

GLOBAL COMPETENCIES

Collaboration
Global citizenship and sustainability
Critical thinking and problem solving
Innovation, creativity, and
entrepreneurship

INITIATIVE HIGHLIGHT

Healthy Schools
Eco Schools
STEM - Science, Technology,
Engineering, Mathematics

MATERIALS

Popsicle sticks
White construction paper
Markers (green, blue, red)
Coloured pinnies (green, blue, red)

WILDERNESS SURVIVAL SKILLS

Junior Level

ACTIVITY DESCRIPTION

Students will learn about outdoor survival in winter, including how to dress properly for the elements, create a shelter, build a fire and cook outdoors.

CURRICULUM CONNECTIONS

Science & Technology



Ontario
Curriculum



GRADE 4 - UNDERSTANDING LIFE SYSTEMS HABITATS AND COMMUNITIES

1. analyse the effects of human activities on habitats and communities (1.1, 1.2)

3. demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them (3.1, 3.2, 3.3)

GRADE 6 - UNDERSTANDING LIFE SYSTEMS BIODIVERSITY

1. assess human impacts on biodiversity, and identify ways of preserving biodiversity (1.1)

BEFORE YOU GO

Learning Goal

Students will learn about what is necessary for living things to survive outdoors in winter.

Minds On Activity

- Lead students in a discussion about living and non-living things:
 - *What is the difference between living and non-living things?*
 - *What are some of the things that humans need to live and grow?*
 - *What do other living things need to live and grow? In what ways are all living things alike? How are they different?*
 - *In what ways might humans interfere with the ability of other living things to get what they need to survive? (e.g. by polluting the water that animals drink and live in, by removing plants from their natural habitat).*

Action Activity

- Colour enough popsicle sticks for each student to get one of each colour. Colour popsicle sticks using markers as follows:
 - Green to represent food
 - Blue to represent water
 - Red to represent shelter/hiding spot.
- Create signs for each of the 3 colours and post them in the playing area with corresponding coloured popsicle sticks under each sign.
- In a large playing area, students will play a game of tag as follows:
 - Choose 3 students as taggers to wear pinnies that represent natural disasters/threats:
 - Green to represent starvation
 - Blue to represent flood
 - Red to represent predators.
 - On the signal to begin, instruct non-tagger students to run around the playing area attempting to take popsicle sticks from each of the 3 areas.
 - Taggers wearing the coloured pinnies (representing starvation, flood, predators) attempt to tag the runners by touching them on the back. When tagged the student must give the tagger the corresponding coloured popsicle stick representing that the natural disaster/threat has taken an essential part of living.
- Just like humans, wild creatures need water, food, shelter and space in order to survive. Have students work in groups of 4-5, and provide them with a sheet of paper divided into 3 sections labelled: What I know, What I want to know, What I learned. This is called a KWL chart.
- Have students work together to fill in the first 2 sections.

WHILE YOU ARE THERE

At Blue Mountain Resort

- Students will learn about outdoor survival in winter, including how to dress properly for the elements, create a shelter, build a fire and cook outdoors.

ONCE YOU GET BACK

Consolidation Activity

- Lead the class into a discussion about their experience during the Blue Mountain Wilderness Survival Activity.
- Then have students go back to their groups of 4 - 5 from the Action Activity and work together to complete the third section of the KWL chart.