

## **Greenspace Lesson**

### ***Exploring Movement in Nature & Connecting with our Surroundings***

**Big Idea:** Movement skills and strategies help us learn how to participate in different types of physical activity.

#### **Curricular competencies:**

- Develop and demonstrate safety, fair play, and leadership in physical activities
- Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments
- Explore and describe strategies for pursuing personal healthy-living goals (yoga)
- Explain how participation in outdoor activities supports connections with the community and environment.

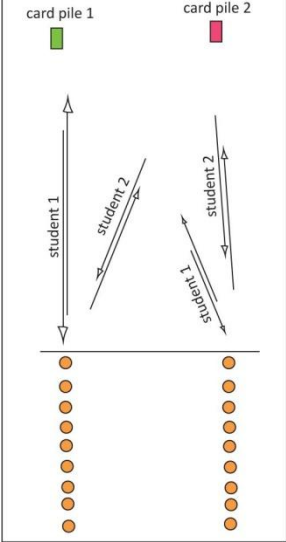
#### **Content:**

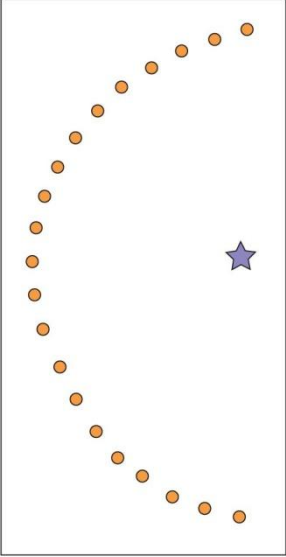
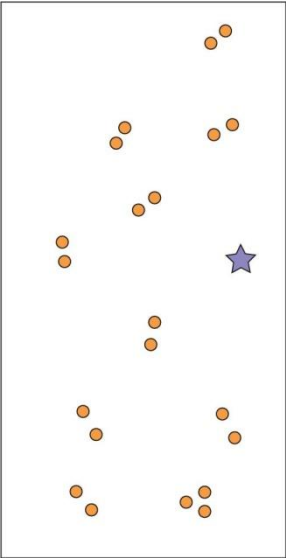
- Different types of physical activities, including individual and dual activities, rhythmic activities, and games (tag game, cooperative bingo game, yoga)
- Movement concepts and strategies (tag and yoga)
- Nutrition and hydration choices to support different activities and overall health (*could add in a blurb about bringing water bottles, making sure to talk to the kids and monitor if they stay hydrated and ate their morning snack/lunch - especially if it's a sunny/hot day!*)

#### **First People's Principle:**

- Learning recognizes the role of indigenous knowledge.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

<p><b>Grade: 3      Lesson 3 of 12</b></p> <p><b>Topic:</b> Exploring ways to be active outside, play cooperatively and connect with nature.</p> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>- Hats/Jackets</li> <li>- Water bottles</li> <li>- Bingo sheets x 8</li> <li>- Clipboards</li> <li>- Pencils</li> <li>- First aid kit</li> <li>- Matching animal cards – one for every student</li> <li>- Animal/plant relay cards</li> <li>- Yoga instruction sheets</li> <li>- Cones to mark any boundaries</li> <li>- <i>Optional:</i> <ul style="list-style-type: none"> <li>- Yoga mats (grass works too)</li> <li>- Magnifying glasses (if available)</li> </ul> </li> </ul>	<p><b>Lesson learning outcomes – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate <i>body awareness</i> in relation to others by avoiding being tagged or tagging others.</li> <li>- <i>Work cooperatively</i> in groups during the relay and to try and complete two lines on the bingo nature sheet within a set time frame.</li> <li>- <i>Listen to instructions</i> by following the rules for completing the bingo nature sheet.</li> <li>- <i>Connect to local knowledge</i> by looking for nature items outside in a play area near the school.</li> <li>- <i>Actively engage</i> in breathing and poses during yoga on yoga mats or on the grass.</li> </ul>	
<p><b>(1) Introductory activities/warm-up (5-7min)</b></p>	<p><b>Organization</b></p>	<p><b>Teaching points</b></p>
<p><b>Identifying Plant/Animal Relay</b></p> <ul style="list-style-type: none"> <li>- Plant ID relay race (requires light reading) <ul style="list-style-type: none"> <li>- Mark a starting line with cones.</li> <li>- Have a set of 10 cards with pictures of plants/animals, and another set of 10 cards with the matching name and information about those plants/animals.</li> <li>- Place the two piles of cards in separate areas.</li> <li>- Split students up into two teams. After the start signal, one team member runs and picks up a name/info card and brings it</li> </ul> </li> </ul>	<p><b>Please see diagram on the next page for relay:</b></p>	<ul style="list-style-type: none"> <li>- Check for understanding (thumbs up/side/down.)</li> <li>- Allow time for questions.</li> <li>- Divide into two groups by numbering off and assigning each group to a spot behind the starting line.</li> <li>- Each group must be in a line formation <i>behind</i> the starting line and wait for their team mate to cross the</li> </ul>

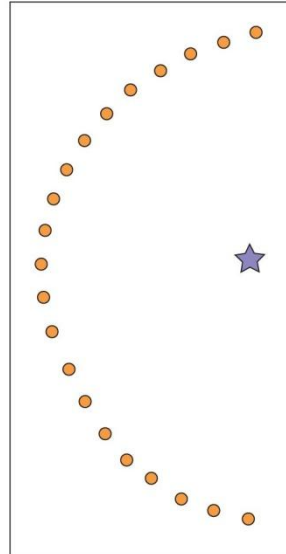
<p>back to the group and reads it out loud.</p> <ul style="list-style-type: none"> <li>- The next member has to run and pick a picture card that matches the info card, and has to bring it back to the team to see if everyone agrees.</li> <li>- If they think they match, they keep the cards and repeat the process until they've matched all plants/animals.</li> </ul>		<p>starting line and consult the group before sending off the next team mate.</p> <ul style="list-style-type: none"> <li>- They may cross paths with the other team while running, so emphasize that there will be no pushing or shoving, otherwise they must return the card in their hand and return to their team.</li> <li>- Remind students to drink from water bottles if it is hot.</li> </ul>
<p><b>(2) Fitness Activity (5-7 min)</b></p>	<p><b>Organization</b></p>	<p><b>Teaching Points</b></p>
<p><b>Nature freeze tag</b></p> <ul style="list-style-type: none"> <li>- One/two children are “it.”</li> <li>- When a person is tagged they are frozen.</li> <li>- The “it” person gives the frozen person a nature item, inspired by the surroundings, to pretend to be (and pose as.)</li> <li>- Another child who is free can unfreeze a frozen child.</li> <li>- To be unfrozen, the child must act out the nature item they were told to be - the free child has to <i>guess</i> what the frozen child is acting out and then the frozen child is free.</li> </ul>	<p>To be played throughout the wide open field. Can include a forested area if there is one. Make sure you implement boundaries once you are on site:</p> <ul style="list-style-type: none"> <li>- Within eyesight of the teacher.</li> <li>- Do not go past the boundary of the field or certain trees.</li> </ul>	<ul style="list-style-type: none"> <li>- Check for understanding by asking them to recall the boundaries and what happens when you are frozen.</li> <li>- Leave time for questions.</li> <li>- Important for students to be aware of their own personal space.</li> <li>- Students must be gentle when tagging; no hitting.</li> <li>- Tag on the arms or back.</li> <li>- Point out ideas of natural items to act out in the surroundings.</li> <li>- Remind students to drink from water bottles if it is hot.</li> </ul>

(3) Lesson Focus (10-15 min)	Organization	Teaching Points
<p><b>a. Skill Practice</b></p> <ul style="list-style-type: none"> <li>- Practice reviewing what nature items might appear on the bingo cards and where you might look for them.</li> <li>- Ask students, “take a look around and tell me what you see?”</li> <li>- Ask students what it means to work cooperatively.</li> <li>- Review the boundaries for the bingo game.</li> </ul> <p><b>b. Culminating Activity - Nature Bingo</b></p> <p><b>Form groups of two:</b></p> <ul style="list-style-type: none"> <li>- Give out animal cards making sure every student has a matching animal to someone else.</li> <li>- <b>Students are not allowed to look at the card.</b></li> <li>- Students put cards face out on their forehead so others can see.</li> <li>- Students can ask one question per student to try and figure out what animal they are.</li> <li>- <b>Goal:</b> students must find the student/s with their matching animal to form their groups for the bingo game.</li> </ul>	<p><b>Semi-circle instruction layout:</b></p>  <p><b>Forming groups of two:</b></p> 	<ul style="list-style-type: none"> <li>- Check for understanding with thumbs up, side, down.</li> <li>- Allow time for questions.</li> </ul> <ul style="list-style-type: none"> <li>- Check for understanding with thumbs up, side, down.</li> <li>- Allow for questions before you give out the cards.</li> <li>- Make sure all students have an animal card that matches someone else so that nobody is left out of a group.</li> <li>- Collect all animal cards once done.</li> <li>- Remind students to drink from water bottles if it is hot.</li> </ul>

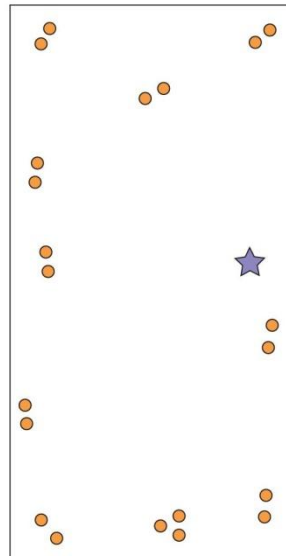
**Nature Bingo:**

- Explain Rules:
  1. Each group must stay together at all times.
  2. Every member in the group must see the item.
  3. Put a check mark in the square once you have all seen the item.
  4. In the blank squares draw and name a nature item that you see that is not already on the card.
  5. You can only use each nature item you find once on the Bingo sheet.
- Please see appendix for bingo sheets

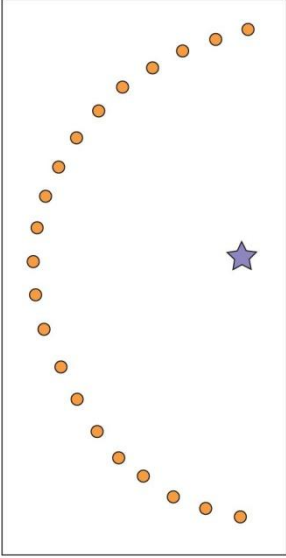
**Semi-circle for instruction of the rules:**



**Nature bingo within set boundaries:**



- Check for understanding by asking students to recall the 5 rules and what the boundaries are.
- Ask for understanding with thumbs up, side, down.
- Allow time for questions.
- Remind students to have a drink of water if it is hot.
- Explain that it is more important to work together as a group than it is to finish the bingo sheet.
  
- When playing nature bingo students must stay within the boundaries and be able to see the teacher at all times.

Closure (5-7 min)	Organization	Teaching Points
<p><b>Nature Yoga Poses</b></p> <p>(please see yoga poses in appendix)</p> <p>Lead students through stretches and mindfulness in nature:</p> <ul style="list-style-type: none"> <li>- <b>Child’s pose</b> - think of yourself as a small seed, then roll the body up, swoop your legs to the side so you are sitting on your bum and transition to...</li> <li>- <b>Flower pose</b> - think of yourself starting to sprout out of the ground</li> <li>- <b>Salutation Seal</b> - imagine you are a tiny sprout</li> <li>- <b>Tree pose</b> - you have grown into a large tree!</li> <li>- <b>Eagle pose</b> - now think of the eagle flying by and landing in that tree, balancing on a branch</li> <li>- <b>Mountain pose</b> - now think of yourself as a solid mountain -- bring your hands up and then reach down to touch your toes → place the hands on the ground and step back into...</li> <li>- <b>Downward dog</b> - then get on your knees and take it to a sort of plank pose as you lay yourself down and turn into a ...</li> <li>- <b>Cobra</b> - think like you are a calm snake, lifting your head up and turning side to side if needed. Then take it back to your knees and into the ...</li> <li>- <b>Cat/Cow</b> - think of a stretching cat arching their back and then a cow with their very bent back and high</li> </ul>	<p><b>Semi-circle instruction:</b></p> 	<ul style="list-style-type: none"> <li>- Important for students to be aware of their own personal space, and respect the space of those around them.</li> <li>- It is not important that the students have the pose exactly right, it is more important to focus on taking breaths and relaxing.</li> <li>- No talking during yoga poses.</li> </ul>

<p>hips. Then take it back up to...</p> <ul style="list-style-type: none"><li>- <b>Downward dog</b> - then walk/jump up to meet your hands and roll your body back up to...</li><li>- <b>Mountain pose</b> - then swoop the hands up and transition back to...</li><li>- <b>Tree pose</b> - then transition to mountain pose once again on your way back to...</li><li>- <b>Salutation Seal</b> - then sit back on your bum and end off in...</li><li>- <b>Butterfly pose</b> - stretch those legs and think of yourself as a big beautiful butterfly, maybe even flapping your “wings” (legs) up and down</li></ul>		
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**Assessment:**

**Teacher observations: Is the student able to...**

- Demonstrate body awareness in relation to others by avoiding being tagged or tagging others?
- Work cooperatively in groups during the relay and in trying to complete two lines on the bingo nature sheet within a set time frame?
- Listen to instructions by following the rules for completing the bingo nature sheet?
- Connect to local knowledge by looking for nature items outside in a play area near the school?
- Actively engage in breathing and poses during yoga on yoga mats or on the grass?
- Explain how participation in outdoor activities supports connections with the community and environment?

**Group discussion after lesson:**

- Ask students to share something they learned or liked about the activities.
- Have students each come up with one point about how participation in outdoor activities might connect them with the community and environment.

## References

Games. Retrieved 2020-03-17, from <https://www.communitygroundworks.org/sites/default/files/youth-grow-local/nature-study/appendix-i-games.pdf>

Unsplash; Photos for Everyone. Retrieved 2020-03-17, from <https://unsplash.com/>

Kids Yoga Poses. Retrieved 2020-03-17, from <https://www.namastekid.com/tool-type/kids-yoga-poses/>

## Appendix

- I. Plant/Animal Relay Cards** (to be cut out individually - 10 images and 10 descriptions)
- II. Yoga Poses**
- III. Group Formation Matching Animal Cards** (to be cut out individually, 12 pairs of animal cards)
- IV. Bingo Sheets**



**Plant/Animal Relay Cards** (to be cut out individually - 10 images and 10 descriptions)



**Name:**

Garry Oak Tree

**Description:**

Tall tree. Gray, cracked bark. Big, flat leaves with wavy curves along the edge.



**Name:**

Sword Fern

**Description:**

Green. Has many leaves shaped like little swords coming from one stem. Many stems coming out of one plant. Grows low to ground like a bush. Sometimes has orange bumps along one side of the leaves.



**Name:**

Western Red Cedar Tree

**Description:**

Tall, wide tree. Red-brown “peely” bark. Scaly green needles. Tree of life for First Nations!



**Name:**

Dandelion

**Description:**

Can be a white puff or a yellow flower with *lots* of petals! Green stem and long green leaves. Can be found growing in grass, dirt, or even cement cracks!



**Name:**

Oregon Grape

**Description:**

Spiky flat leaves. Can be tall or short. Usually green/red. Sometimes has little blue/purple berries growing in bunches.



**Name:**  
Douglas Squirrel

**Description:**  
Small squirrel. Gray or brown on the back.  
Orange on chest and belly. Found climbing  
around pine trees!



**Name:**  
Raccoon

**Description:**  
A bit larger than a cat. Gray with black on the  
face and tail (striped). Can be found looking  
through your garbage outside!



**Name:**  
Deer

**Description:**  
Large animal. Brown with white stomachs.  
Males might have antlers. Babies have white  
spots on their back. Hooves for feet.





**Name:**

Earthworm

**Description:**

Pink/Gray. Long and tube-shaped. The size of a pencil or smaller. Smooth and slimy-looking. Found in the dirt!



**Name:**

Butterfly (or Moth)

**Description:**

Has wings that can be colorful! Has a long body with antennae and many legs. They eat from flowers.

## Yoga Poses



**Child's Pose**



**Flower Pose**



**Salutation Seal 2**



**Tree Pose**



**Eagle Arms**



**Mountain Pose**



**Downward Facing Dog**



**Snake Pose**



**Cow Pose**



**Butterfly Pose**

**Group Formation Matching Animal Cards** (to be cut out individually, 12 pairs of animal cards)









Photo by Jeahn Laffitte on Unsplash



Photo by Jeahn Laffitte on Unsplash



Photo by Pedro Lastra on Unsplash



Photo by Pedro Lastra on Unsplash



Photo by Jamie Street on Unsplash



Photo by Jamie Street on Unsplash



Photo by Andriyko Podilnyk on Unsplash



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# Nature Bingo

Quickly move around and find as many nature items as you can and check them off in the boxes below. Your goal is complete two lines of five squares within the time limit. Your lines may be vertical (up and down), diagonal (crossways), or horizontal (sideways). Some of the nature images are represented in both English and SENĆOŦEN language.

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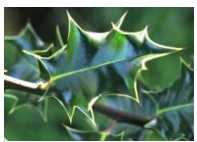




 <p><b>JEPSI,ŦEN</b> Squirrel</p>		 <p><b>SOXEL</b> Any Grass</p>	 <p><b>JELI</b> Piece of Tree Bark</p>	 <p><b>ŠTEŦE,ÁLKEM</b> Any Insect</p>
 <p><b>SPAKEN</b> Any Flower</p>	 <p><b>KEJI</b> Any Moss</p>	 <p><b>Any Berry</b></p>	 <p><b>ŠTOT/FLE</b> Brown Leaf</p>	
	 <p><b>Any Seed</b></p>	 <p><b>S,KELÁLNEW</b> Gerry Oak Tree</p>	 <p><b>Crack in Pavement</b></p>	 <p><b>QELEŦSEN</b> Bald Eagle</p>
 <p><b>Pebbles</b></p>	 <p><b>Water Droplet</b></p>	 <p><b>KLA</b> Tree Log</p>	 <p><b>Any Animal</b></p>	 <p><b>Lump on a Tree</b></p>
 <p><b>ŠWEĆ,ÍCEN</b> Puddle of Water</p>	 <p><b>3 Leaf Clover</b></p>	 <p><b>TITETEM</b> Any Small Bird</p>	 <p><b>Knot in Tree</b></p>	 <p><b>ŠĆ,ŠÁLEĆ</b> Any Tree Stump</p>

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 <p><b>SOXEL</b> Any Grass</p>	 <p><b>Knot in Tree</b></p>	 <p><b>SSEQOTE</b> Crow</p>	 <p><b>Animal Tracks</b></p>	
 <p><b>ƷET, ƆOLE</b> Spider</p>		 <p><b>Any Seed</b></p>	 <p><b>STOT/FLE</b> Red Leaf</p>	 <p><b>JEPSI, ƆTEN</b> Squirrel</p>
 <p><b>STETE, ƆLKEM</b> Any Insect</p>	 <p><b>Boulder</b> (Big Rock)</p>	 <p><b>S, ƷELALNEW</b> Very Large Tree</p>	 <p><b>Any Animal</b></p>	 <p><b>Crack in Pavement</b></p>
 <p><b>Water Droplet</b></p>	 <p><b>TITETEM</b> Seagull</p>	 <p><b>LELEJ</b> Something Yellow</p>	 <p><b>Pebbles</b></p>	 <p><b>Prickly Leaf</b></p>
 <p><b>SKELALNEW</b> Blackberry Leaves</p>	 <p><b>SPAƷEN</b> Dandelion</p>		 <p><b>KEJI</b> Any Moss</p>	 <p><b>JEMTI, YI</b> Ant</p>



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 <b>Oval Shape In Nature</b>	 <b>SQEQOTE Crow</b>	 <b>STOTŦLE Red Leaf</b>	 <b>Boulder (Big Rock)</b>	
 <b>Crack in Pavement</b>	 <b>STETE,ÁLKEM Any Insect</b>	 <b>Any Seed</b>	 <b>Animal Tracks</b>	 <b>JEPSI,ŦEN Squirrel</b>
	 <b>S,KELÁLNEW Very Large Tree</b>	 <b>TITETEM Any Small Bird</b>	 <b>Pebbles</b>	 <b>Twig</b>
 <b>Any Animal</b>	 <b>SPAKEN Dandelion</b>	 <b>KLA/ Tree Log</b>	 <b>JELI Piece of Tree Bark</b>	 <b>Any Berry</b>
 <b>SOXEL Any Grass</b>		 <b>SPAKEN Any Flower</b>	 <b>SKELALNEW Blackberry Thorn</b>	 <b>Lump on a Tree</b>

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	 <b>Twig</b>	 <b>STOT/LE</b> <b>Red Leaf</b>	 <b>Pebbles</b>	 <b>TIT/TEM</b> <b>Any Small Bird</b>
 <b>Crack in Pavement</b>	 <b>S/TE/TE, ĀL/ĀEM</b> <b>Any Insect</b>	 <b>KLA/</b> <b>Tree Log</b>	 <b>KEJI</b> <b>Any Moss</b>	 <b>Boulder</b> <b>(Big Rock)</b>
 <b>Oval Shape In Nature</b>	 <b>S, KĒLĀL/NEW</b> <b>Very Large Tree</b>	 <b>Any Animal</b>		 <b>SOXEL</b> <b>Any Grass</b>
 <b>Feather</b>	 <b>Smooth Rock</b>	 <b>Douglas Fir Cone</b> <b>(Look for mouse tails)</b>	 <b>Animal Tracks</b>	 <b>Any Berry</b>
 <b>SPAKEN</b> <b>Any Flower</b>	 <b>JELI</b> <b>Piece of Tree Bark</b>	 <b>JEMTI, YI</b> <b>Ant</b>	 <b>SKĒLĀL/NEW</b> <b>Blackberry Thorn</b>	

























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 <p><b>TITETEM</b> Any Small Bird</p>	 <p><b>STOTŦLE</b> Brown Leaf</p>	 <p>Prickly Leaf</p>	 <p><b>KLA</b> Tree Log</p>	 <p><b>KEJI</b> Any Moss</p>
	 <p><b>S, KĚLĀLNEW</b> Gerry Oak Tree</p>	 <p>Crack in Pavement</p>	 <p><b>STĚTE, ĀLKEM</b> Any Insect</p>	 <p><b>SOXEL</b> Any Grass</p>
 <p>Knot in Tree</p>	 <p>Lump on a Tree</p>	 <p><b>SPAKEN</b> Any Flower</p>		 <p><b>Douglas Fir Cone</b> (Look for mouse tails)</p>
 <p>3 Leaf Clover</p>	 <p>Smooth Rock</p>	 <p><b>JELI</b> Piece of Tree Bark</p>	 <p><b>TITETEM</b> Seagull</p>	 <p><b>SKĚLĀLNEW</b> Blackberry Thorn</p>
 <p>Feather</p>	 <p>Any Animal</p>		 <p><b>S, KĚLĀLNEW</b> Very Large Tree</p>	 <p><b>KĚT, ĆOLE</b> Spider</p>

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 <p><b>SPAŦEN</b> Dandelion</p>	 <p><b>TITETEM</b> Any Small Bird</p>	 <p>Twig</p>	 <p><b>QELAXEN</b> Moth/Butterfly</p>	 <p><b>SOXEL</b> Any Grass</p>
 <p><b>TITETEM</b> Seagull</p>	 <p>Smooth Rock</p>	 <p><b>SPAŦEN</b> Any Flower</p>		 <p>Lump on a Tree</p>
 <p><b>LELEJ</b> Something Yellow</p>	 <p>Feather</p>	 <p><b>SKELALNEW</b> Blackberry Thorn</p>	 <p>Crack in Pavement</p>	 <p><b>STETE,ÁLKEM</b> Any Insect</p>
	 <p><b>JELI</b> Piece of Tree Bark</p>	 <p>Boulder (Big Rock)</p>	 <p><b>TITETEM</b> Seagull</p>	 <p><b>KET,ĆOLE</b> Spider</p>
 <p>3 Leaf Clover</p>	 <p>Any Animal</p>		 <p>Oval Shape In Nature</p>	 <p>Douglas Fir Cone (Look for mouse tails)</p>

























# Nature Bingo

Quickly move around and find as many nature items as you can and check them off in the boxes below. Your goal is complete two lines of five squares within the time limit. Your lines may be vertical (up and down), diagonal (crossways), or horizontal (sideways). Some of the nature images are represented in both English and SENĆOŦEN language.

## Rules:

1. Your group must stay together at all times.
2. Every member in your group must see the item.
3. Put a check mark in the square once you have all seen the item.
4. In the blank squares draw and name a nature item that you see that is not already on the card.
5. You can only use each nature item you find once on the Bingo sheet.

















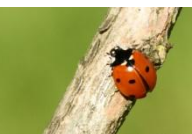
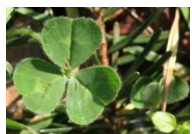




 <p><b>SOXEL</b> Any Grass</p>		 <p>Twig</p>	 <p><b>Boulder</b> (Big Rock)</p>	 <p>Smooth Rock</p>
 <p><b>TITETEM</b> Seagull</p>	 <p><b>SPAKEN</b> Any Flower</p>	 <p>Lump on a Tree</p>	 <p><b>STETE,ÁLKEM</b> Any Insect</p>	
	 <p>Feather</p>	 <p><b>SKELALNEW</b> Blackberry Leaves</p>	 <p><b>LELEJ</b> Something Yellow</p>	 <p>Crack in Pavement</p>
 <p><b>QELAXEN</b> Moth/Butterfly</p>	 <p>Knot in Tree</p>	 <p>Animal Tracks</p>	 <p><b>SSEQOTE</b> Crow</p>	 <p>3 Leaf Clover</p>
 <p><b>JELI</b> Piece of Tree Bark</p>	 <p><b>STOT/LE</b> Red Leaf</p>	 <p><b>TITETEM</b> Any Small Bird</p>	 <p><b>ŚWEĆ,ÍCEN</b> Puddle of Water</p>	 <p><b>KLA</b> Tree Log</p>

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 <b>Boulder</b> (Big Rock)	 <b>Lump on a Tree</b>	 <b>SPAŦEN</b> Any Flower	 <b>ŦET,ŦOLE</b> Spider	
 <b>TITETEM</b> Any Small Bird	 <b>LELEJ</b> Something Yellow		 <b>SKELALNEW</b> Blackberry Leaves	 <b>QELENSEN</b> Bald Eagle
 <b>Crack in Pavement</b>	 <b>Smooth Rock</b>	 <b>Feather</b>	 <b>STOTŦLE</b> Red Leaf	 <b>Water Droplet</b>
 <b>JELI</b> Piece of Tree Bark	 <b>Knot in Tree</b>	 <b>Animal Tracks</b>	 <b>STETE,ÁLKEM</b> Any Insect	 <b>3 Leaf Clover</b>
 <b>Any Seed</b>		 <b>QELAXEN</b> Moth/Butterfly	 <b>ŠWEĆ,IĆEN</b> Puddle of Water	 <b>KLA</b> Tree Log