

RME 4-02b, 4-05b, 4-09b, 4-09e Discuss a moral dilemma involving forests, such as cutting down trees to build social housing.
RME 4-09b Taking part in the [Forest Committee](#): learning to cooperate with others, valuing and respecting their opinions.
RERC 4-01a Spending time connecting with nature, experiencing how wonderful all living things are.

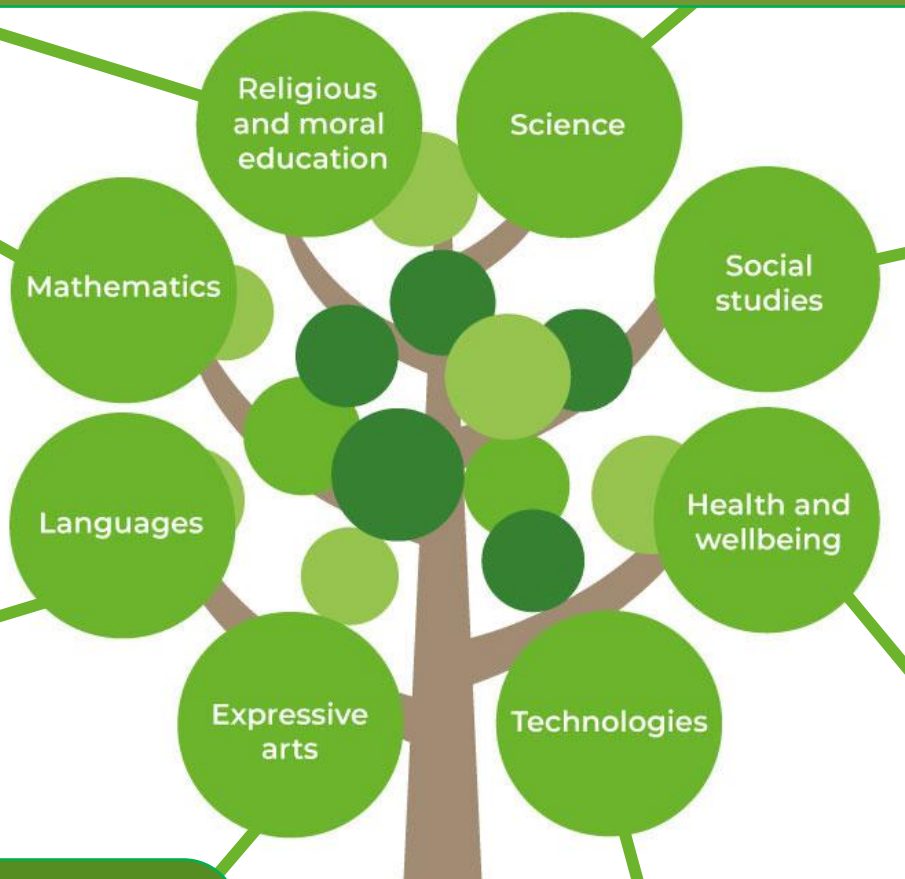
SCN 4-01a Complete a biodiversity survey, identifying and classifying the species you find, then discuss how the species you find could be impacted by natural hazards..
SCN 4-01a, 4-03a [Biodiversity planting](#) or [Tree planting](#), including the use of organic fertilisers. Grow your own food crops and investigate the difference between organic and man-made fertilisers then design your own fertiliser that will have minimal environmental impact.
SCN 4-04a Evaluate energy sources derived from plants, including wood burning and biofuels, including their environmental impacts.
SCN 4-05-b Try the [What are trees made of?](#) activity, including how trees capture CO₂ from the atmosphere and the discussion on forests and climate.
SCN 4-07a Measure how far a natural object moves in a given time, then use this information to plot the speed of the object.
SCN 4-11a-b Complete the [Imagine you are a...](#) activity then consider how animals use sound and vision out-with the range of human senses.
SCN 4-18a Try the [How trees prevent flooding and pollution](#) activity, seeing how trees help reduce water pollution.

MNU 4-10b Investigate the speed of travel of wild animals and work out how long it will take them to cover different distances, or how far they can travel in a given time.

MNU 4-11a Measure the [height of a tree](#).
MNU 4-13a, 4-19a Look for how complicated number patterns appear in nature, such as the Fibonacci sequence. Draw the patterns created from these sequences as they appear in nature.
MNU 4-20a-b Identify a biodiversity news story where graphs and averages are being used. Interpret the graphs and discuss if the averages given are being used appropriately.
MNU 4-21a Complete a biodiversity survey, counting different types and numbers of animals and plants and create a display of the data you collect.

LIT 4-01a, 4-04a, 4-07a, 4-11a, 4-13a-14a, 4-16a, ENG 4-12a, 4-17a, 4-19a, LGL 4-01a, 4-07a-11a, GAI 4-12a, 4-17a, 4-19a Use our [LEAF reading list](#) of English or Gaelic texts for pupils to select texts to read, with discussion afterwards.
LIT 4-10a, 4-15a, 4-20a-26a, 4-28a-29a, ENG 4-27a, 4-31a, LGL 4-12a-c, 4-13a-b, GAI 4-27a, 4-31a Discuss one of the stories from the [LEAF reading list](#) and invite pupils to create their own piece of writing about a forest or natural place.
Or learn about [Forest myths and stories](#) and create your own.

EXA 4-01a- Present an assembly on a LEAF topic ([Inform and Involve](#))
EXA 4-02a-05a, 4-07a Use natural materials to make natural art such as [Land Art](#), then discuss what you think about each other's natural art.
EXA 4-01a, 4-08a-11a Create a dance routine in local greenspace using natural surroundings as your inspiration, perform the routine then review your and each other's routines.
EXA 4-01a, 4-12a-15a Write a play based in a forest environment, stage the play, then reflect on your performances.
EXA 4-01a, 4-16a-19a Use [Music from Forests](#) to get inspired, create your own music from natural items, record and share your music then reflect on your performances.



SOC 4-01a, 4-08a, 4-10a Learn about the historical importance of your [local trees and forests](#) and share their stories.
SOC 4-02a-4a, 4-08a Use our [Gaelic Tree Alphabet](#) resource to learn about the historical significance of trees in Gaelic culture.
SOC 4-05a-c Investigate changes in technology and industry in Scotland's past that have impacted native forests and those who live there.
SOC 4-08a, 4-09a-b, 4-10a Investigate local or national land use developments that involve tree felling, consider their environmental impact and how they could be more sustainable.
SOC 4-12a-c Record your local weather and compare it to previous years to see how your local climate is changing. Consider how these changes impact human, animal and plant life in your local area and what can be done to slow or reverse these impacts.

HWB 4-01-02a, 4-04a Connect to nature and improve mental wellbeing using our [54321](#) activity or try [Barefoot walking](#).
HWB 4-09a Learn about [forest conflicts](#), including our rights and responsibilities when in a forest. Take this further by learning from the [Scottish Outdoor Action Code resource pack](#), then [Create your own code](#).
HWB 4-11a-14a Taking part in [Forest Committee](#) and associated activities.
HWB 4-15a-18a Learn about the [Benefits and risks of being outdoors](#).
HWB 4-20a Learn about careers associated with forests.
HWB 4-21a-24a Design a group physical activity using natural materials found in forests. Carry out the activity and discuss how it went after.
HWB 4-25a Sports and other physical activity taking place outside.
HWB 4-29a-34a Investigate what food comes from forests then cook and eat some, following key nutritional requirements.

TCH 4-01a-02a Use digital tools to identify species and for data analysis during biodiversity surveys.
TCH 4-04a-c Find out what food comes from forests then cook and eat some.
TCH 4-05a-07a Find out which products that you use come from forests (you could try [what wood I see](#)) then consider the impact of producing these products and how they could be produced and used more sustainably. You could even [make your own recycled paper](#).
TCH 4-10a-11a Select appropriate natural materials to create graphic design projects.