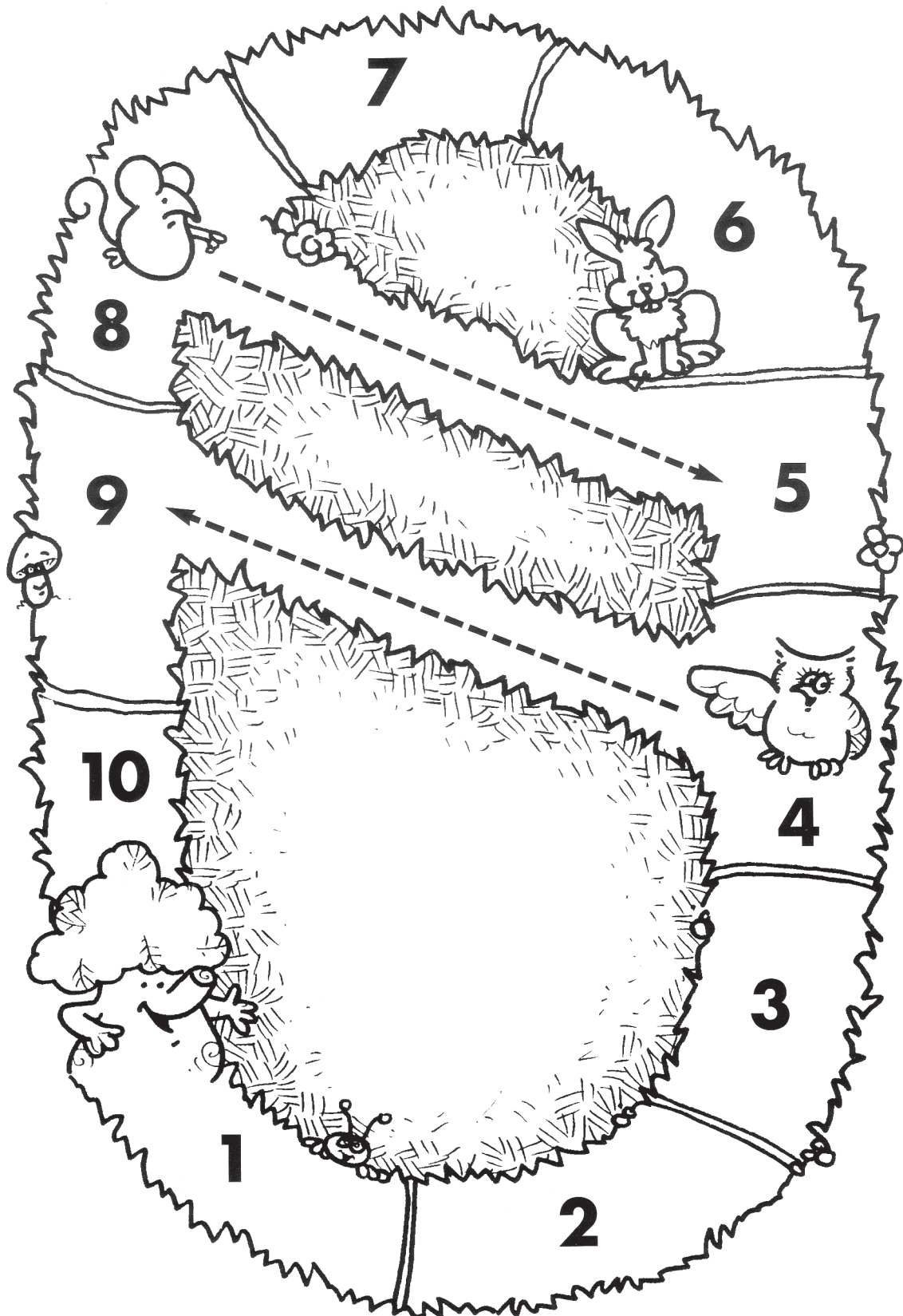
Rabbit

Branch

Root



The Woodland Wonder Game.





THE DISAPPEARING FOREST

Gníomhaíocht 23



The months passed by and soon it was Winter. The children enjoyed every season in the forest, but they especially liked Winter which often brought frost and snow. They enjoyed skipping and

playing in the snow under the bare trees. Oisín the Oak tree spent hours watching the children playing beneath him. Without his coat of leaves, he felt a little cold but he looked forward to Spring when he would grow a brand new set of leaves. Many of the forest animals had decided to go for a long sleep during the cold Winter and to wake up in Spring when it would be warmer. Mrs Hedgehog, who was snuggled up in her nest, yawned, pulled her blanket of soft brown leaves around her neck and went back to sleep. Sammy Squirrel woke up feeling hungry and ate some more acorns. The Badger family was sleeping soundly in its nest. The whole forest was resting. Suddenly, the silence was broken by a loud sobbing sound. The children stopped playing. Oisín Oak looked around wondering where the noise was coming from. The sleeping animals woke up with a start.

'What is that sound?' they asked. Just then a large group of sobbing creatures came into sight. They were all wearing pyjamas and carrying little bags stuffed with some clothes and pieces of food. They walked up to Oisín Oak, the largest and wisest tree in the forest. 'What's the matter?' asked Oisín Oak softly. Mrs Fox spoke first: 'Since we were very small, we have all lived on or near the

trees at the edge of the forest. These trees have been our friends and have given us a home for many years. But early this morning, a group of people from Baile Glas came with big noisy saws and started cutting down many of the trees. They even cut down young trees which were not fully grown yet. The timber was cut into logs, and big lorries came to take it away.

By now a great number of forest creatures had gathered around. They were all frightened and worried. What would become of them if the people of Baile Glas kept cutting down trees in this way? Oisín Oak was the first to speak. 'Well, I think this must be stopped. The people of Baile Glas have enjoyed the forest for hundreds of years. The forest has always been kind to them and has given them many things. Now they wish to destroy this precious forest. We will have to stop them, and I think I know just the person to help us!'

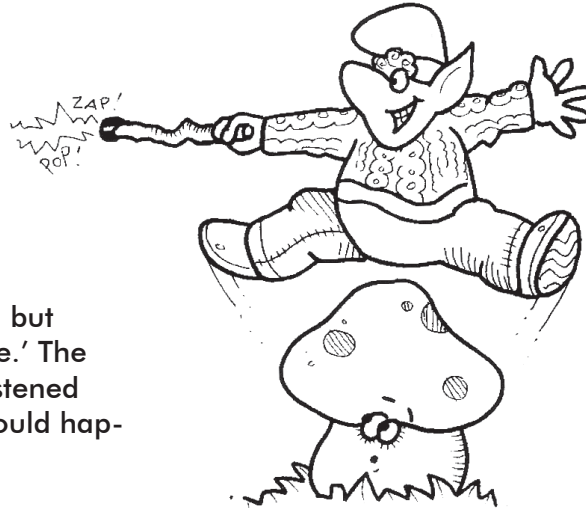
The forest creatures didn't know that Aodh and Aisling, Oisín's friends, were hiding behind a large rock. The two children watched in amazement. They had never heard the trees and the forest creatures speaking to each other like this before. They were horrified to hear about what was happening to their beloved forest. They stayed very still, not saying a word in case they would frighten the creatures away.





THE DISAPPEARING FOREST (Continued)

Then the strangest thing of all happened. From beneath the large to adstool, there appeared a tiny little man wearing a green coat. 'Look, it's a leprechaun,' whispered Aisling in excited tones. 'I have seen pictures of leprechaun in story books before, but I didn't ever think I'd see one.' The two children watched and listened very carefully to see what would happen next.



Suddenly, the forest trees and plants began to feel a tingling in their roots. They looked at each other in amazement not knowing what was happening. Little by little their roots began to move out of the brown earth and to turn into enormous feet which were able to move about. 'What is happening to us?' asked the trees. 'Don't worry,' said Labraidh Leprechaun. Your roots will come back again. But first we have to leave Baile Glas to teach the people a lesson.'

Having explained their problem, Oisín Oak said: 'Well, Labhraidh Leprechaun, now you know why we asked you to appear. As you can see, everybody here is very worried and sad. You have many magic powers so we're asking you to help us.' Labhraidh Leprechaun was silent for some time. When he finally spoke he said 'I think I have a plan. It seems to me that the people of Baile Glas need to be taught a lesson. I think they need to find out how miserable life would be without the forest. Then they might begin to take care of it properly.'

When it was nightfall, Labraidh Leprechaun decided to put his plan into action. He told all the creatures to go to their homes on the trees and to hold on tightly. When all the creatures were secure it was time to move. Then all at once the whole forest moved out of Baile Glas to a far-away valley.

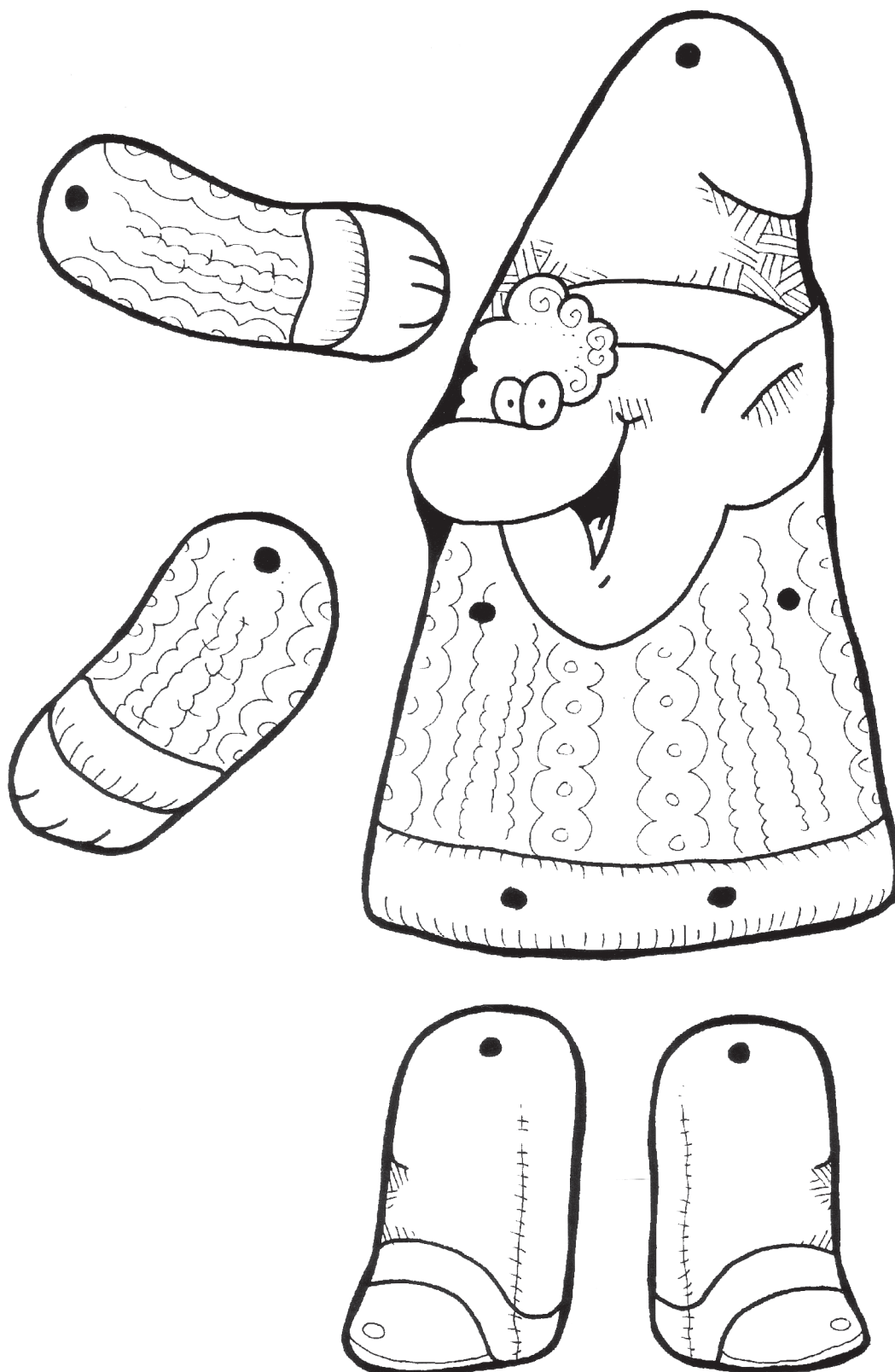
With that Labraidh Leprechaun mixed some rainbow dust with dew from the moist forest grass and said the following magic words:

***Wait till you see
what magic I'll
do,
With rainbow dust
mixed up
with dew,
With magic roots
you'll run away
In Baile Glas you
will not stay,
But if the people
become kind,
A green forest
they will find.***





Make a mobile of Labhraidh Leprechaun.





A NEW BEGINNING

Gníomhaíocht 25

Once upon a time, in the middle of a forest there was a little town called Baile Glas. The forest was home for hundreds of creatures who lived on the trees. But the people became greedy and began to cut down the trees. The trees and the forest



creatures were sad and angry. They asked their magic friend Labhaird Leprechaun to help them. One night, he used his magic to give them

feet to run away. The trees took all the forest creatures with them and went to another valley.

The following morning, the people of Baile Glas were not awakened at dawn by the sweet singing of the forest birds but slept on until the afternoon. Finally, the people yawned, stretched, looked at their clocks and jumped up with a start. It was 1 p.m., dinner time! Whatever could have happened? Why hadn't they been awakened by the birds? They jumped into their clothes, pulled back the curtains, looked out, and rubbed their eyes in shock. Everything was so different. Baile Glas looked just like the surface of the moon with monstrous brown holes where the green forest once stood. The people were frightened and ran to the mayor's house.

The mayor was at her bedroom window. All the people stood on the steps below. 'Does anybody know what is going on?' asked the mayor. Some people said that the sky was falling down. Others said that aliens from outer space had stolen the trees. 'Now stop all the guessing,' said the Mayor. 'Does anybody here have any idea what really happened?' The people looked at each other, scratched their heads, but

said nothing. They a tiny voice was heard from the middle of the crowd. It was a little girl called Aisling. 'Excuse me, Mrs Mayor,' she said, 'but I think I know what really happened. My brother and I were in the forest when the trees decided to leave.' Aisling spoke out as loudly as she could, telling the people about everything that she and Aodh, her brother, had seen and heard in the forest. As she spoke, the people grew quieter and some faces became redder and redder and more ashamed.

The people were sad and worried. They had to think of a plan to make things better. Aodh spoke next. 'I think I have an idea,' he said. The people listened attentively. 'In order to move, the trees had to grow feet, and, as you know, heavy feet leave big footprints. So let's follow the footprints and we're sure to find our forest.' 'What are we waiting for? Let's go,' they all said.

It wasn't difficult to find the enormous footprints left by the forest trees. They were so big that mothers and fathers had to hold their children's hands tightly because if they fell in they were sure to be lost forever. They followed the footprints for miles and miles, up hill and down dale, until eventually the footprints stopped. They looked up and there in front of them was a forest just like the forest of Baile Glas. Aodh and Aisling ran into the forest looking for their friend, Oisín Oak. When they eventually found him, they hugged him tightly and told him how much they missed him. The children explained that the people were sorry for harming the forest and had come to invite the





A NEW BEGINNING (Continued)

trees back to Baile Glas. When the people saw Oisín Oak, they ran towards him, threw their arms around him and said 'Sorry'. Then they stood in a circle around the forest, joined hands, and recited this poem which they had made up on their way.

***Oisín, please come back to stay.
We're so lonely since you went away.
No trees, no flowers, no birds to cheep,
Baile Glas has gone to sleep!
If we get another chance,
Through the forest we will dance,
We'll feed the birds,
We'll mind the flowers,
We'll water you when there are no showers.
We'll even plant new baby trees,
We'll make a hive for the bumble bees,
We'll keep your forest bright and green,
If you come back to us, Oisín.***

Oisín Oak and all the forest trees and creatures were happy to go back to Baile Glas. They missed the town where they had lived hundreds of years. The animals and birds looked forward to having their young at home in the forest in Baile Glas,

so they forgave the people and promised to go home. They called on Labhraidh Leprechaun to work his magic again. Labhraidh appeared instantly. He was very happy that his plan had worked to make the people take more care of the forest. Once more, he got some rainbow dust and mixed it up with the forest dew and this time he said these words:

***You were so sad and ran away,
Now you want to return to stay,
So I'll give you back your sturdy feet,
And wish you well till next we meet.***

All of a sudden, there was a great rocking and rumbling in the ground beneath the forest and once again the tree roots turned into legs. 'climb aboard' said Oisín Oak, 'well give you all a lift back to Baile Glas.' The people climbed up onto the sturdiest branches they could find and held on tightly as the trees ran back to Baile Glas. From that day on, the people of Baile Glas took great care of their precious forest, and the people, the creatures and the trees lived happily ever after.





Tell the story of the pictures.

