

Peer Teaching Assignment - Outdoor Ed

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EPHE 311/Geneau

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Planning Assignment - Garry Oak Woodlands

Lesson # 2 of 5

By: Carla, Megan and Jason

<p>Topic: Outdoor education Grade(s): 2-3 Class size: 20-23 Class length: 2 hour field trip</p> <p>Materials/Resources:</p> <ul style="list-style-type: none"> - Printouts for scavenger hunt - Clipboards and pencils (one set per group) - Water bottles and snack - First aid kit - Student specific needs (EpiPens, inhalers, etc.) - Stamp and stamp pad - Reflection chart - Small cones 	<p>Learning objectives: TSWBAT...</p> <ul style="list-style-type: none"> - Cognitive - Understand the importance of preserving and respecting natural areas and beings in our community - Psychomotor - Running, walking, tag - Affective - Work with a partner, identify elements being taught, discuss thoughts and findings with group <p>- Note about allotted time - The activities on this outline detail approximate times it will take for the activities and setup and add up to about 1.5 hours. We account for about 30 minutes of time for transition between activities, clean up and general group organization.</p>	
<p>Parts of the lesson</p> <p>Set up before class: Ensure students and parents are aware of field trip date so that proper snacks, water bottles, and weather appropriate outdoor clothing are packed. Plan to have <i>at least one other adult along with the class</i></p> <p>Activities:</p> <ol style="list-style-type: none"> 1) Warm-up - Walk to park 2) Activity one - Salmon, Bear, Mosquito 3) Activity two - Lesson on restoration areas 4) Activity three - Snack/free play 5) Culminating Activity - Scavenger hunt 6) Closing - Wrap up discussion & walk back to school 	<p>Time Allotted</p>	<p>Teaching Points</p> <p>Safety Concerns</p> <ul style="list-style-type: none"> - Rain or shine! (within reason) Be sure everyone has the proper gear for the weather. - Make sure all students have water and stay well hydrated throughout the outing. <p>Modifications:</p> <ul style="list-style-type: none"> - Keep activities and lessons during the day within accessible areas for students with mobility issues.
<p>Lesson Description</p> <p>Warm-up - Walk to Summit Park</p> <ul style="list-style-type: none"> - Gather gear and get dressed for outside - Go over neighbourhood walk protocols. <p>- Walk along Summit to SW park entrance (Appendix I)</p>	<p>3 mins</p> <p>13-18 mins</p>	<ul style="list-style-type: none"> - Walk with a partner - Stay on the sidewalk - Be respectful of our neighbours' property - Stick with the group <p>Safety concerns</p>

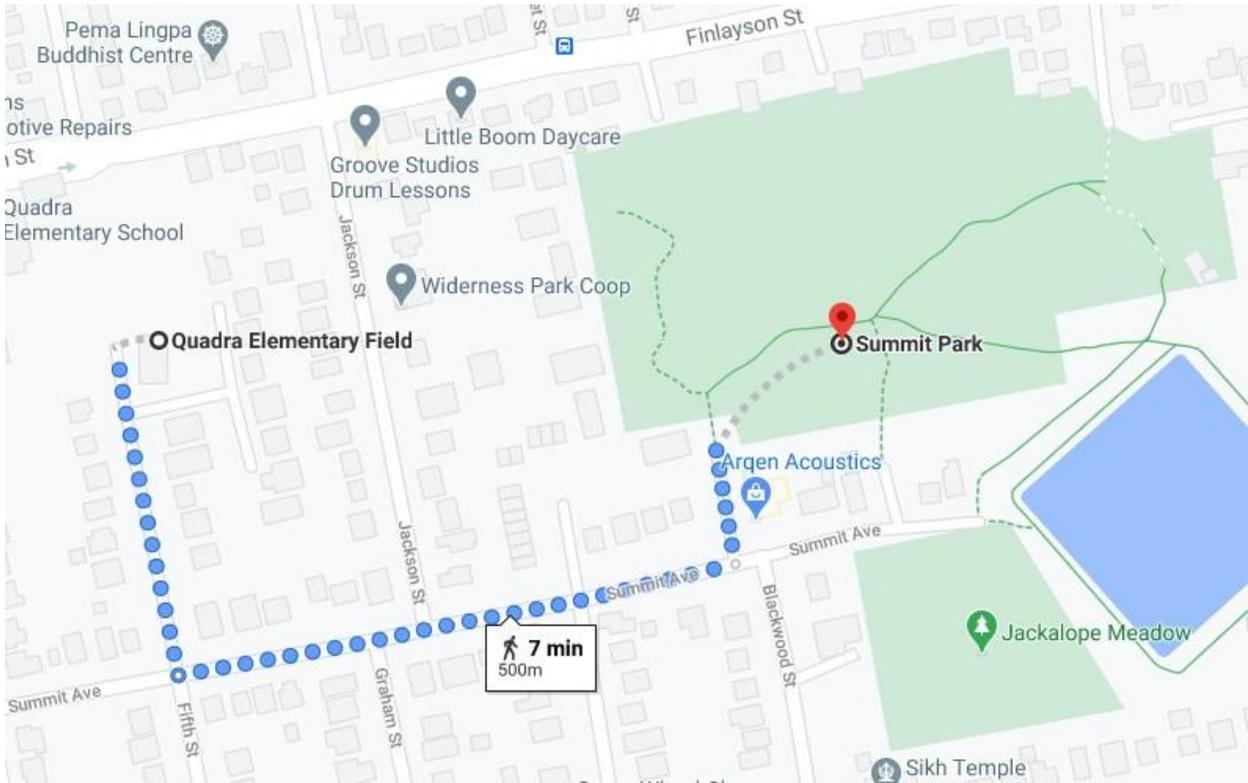
<ul style="list-style-type: none"> - Throughout the walk, stop to go over talking points re: what we see in the neighbourhood and how it relates to the Garry Oak Woodlands we're going to see. - Water break - Once at the park, go over park boundaries (Highlighted area on Appendix II) and safety. - Emphasize importance of respecting plants and wildlife. 	<p>2 mins</p>	<ul style="list-style-type: none"> - We'll be walking next to a road; watch for cars. <p>Modifications</p> <ul style="list-style-type: none"> - Keep students who might have trouble following safety guidelines close to an adult in the group - Pair up "buddies" so that high energy students won't be as distracted by each other - Notice the Garry oaks in community - Victoria used to be covered in these and other native plants - Indigenous groups on southern Vancouver Island, including the Lekwungen/Songhees and WSÁNEC land we're on right now, relied on these woodlands for berries, root veg, and animals. - What animals do we see on our walk? These woodlands are important for their homes and food too <p>Safety concerns</p> <ul style="list-style-type: none"> - Uneven, rocky ground off pathways - Rocks slippery if raining - Stay with a buddy and within view of an adult - We can climb on rocks, but no running on them
<p>Activity #1 - Salmon, Bear, Mosquito Group activity in two teams</p> <ul style="list-style-type: none"> - Group is split into two large teams - This game is similar to rock, paper, scissors, in that each chosen animal (bug) wins over another. Bear catches salmon, salmon eats mosquito and mosquito stings bear. When showing which animal the team has chosen, they will make the action as indicated by the instructor. 	<p>6-10 min</p>	<p>Safety concerns</p> <ul style="list-style-type: none"> - Running on unlevel ground could be hazardous. - Students running into each other (spacial awareness) should be mentioned. <p>Modifications</p>

<ul style="list-style-type: none"> - Each team, using effective communication strategies will get into a huddle and decide which one they will collectively choose. After 10 seconds, the teams are asked to come back and line up facing each other about 3 feet apart. On the count of three, each team shows the animal that they have chosen. - Students quickly realize which team has won and the winning team then chases the other team and tries to tag one of the opposing teams. - Example: Team one chooses bear and team two chooses mosquito. Mosquito beats bear, so team two would chase team one and try to tag one of them. - Safe zones can be established for each team to determine where they are trying to run in the event that their team loses. If they reach the safe zone after a loss before being tagged they are safe. - There is no penalty for being tagged or losing the salmon, bear, mosquito. This is all just for fun. 		<ul style="list-style-type: none"> - Large groups typically work well for this game. But if space is limited or the group is too large, they could be divided into two separate games in different areas. - In other scenarios, the losing team or the individuals who are tagged could have an exercise to do, but for this trip there will be no penalty for losing. - For zoom purposes, break out rooms will be created to decide and the losing team will do an exercise of teachers choice. - Length of play will be dependent on group engagement in the game.
<p>Activity #2 - Restoration, discussion and teaching</p> <ul style="list-style-type: none"> - Bring all students over to the restoration area (Red circle on Appendix II). Discuss urbanization and its impact on green spaces like the one we are in today. - Discuss the signs that are posted at the restoration area (Appendix V) and what they mean. 	8-10 min	<ul style="list-style-type: none"> - What's going on over here? Ask leading questions to gauge understanding of why the area is blocked off and what endangered means? Does anyone know any plants or animals are endangered? - How are our lives connected to these green spaces? How did this place used to look? Did other people used to live here?
<p>Activity #3 - Snack Time and Free Play</p> <p>Optional organized game</p> <ul style="list-style-type: none"> - Snack/water break - Game idea: Camouflage <ul style="list-style-type: none"> - One seeker is selected. They stand in one spot that overlooks the game play area 	25 min	<p>Safety Concerns (games)</p> <ul style="list-style-type: none"> - Games are played in a safe area within boundaries - Hiding spots must be easily accessible (no tree climbing!)

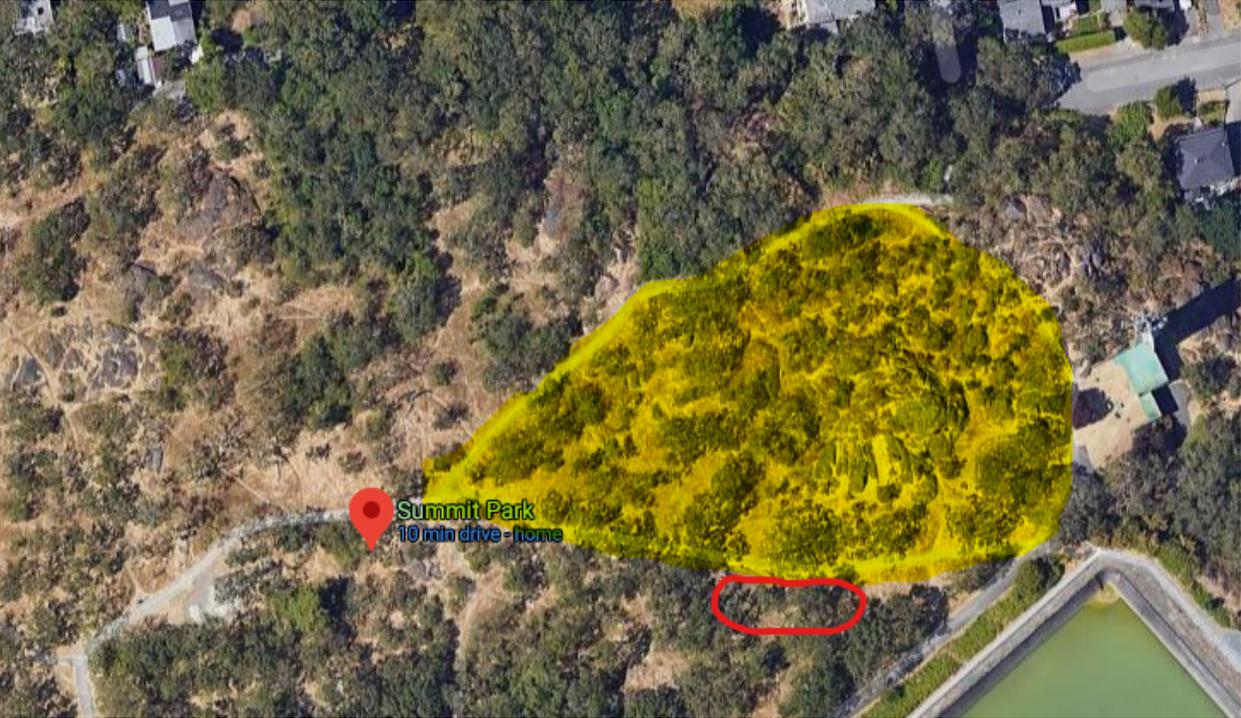
<p>(ideally an area with lots of trees, logs, other hiding places).</p> <ul style="list-style-type: none"> - They can lunge and pivot on this spot, but need to stay on it. - Seeker closes their eyes and counts to 20. Everyone else hides in the game play area. - Seeker scans area for hidiers. If they see someone, that hider must join them as a seeker. - If the seeker(s) can't spot anyone else, they close their eyes and shout "water!" then count to 10. The hidiers have 10 seconds to find a new hiding spot. <p>OR</p> <p>The seeker closes their eyes, puts one hand out, and shouts "food!", then counts to 15. The hidiers have 15 seconds to come touch the (main) seeker's hand, then find a new hiding spot.</p> <ul style="list-style-type: none"> - This continues until the last person is found. - Last person found is the new seeker. 		<ul style="list-style-type: none"> - Running on uneven ground <p>Modifications</p> <ul style="list-style-type: none"> - With a large class for quicker games, two seekers can be chosen to start game - If engagement is low for this activity. Could transition to other game of tag (lava monster or volcanoes and valleys)
<p>Culminating activity (Scavenger Hunt)</p> <ul style="list-style-type: none"> - Students will pair up for a scavenger hunt - Each pair is given a map with numbered 'stations' (marked by cones) on it and a clipboard with a list (included in appendix III) of things they should be looking for. - Stick with your buddy - Remind students this is not a race - Only things you see at a station count - At each 'station' the pair will write the station number in the column next to the thing they see. Eg. put a number one after tree, moss, and berries. Teachers can ask "how many stations did you see berries at?" 	<p>15-20 min</p>	<ul style="list-style-type: none"> - Remind students to stay within designated areas - Safety concerns for students running with writing implements - Have extra adult help out students - Double check map so that stations are outside of restoration areas

<p>Closure Comments: (As students are preparing to leave park)</p> <ul style="list-style-type: none"> - Review the different conversations and activities we did at the park - Students stamp a sheet of paper (the reflection chart) to show how the outdoor lesson made them feel (UDL 9.3, see appendix III) - Encourage students to be honest with how they feel - Ask students to use the walk back to school to talk to their walking partner about what they liked or didn't like about the park visit. 	<p>3 mins for cleanup and review of skills learned</p>	<ul style="list-style-type: none"> - Students only stamp one area of the sheet
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Appendix I



Appendix II



Appendix III

Summit park scavenger hunt map





1. Leaf with holes made by an insect _____
2. Tree with no leaves _____
3. Tree that's fallen down _____
4. Plant with blossom _____
5. Garry Oak _____
6. Pine cone _____
7. Acorn _____
8. Berries _____
9. Mushrooms _____
10. Fern _____
11. Dandelion _____
12. Clover leaf _____
13. Moss _____
14. Thorns _____
15. Ivy _____
16. Spider web _____
17. Squirrel _____
18. Ant _____
19. Worm _____
20. Bee _____
21. Caterpillar _____
22. Bird _____
23. Bird's nest _____

24. _____

25. _____

Appendix IV

UDL - <https://udlguidelines.cast.org/>

Universal Design for Learning (Outdoor lesson: UDL 9.3)

Develop self-assessment and reflection

As students leave the park we will ask them to use a stamp on a sheet of paper (the reflection chart) to show how the outdoor lesson made them feel (there will be sections for I didn't have fun, I had a little fun, I had a bunch of fun, I had the best day!). We will have a class discussion about what students liked or disliked about it when we are back in class.

Reflection Chart

 I didn't have fun	 I had a little fun	 I had a bunch of fun	 I had the best day!
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Appendix V

Pictures of restoration area

