

GLOBAL COMPETENCIES

Collaboration
Communication
Critical thinking and problem solving
Learning to learn/self-awareness and self-direction

INITIATIVE HIGHLIGHT

Healthy Schools
STEM - Science, Technology,
Engineering, Mathematics

MATERIALS

Chart paper
Markers
Roll of tape

NATURE GAMES

Secondary Level

Suitable for: PPL, PAF, PAI, PAD, PLF4M

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



1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for the grade

A1. participate actively and regularly in a wide variety of physical activities, and demonstrate and understanding of factors that can influence and support their participation in physical activity now and throughout their lives (A1.1, A1.2)

A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (A2.1, A2.2, A2.3)

A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (A3.1)

B1. 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 (B1.1)

B2. 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 (B2.1)

BEFORE YOU GO

Learning Goal

Students learn about the importance of kinesthetic learning in an outdoor learning context.

Minds On Activity

- Read aloud, then write the following statements on chart paper – one statement per sheet:
 - *Student learning about Health and Physical Education is most effective when supported by school staff, families and communities.*
 - *Physical activity is a key vehicle for student learning.*
 - *Physical and emotional safety is a precondition for effective learning in Health and Physical Education.*
- Divide the class into three groups and give each group one of the sheets of chart paper and a marker.
- Give each group 10 minutes to discuss their designated statement, then record their responses on the chart paper.
- Have each team share their responses with the class.

Action Activity

- In a large room or gymnasium create two parallel lines on the floor situated 15 feet apart using two 10 foot lengths of tape.
- Count the class off in fours. Designate student roles and hand symbols as follows:
 - Number 1 students are deer and represented by holding fingers above head like antlers.
 - Number 2 students are food and represented by holding hands on stomach.
 - Number 3 students are water and represented by holding hands on mouth.
 - Number 4 students are shelter and represented by holding hands over head .
- The deer students are to line up on one of the parallel lines, and the other 3 groups representing the needs of deer on the other parallel line. Ask the two lines of students to turn their backs to each other.
- The deer should then choose one of the three needs and place their hands in that position, the other 3 groups place their hands in position as per their designated role.
- At your signal, instruct both groups to turn towards each other holding their hand symbols clearly.
- The deer must then run to a need that matches the one they have chosen to represent with their hand position. Each need may partner with only one deer.
- The deer that do not find the need they are looking for then die and become part of the habitat.
- Continue playing for several more rounds, until each student has the opportunity to try each of the 4 roles.
- After the game, lead a discussion about how the deer population changes based on the availability of their needs.
- Ask students how physically participating in this activity helped to facilitate their learning and understanding.

WHILE YOU ARE THERE

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

- The context and setting of learning in Health and Physical Education focuses on learning by doing. Lead a class discussion asking student to connect their experience at Blue Mountain with each of the following principles/statements:
- *Student learning about Health and Physical Education is most effective when supported by school staff, families and communities.*
 - *Physical activity is a key vehicle for student learning.*
 - *Physical and emotional safety is a precondition for effective learning in Health and Physical Education.*