

GLOBAL COMPETENCIES

Collaboration
Communication
Critical thinking and problem solving

INITIATIVE HIGHLIGHT

Healthy Schools
Mental Health and Well-Being

MATERIALS

Markers
Chart paper

NATURE GAMES

Junior Level

ACTIVITY DESCRIPTION

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

CURRICULUM CONNECTIONS

Health & Physical Education



Ontario
Curriculum



A1. apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade (A1.3, A1.4)

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 (B1.1)

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 (C2.1, C2.2)

BEFORE YOU GO

Learning Goal

Students will learn to work together through a variety of challenges.

Minds On Activity

- Students work in groups of 4-5 to collect a predetermined number of objects found in the outdoors (e.g. 5 leaves, 3 rocks, 2 sticks).
- To increase the challenge, share the list of objects to be found, and have groups compete together to find the objects.
- Groups compete to see who is the fastest to find all the predetermined objects.

Action Activity

- Ask each group to choose a leader, and have that student come to you.
- Show the leaders how to place the predetermined objects a specific way (e.g. place 2 leaves in a row, place 1 rock under each leaf, and then place a stick on top of one of the leaves).
- On the signal to begin, leaders return to their groups and communicate how to place the predetermined objects exactly as you did. Students are only allowed to communicate with words. They are not allowed to touch the objects.
- To vary the activity, ask students to choose another leader in their group to come to you. Show the leaders how to place the predetermined object a specific way.
 - On the signal to begin, leaders go back to the group and communicate how to place the predetermined objects by only drawing pictures on a piece of paper.
 - On the signal to begin, leaders go back to the group and communicate how to place the predetermined objects using hand signals/sign language. Leaders cannot touch the objects.
- Reflect on the activity with the following guiding questions:
 - *What was successful in this activity for leaders and for those receiving the instructions.*
 - *What was challenging in this activity as a leader and for those receiving the instructions.*
 - *What skills and/or strategies did you apply to help your group achieve the goal?*

ONCE YOU GET BACK

At Blue Mountain Resort

- Students will participate in a variety of outdoor cooperative games that build upon their knowledge of nature.

ONCE YOU GET BACK

Consolidation Activity

- As a class, discuss the difference between a skill versus a strategy.
 - *Skill - The ability to do something, to complete a task.*
 - *Strategy - A plan of action. Something you do to achieve your goal.*
- Ask students to recount the Nature Games that were played at Blue Mountain.
- On chart paper list the skills and strategies that students indicate helped complete the challenges successfully.