

GLOBAL SKILLS

critical thinking and problem solving;
learning to learn/self-awareness and
self-direction;
collaboration;
communication;

INITIATIVES & INTEGRATED LEARNING

[Foundations of a Healthy School](#)
[Social Emotional Learning Skills](#)
[Eco Schools](#)
[A. STEM Skills and Connections](#)

MATERIALS

Chart Paper
Markers

NATURE GAMES

Intermediate (Grades 7-8) Level

ACTIVITY DESCRIPTION

Students will work in teams and participate in activities like the Lynx Relay Race or Wolves vs Deer to build upon their knowledge of nature. A group debrief and reflection will conclude this experience using a community circle format to promote team building.

CURRICULUM CONNECTIONS

[Health & Physical Education 2019](#)



Ontario
Curriculum



A. Social-Emotional Learning Skills

A1. Apply, to the best of their ability, a range of socio-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement competence, and Healthy Living strands.

B. Active Living

B1. Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives.

B2. Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living.

B3. Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

C. Movement Competence: Skills, Concepts, and Strategies

C1. Perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities.

C2. Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.)

CURRICULUM CONNECTIONS: [Science & Technology 2022](#)

B. Life Systems; Interactions in the Environment

B1. Relating Science and Technology to Our Changing World: assess the impact of human activities and technologies on the environment, and analyse ways to mitigate negative impacts and contribute to environmental sustainability.

D. Structures and Mechanisms; Form, Function, and Design of Structures

D1. Relating Science and Technology to Our Changing World: analyse personal, social, economic, and environmental factors that should be considered when designing and building structures.

TEACHING NOTES

BEFORE YOU GO

Learning Goal

Students will learn to work together to both understand and lessen the impact humans can have on an ecosystem.

Minds On Activity:

- Ecosystems are in a constant state of change. Ask students to identify and explain some of the potential changes to an ecosystem that may be caused by both nature and by human contact.
- Have students record and post their ideas on the chart paper provided.
- Lead a class discussion about the ways in which humans can demonstrate environmental stewardship and minimize impact on an ecosystem.

Action Activity

- Ask students to find a partner and then identify partners as A and B.
- Ask partners to create two lines, approximately 1 metre apart, facing each other.
- Use pylons to create a safety zone 20 metres behind each line.
- Ask each group to huddle together to decide if they want to be a bear, a salmon, or a mosquito.
- Ask students use the following actions to indicate their choice for the other team:
 - Bear - arms up and growl
 - Salmon - hands together and mimic swimming
 - Mosquito - point index finger from their nose and buzz.
- Ask students to return to their lines and on your signal demonstrate the action chosen.
- If one team chooses a creature that would eat the other, then that team chases their 'prey' back to their safety zone (e.g. bear eats salmon, salmon eats mosquito, mosquito eats bear).
- If a student is tagged by a member of the winning team before making it back to their safety zone, they leave their team and join the other.
- If both teams chose the same creature, they start over.

WHILE YOU ARE THERE

At Blue Mountain Resort

- Remind students to demonstrate environmental stewardship while participating in the Nature Games at Blue Mountain.

BLUE MOUNTAIN RESORTS

190 Gord Canning Drive., Blue Mountains, ON L9Y 1C2
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bluemountain.ca



ONCE YOU GET BACK

Consolidation Activity

- Organize the students into partners and assign the role of camera or photographer to each partner.
- Take the class outside and ask the photographer partners to select an item or scene in the chosen environment to photograph.
- Once they have chosen their picture, the photographer asks the camera to close their eyes and leads them to the position where the camera would be placed to take the picture.
- The camera is asked to open their eyes and look in the direction they have been placed in order to savour the beauty of the image.
- The camera explains to the photographer what they see and reflects on why this image might have been chosen and how it relates to the concept of environmental sustainability and/or stewardship.
- Ask students to switch roles and repeat the above steps.