

EPHE 311

Planning Assignment

Animals in Nature Unit

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April 1, 2021

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Unit Introduction & Goals

In this unit, students will be exploring the lives of animals in their different habitats, both marine and terrestrial! Students will be exploring habitats, the salmon life cycle, and various animals and their movements in order to help students gain a greater curiosity about local environments and develop their own fundamental movement skills in a variety of ways.

Students will participate in a variety of activities and games that highlight creativity, fair-play, cooperation, movement and responsibility.

Students will also be learning about how to enjoy outdoor environments in safe and respectful ways through two field trips, one focused on a salmon spawning observation in a marine environment and one with a curiosity-based scavenger hunt in a terrestrial environment.

Curricular outcomes and goals related to this unit:

- Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments (PHE Grade 4 BC Curricular Competencies)
- Develop and demonstrate safety, fair play, and leadership in physical activities (PHE Grade 4 BC Curricular Competencies)
- Apply a variety of movement concepts and strategies in different physical activities (PHE Grade 4 BC Curricular Competencies)
- Make observations about living and non-living things in the local environment (Science Grade 4 BC Curricular Competencies)
- Demonstrate curiosity about the natural world (Science Grade 4 BC Curricular Competencies)

Lesson 1: Terrestrial Animals

Lesson #: 1 of 4 Topic: Outdoor Ed: Animals in Nature Grade: 4 Materials/Resources: Parachute (1), music (phone & speaker). Variety of gym materials (including cones x20, hoops x10, Blankets/sheets/towels (10+), foam puzzle pieces (1 set), small throw/yoga/gym mats (x10), other assorted items as available in gym storage. Bucket with slips of paper with names of animals. 8x11 paper with each animal name printed on one. Tape.		Learning objectives: TSWBAT... <ul style="list-style-type: none">- Affective: Teamwork, communication.- Cognitive: Understand and think about different categories of animals & their environments and homes, follow instructions, use creative thinking and problem solving when building their own animal home.- Psychomotor: Practice various types of movements including running, jumping, skipping, balance, spatial awareness, and dynamic movements.	
Activities: <ul style="list-style-type: none">1) Warm-up: Parachute Games2) Activity: Migrators, Hibernators, Scavengers3) Culminating: Building Animal Habitats4) Closure (discussion)		Set up before class: <ul style="list-style-type: none">-Lay parachute out in the centre of the gym.-Have list of animals in categories ready to use.-Pull out gym materials, as well as blankets/sheets/towels/pillows and organize them in one corner of the gym spread out.-Set out cones (1 per group) for the building activity spread through the gym.	
Lesson Description Warm-up: Parachute Games <ul style="list-style-type: none">- Welcome students into the gym and have them sit around the parachute in a circle.- Each child will hold a coloured section and follow the verbal instructions of the teacher.- At the end, the teacher will join the students as they make a “mushroom” (where everyone pulls the parachute up and then behind them, sitting down and creating a bubble).- While in the bubble, the teacher will point out how cozy/safe it feels and relate that to a hibernator’s den or an animal’s nest/ home. Activity: Migrators, Hibernators, Scavengers <ul style="list-style-type: none">- Skills: Running, jumping, hopping, galloping, skipping, etc (depending on the animal).- Students will be acting out an animal of their choosing from a specific category.- Before you begin each category, check for		Time 12 min. 	

<p>prior knowledge by cueing for their understanding of what each category means.</p> <ul style="list-style-type: none"> - Countdown and play music, students act out their chosen animal. - After 30 seconds, stop the music and move to the next category, again beginning by brainstorming animals that fit in that category. - If students want a challenge, suggest that they can come up with an animal that has more tricky movements, or an animal no one else has thought of. - Encourage body awareness and awareness of other people's movements -- have students spread out. <p>Culminating: Building Animal Habitat <i>UDL Inclusive episode -- See Appendix #1</i></p> <ul style="list-style-type: none"> - Students will work in groups of 3 (teacher assigned). - Have a bucket of animal names that each group will pick 1 from (use animals that are familiar to the students). - Post a sign that says the animal name on a cone next to each group. - Students will be able to pick 3 items each to build their habitat. - (Teacher) Roam around the classroom visiting different groups and providing assistance as needed. - Give the students a 5 minute warning before finishing and moving to the walk-around. <p>-Students will get the opportunity to walk around and look at the different habitats that were created.</p>	<p>35 min.</p>	<p>We're going to play a fun dance game where I'm going to give you a category and you're going to act out an animal!</p> <ul style="list-style-type: none"> -Brainstorm as a group animal & movement options for 1 category -What are some safety concerns when we're moving like animals? -Start music! Students move like animals. -Everybody should act with <u>enthusiasm</u>! -Observe and point out examples. <p>-We are going to be building our own animal habitats today!</p> <p>-First, brainstorm with your group about what your animal would need to survive:</p> <ul style="list-style-type: none"> ● Do they need to be warm? Dry? How much space would they need? ● Do they need to store food? ● Do they live alone or with a group/family? <p>-Work together to create a habitat for your animal.</p> <p>(When completed.)</p> <p>-Students, you can now walk around and look at different habitats!</p> <p>-Please be respectful of your classmates' work (don't touch)!</p>
<p>Closure Group discussion.</p>	<p>5 min.</p>	<ul style="list-style-type: none"> -What kinds of activities happen where an animal feels safe? (Sleeping, eating, storing food, raising young). -What kinds of habitats did you see today? -What habitats have you seen in nature?

Lesson 2: Mount Doug Field Trip

<p>Lesson #: 2 of 4</p> <p>Topic: Outdoor Ed: Animals in Nature</p> <p>Grade(s): 4</p> <p>Materials/Resources: Small flags (4) (flag-football-flag), Hula hoops (1 per student), Scavenger hunt sheet on clipboard + writing tool + collection bags (1/group of 3), first-aid kit, signalling device (whistle), parent volunteers (4+)</p>	<p>Learning objectives: TSWBAT...</p> <ul style="list-style-type: none"> - Affective: Recognize the importance of teamwork. - Practise how to tag gently and be a good sport when tagged. - Cognitive: Make a connection between the safety of their house and different identified animal habitats (nests, etc.) - Identify why it's important (and respectful) to leave most natural objects where we found them. - Psychomotor: Works on fundamental movement skills of: twisting, running, leaping, jumping, hopping, skipping, dodging, extending, collecting and walking. <p>There are many cross-curricular possibilities available with this lesson in Science, Social Studies, ELA, Art, etc.</p>	
<p>Activities:</p> <ol style="list-style-type: none"> 1) Warm-up: Snake Slither 2) Activity: Bullfrog Tag 3) Culminating: Scavenger Hunt 4) Closure: Discussion 	<p>Set up before class & Bring with on location:</p> <ul style="list-style-type: none"> - Tag flag - Hula hoops - Scavenger hunt sheets, pencils, collection bags - first-aid kit/signalling device (whistle) 	
<p>Lesson Description</p> <p>This field trip takes place at Mount Doug. Find a large grassy space for this first game.</p> <p>Warm-up: Snake Slither</p> <ul style="list-style-type: none"> - Have students line up (like a conga dance line) and have them hold onto the shoulders of the person in front * - The person at the front of the line is the snakes 'head' and the person at the back is the snakes 'tail' - The tail of the snake will have the tag-flag around their waist or a ribbon/scarf (something that can easily be removed) - While everyone is hanging on, the head of the snake tries to grab the tag off of the tail of the snake - 3 or 4 snakes can be going at once (teacher choose groups based on class dynamics). 	<p>Time</p> <p>5-8 min</p>	<p>Teaching Points</p> <p>*SAFETY ON FIELD TRIPS* Bring first aid kit/signalling device (whistle) and ensure students know to respond to signals and stay within outlined boundaries.</p> <p>SAFETY: *Hold onto shoulders lightly*</p> <p>SAFETY: Ensure the flag is loose and knee length so that it can easily be retrieved.</p> <p>SAFETY: Snake 'heads' should be extra aware of their surroundings and lead their group at a safe speed.</p>

<p>Activity: Bullfrog Tag <i>Diagrams - see Appendix #3</i> <i>UDL Inclusive episode - see Appendix #1.</i></p> <ul style="list-style-type: none"> - Set up Hula Hoops around the field. Make sure these Hula Hoops are at least 3 big steps away from each other. Establish boundaries of the game space. - Split the students into two groups, half of them will be the bullfrogs, the other half will be the dragonflies - The bullfrogs all squat in their own Hula Hoop. - The dragonflies will run around the bullfrogs in their Hula Hoops to represent how dragonflies have to make narrow escapes in order to catch flies for dinner. - The job of the bullfrogs is to tag the dragonflies as they fly past by leaping like a bullfrog and extending their arm to tag them without leaping out of the hoops. - Once a dragonfly is tagged, they jump in a new (unoccupied) hoop and become a bullfrog. - The game ends once all of the dragonflies have been caught, or at a pre-set time limit. - After one round, switch the bullfrogs and dragonflies into their opposite roles to give the students a chance to try the game from the view of both creatures. 	10-12 min	<ul style="list-style-type: none"> - We're going to learn about how bullfrogs collect food by playing a fun game! - Does anyone know what bullfrogs eat? (Dragonflies) - Some of you will be bullfrogs and some will be dragonflies. - Bullfrogs get a hula hoop and will try and tag the dragonflies as they run around them! - Make sure the dragonflies are always moving, no standing still while out of reach of the bullfrogs! - Bullfrogs have to stay INSIDE their hoops at all times! - SAFETY: Make sure your students are aware that the bullfrogs can not smack or push the dragonflies. Be respectful and gentle! - SAFETY: Demonstrate what the appropriate way to tag looks like and check for understanding (have students demonstrate a safe & appropriate tag before sending them off to start the game.)
<p>Culminating: Scavenger Hunt <i>Scavenger Hunt List - see Appendix #6</i></p> <ul style="list-style-type: none"> - Prep: As part of our animals in nature unit, we will have identified what a scavenger is and why their job is important to the life cycle.. - As a group, identify the safety parameters based on your location (ex. Students must stay within a certain area; must stay within eyesight of an adult; must return at the sound of a whistle) and any safety concerns (ex. Be cautious when walking on uneven surfaces, stay with and look after your group members, don't run in slippery areas). 	30 min	<ul style="list-style-type: none"> -Does anyone remember an example of a scavenger animal? (coyote, raccoon, vulture). -Why are scavengers important to the life cycle? (clean up dead animals, recycle organic material into the ecosystem as nutrients). -We're going to become scavengers that are (pretend) hunting for items on a list! --Some things you will be collecting (leaves, deadfall sticks, etc.). -Some things you will be observing only (anything living, flowers, plants, creatures).

<p>- Split students into groups of 3 and give each group a scavenger hunt checklist, a pencil/marker, and a collection bag. Explain that there are different instructions for different kinds of item: some things will go into the collection bag (leaves, deadfall sticks and other items that are not attached to something living) and some items will be observed with our eyes only (anything living: flowers, live branches, plants, creatures, creature homes, etc.) and collected by checking a box on the page.</p>		<p>-What are some safety concerns we should pay attention to while we're exploring?</p> <p>Safety: When you hear the whistle, come back to this meeting space right away!</p> <p>--Stay with your group ALWAYS.</p> <p>--3 students per group (teacher decided/monitored choice).</p> <p>--Remember to engage all of your senses while out on your walk.</p> <p>Check for understanding:</p> <ul style="list-style-type: none"> - What things are you going to collect? - Do we take or touch anything living? - What things are you going to <i>observe only</i>? <p>Send students off for 20 minutes, then gather back as a group.</p>
<p>Closure:</p> <p>Group discussion -- talk about scavenger hunt and items.</p> <p>Expansion Suggestion: Collected items can be used for an art project about the scavenger hunt.</p>	5 min	<ul style="list-style-type: none"> ● Which collected item is your favourite? ● Why didn't we collect everything? ● What would happen to an insect or creature if we took it away from here and kept it in a bag? ● What do you want to share about the things you observed but didn't collect?

Lesson 3: Marine Animals

<p>Lesson #: 3 of 4</p> <p>Topic: Outdoor Ed: Animals in Nature</p> <p>Grade: 4</p> <p>Materials/Resources:</p> <ul style="list-style-type: none"> - TV or projector that can play the salmon life cycle video and can be used in the gym. - Speaker and device that can play music - Materials for the obstacle course (skipping ropes, cones, gym mats, hula hoops, pool noodles) 	<p>Learning objectives: TSWBAT...</p> <ul style="list-style-type: none"> - Affective: Manage emotions around a game that involves tagging and respectful game-play. Be respectful around different roles within a game. Play cooperatively within the obstacle course. - Cognitive: Understand the salmon life cycle and be able to explain it. Creatively think of how to match movements to different animals in ways that accurately represent each animal. - Psychomotor: Match movements to physicalize animals. Move in specific spaces (high, low, middle), and different speeds (slow, fast), as well as using different body parts to move (feet, hands and knees, whole body). Spatial awareness with other students while moving. <p>(There are many cross-curricular possibilities available with this lesson in Science, Social Studies, ELA, Art, etc.)</p>	
<p>Activities:</p> <ol style="list-style-type: none"> 1) Warm-up: Physicalizing the Salmon Life Cycle 2) Activity: Animal Movements 3) Culminating: Salmon Spawning Obstacle Course 4) Closure: Discussion 	<p>Set up before class:</p> <ul style="list-style-type: none"> - Have video and tv/screen prepared for warm-up (in the gym). - Prepare speaker and playlist of music for animal movements activity - Set up Obstacle Course in gym 	
<p>Lesson Description</p> <p>Warm-up: Physicalizing the Salmon Life Cycle</p> <ul style="list-style-type: none"> - The teacher will play this video for the students - At certain points in the video, the teacher will click pause and ask the students to physicalize what they just watched - The first point in the video that the teacher will pause is once the alevin is introduced (0:57) - The teacher will instruct the class to physicalize being a salmon that is hatching and then to being an alevin that stays under the cover of their gravel nests. Make sure the students physicalize what the alevin looks like too! Yolk sack and all! - The next point in the video that the teacher will pause is when the salmon are on their way back to their estuary (3:23) - The teacher will now instruct the students to act as though they are the salmon swimming back home to spawn, all while avoiding the predators 	<p>Time</p> <p>~7 mins</p>	<p>Teaching Points</p> <ul style="list-style-type: none"> ● SAFETY: Students must be aware of their surroundings (peers <i>and</i> objects). Do not run into each other in the second physicalization and leave enough room between students in the last physicalization ● Ok, now that we have seen what an alevin looks like, let's all act as if we are tiny alevin hatching. ● What does an alevin look like? Be sure to show the big yolk sack on the alevin's belly! ● Where does the alevin like to be so they stay safe? (their gravel nests) Let's see the alevin hiding in their gravel nests! ● Now let's all be the salmon who are trying to swim home! Watch out for

<p>that were mentioned in the video (fishers, porpoises, sharks, seals).</p> <ul style="list-style-type: none"> - The teacher could also instruct a handful of the students to be the predators while the rest of the class is the salmon. - The next point that the teacher will pause the video at is when the female salmon are making their nests (4:07) - Instruct the students to do exactly as the females do: lie on their side and kick their “tails” to dislodge stones or pebbles. - Be sure to emphasize safety in this part so that students do not kick each other with their “tails”. Tell the students to spread far enough apart so that there is plenty of room between the students’ feet and their peers. <p>Activity: Animal Movements inspired by this game. <i>Task analysis - see Appendix #4.</i></p> <ul style="list-style-type: none"> - This activity builds off of the physicalizations in the last activity but uses more animals. - The students will begin by standing spread out in an open space. - The teacher will tell the students that they will be having an animal dance party. - In this activity, the students will get to move/dance/explore as a variety of animals. - The teacher will begin the activity by announcing the first animal (see list of animals in teaching points column.) - The teacher will then play some school-appropriate music for the students and the students will get to move around as the animal that was just announced for about 30 seconds. - Before announcing the next animal, the teacher will pause the music and, like in the game freeze dance, all the students will freeze in whatever positions they were in when the music stopped - The teacher can take this time to look around at the frozen poses and notice some standout physicalizations that are interesting and/or capture the physicality of the animal well. - The last four steps will be repeated until the list of animals has been exhausted. 	<p>10 min.</p>	<p>the predators though, what are some predators we should watch out for? (fishers, porpoises, sharks, seals)</p> <ul style="list-style-type: none"> ● Be careful not to bump into the other salmon ● Now let’s space ourselves out and lie on our sides just like the female salmon do when they make their nests! ● Before you start kicking your tails, look around and make sure you have enough room between you and the other salmon around you! <ul style="list-style-type: none"> ● We are having an animal dance party! ● Spread out so you have a bubble of space around you and won’t crash into anyone! ● I will announce an animal and give you a few seconds to think of what movements that animal might make. ● EG: What movements would a bear make? (discuss as group) ● Then when the music starts, we will dance like that animal for 30 seconds! ● When the music stops, freeze. ● Animals to use for animal movements activity: salmon, bears, seagulls, seals, orcas, crabs, fishers
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<ul style="list-style-type: none"> - To conclude this activity, the teacher can ask the class “what might all of these animals that we just acted as have in common?” - If the students are struggling, try to guide them towards thinking about how they all live near water and how many of them are predators of salmon- this will link this activity to the culminating activity. <p>Culminating: Salmon Spawning Obstacle Course <i>Diagram - see Appendix #3</i></p> <ul style="list-style-type: none"> - The class will be divided into 2 groups (salmon & predators) - Predators=students can use the animal movements they have practiced in the prior activity and incorporate fishers as well *Fishers will be provided pool noodles to ‘fish’ their prey* - The salmon group will begin as ‘smolts’ at the starting line. The predators will disperse amongst the obstacle course in designated areas (hula-hoops) and try to ‘catch’ (tag) their prey (the salmon). - Once everyone is in position, the teacher can release the ‘smolts’ 2 at a time (in 5 sec. increments) to run the course. - Object of the course is to return to the starting position after running the entirety of the salmon spawning cycle (can be repeated, if time allows). - If a student has been tagged they can continue running the course but the predators will keep a tally of how many salmon they caught (tagged). - Run the obstacle course for approx. 5 mins and then have the students switch positions. 	20 minutes.	<ul style="list-style-type: none"> ● Tag gently! ● Ensure you are walking between the skipping ropes-not on them to prevent slipping ● If you are tagged you can continue moving through the obstacle course. ● Predators may keep a tally of their caught prey (in their head) if they want to (not for competitive purposes).
<p>Closure:</p> <ul style="list-style-type: none"> - Group discussion (turn to a friend and discuss). 	5 min	<p>Turn to a friend and tell them:</p> <ul style="list-style-type: none"> ● What is one thing you learned about the salmon life cycle today? ● What was easy for you in the obstacle course? ● What was hard for you in the obstacle course?

Lesson 4: Goldstream Field Trip

<p>Lesson #: 4 of 4 Topic: Outdoor Ed: Animals in Nature Grade: 4</p> <p>Materials/Resources: First-aid kit, parent volunteers (6+), volunteer naturalists/biologists (3+), field notebooks and pencils (1/each student + extras)</p>	<p>Learning objectives: TSWBAT...</p> <ul style="list-style-type: none"> - Affective: Recognizing the importance of staying within your group and respecting a new environment. - Cognitive: Learning how to cope with seasons and weather. The need to assess safety and precaution in a new environment. - Psychomotor: Moving over uneven, natural surfaces helps to increase balance and coordination. 	
<p>Activities:</p> <ol style="list-style-type: none"> 1) Warm-up: Salmon Says 2) Activity: Hike to salmon spawning site 3) Culminating: Salmon spawning discovery 4) Closure: Written reflection and group discussion 	<p>Set up before class:</p> <ul style="list-style-type: none"> -Bring first-aid kit, signalling device (whistle), make sure you have all required paperwork (permission slips etc.) on you/turned it. -Have a meeting with parent volunteers while en route to location to outline the plan for the afternoon, safety procedures and protocols. 	
<p>Lesson Description</p> <p>Warm-up: Salmon Says (Simon Says)</p> <ul style="list-style-type: none"> - After sitting for a period of time on the bus, students will need to move their bodies to be optimally focused on the safety instructions and rules for the field trip. - Gather the class in a semi-circle in a safe area and tell everyone to give an arms length of space from each other. <p>Activity: Hiking down to the salmon spawning site</p> <ul style="list-style-type: none"> - Designate a parent volunteer familiar with the area and plan to lead the students on a hike down to the salmon spawning site. - Designate a parent volunteer to be the ‘caboose’ for the group who will be familiar with the route and plan and will travel at the pace of the slowest members of the group. - Other parent volunteers should be instructed to please spread themselves out with the class and be responsible for alerting you to any problems. 	<p>Time</p> <p>5-10 min</p> <p>15-20 min</p>	<p>Teaching Points</p> <p>- We’re going to play a game of “Salmon Says” using the Life Cycle movements from last class and the animal movements from last week to get our bodies moving.</p> <p>*SAFETY ON FIELD TRIPS*</p> <p>-Bring first aid kit and signalling device (whistle) and ensure students know to respond to signals and stay within outlined boundaries.</p> <p>Safety reminders:</p> <ul style="list-style-type: none"> - We will be travelling on uneven ground. Be aware of where you’re putting your feet. - There will be slippery and muddy sections of the trail, be cautious where you’re stepping and be aware of your balance.

<ul style="list-style-type: none"> - Students should be paired or trio-ed for accountability and safety of their friends and classmates. <p>Culminating: Salmon Spawning Discovery</p> <ul style="list-style-type: none"> - Upon arrival at the site, the whole class should gather for a safety reminder and a briefing on the plan at the spawning site. - Volunteer naturalists have been arranged to be at different areas of the spawning site to provide short information and question/answer sessions. - Students should be expected to use their notebooks and pencils to write down questions and answers, any notes and to sketch pictures of the spawning site, salmon and bald eagles. - Students will travel in groups between the naturalists and take breaks until everyone has visited all locations. 	90 min	<ul style="list-style-type: none"> - This is not a race, we are all travelling slowly and carefully to the same destination. Nothing will start until the group is all together. - Be accountable to your friends for their safety, stay with your buddies, follow the safety rules and listen to the adults from our group.
<p>Closure:</p> <ul style="list-style-type: none"> - Brief reflection write up in their notebooks about the field trip (Prompts →) - Group discussion on the bus about any interesting facts the students wrote down in their notebooks, things they enjoyed about the field trip. <ul style="list-style-type: none"> ● Expansions: <ul style="list-style-type: none"> ○ Sketches can be turned into more detailed works in art class. ○ Answers to the reflection prompts can be used in language arts to write a more detailed report or reflection on the field trip. 	5-8 min.	<p>Reflection prompts:</p> <ul style="list-style-type: none"> - Write 1 or 2 things you learned from our volunteer biologists today. - Write 1 question you still have about the salmon lifecycle.

Appendix 1: UDL

UDL #1:

This UDL inclusive episode is designed for the Building Animal Habitat activity in Lesson 1, and relates to the UDL guideline “Provide options for recruiting interest”, and sub-guideline “Optimize individual choice and autonomy” (CAST, Inc., 2020).

Specific Supports provided:

- Students have information about various types of animals that has been discussed and explored earlier in the lesson.
- Students are allowed to choose whatever animal, (marine or terrestrial, hibernator, predator, scavenger, etc) they want.
- Students are encouraged to use their creativity to think about what that animal would need to survive and to creatively use gym equipment to build that home.
- The teacher will support students in brainstorming animals that they are interested in, as well as brainstorming ideas for how to represent that type of animal’s ideal home.
- For students where the large amount of choices may be overwhelming, teachers can point back to earlier animals discussed in the lesson and in the Migrators, Hibernators activity and encourage students to choose an animal they are already familiar with and brainstorm with the teacher or with classmates.
- Students can also be allowed to work with a partner for this activity, which also satisfies the UDL guideline “Foster collaboration and community.”

UDL #2

This UDL inclusive episode is designed for the Bullfrog Tag activity in Lesson 2, and relates to the UDL guideline “Provide options for physical action” and the sub-guideline “Vary the methods for response and navigation” (CAST, Inc., 2020).

Specific supports provided:

- This activity is modified so that it is accessible for a student who is unable to/uncomfortable with touching other students or who has mobility limitations.
- This can be done by assigning the student that requires the modification to be a bullfrog and providing them a manipulative to act as their arm (a pool noodle might be best).
- If the student also struggles with squatting or leaping, then they can be seated in a chair or on the grass.
- It does so by reducing barriers for students with mobility challenges and/or who are not comfortable with physical contact.
- This modification provides an alternative for students so that they can be included in the same activities as their peers.

Appendix 2: References

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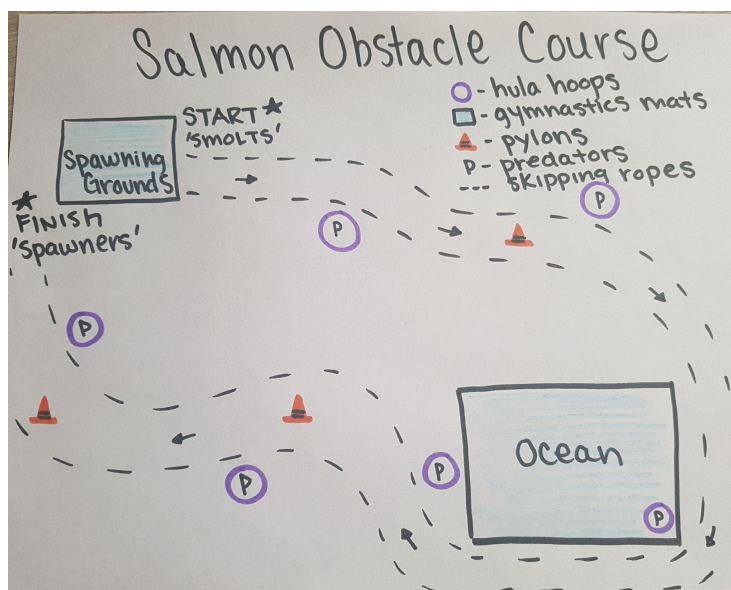
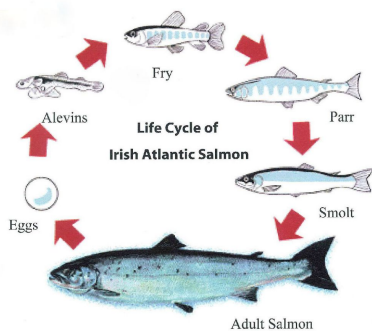
<https://www.scienceworld.ca/resource/salmon-migration-obstacle-course/>

Appendix 3: Diagrams

Lesson 2: Animals in Nature Activity



Lesson 3: Salmon Spawning



Appendix 4: Task Analysis

This is a developmental task analysis for the animal movements activity in lesson 3. In this activity, students are provided a lot of independence with how they choose to interpret animal movements. This developmental task analysis will outline some movements that students may choose to do when interpreting the movements of a salmon.

Easy: Walking on two legs, body upright, hands on cheeks acting as gills, perhaps swerving their head in an 'S' shape similar to how a salmon swims.



Medium: Walking on two legs, body leaning over in an 'L' shape, arms straight and stretched out in front of them, palms of hands together, swaying side to side similar to how a fish swims.



Difficult: Lying on their stomach, arms stretched out in front of them, palms of hands together, swaying side to side similar to how a fish swims, moving forward in a scooching motion.

Appendix 5: Animal Lists

Lesson 1:

Migrators	Hibernators	Scavengers
Gray Whale Salmon Dragonfly Canadian Goose Monarch Butterfly Salmon Seal Caribou	Black Bear Bat Chipmunk Bumblebee Garter Snake Wood Frog Hedgehog	Raccoon Wolf Hyena Vulture Fox Crabs Lobster

Lesson 3:

- Bears
- Seagulls
- Seals
- Orcas
- Crabs
- Fish

Appendix 6: Scavenger Hunt List

Collect (from the ground, nothing living)

✓	Item	Notes
	Pinecones	- 2 different kinds
	Leaves	- 2 different kinds - 2 or 3 of each type
	Sticks or Twigs	-small -3 maximum
	Rocks	- One round/smooth - One sharp/jagged - One with different colours
	Something Green Something Brown Something Beige	

Observe

Items (Look for these)	<u>Animal Homes/Traces:</u>	<u>Creatures</u>	<u>Plants</u>
	<input type="checkbox"/> Spider Web <input type="checkbox"/> Bird's Nest <input type="checkbox"/> Rodent Burrow <input type="checkbox"/> Tree Hole <input type="checkbox"/> Animal Tracks <input type="checkbox"/> Animal Scat	<input type="checkbox"/> Spider <input type="checkbox"/> Slug <input type="checkbox"/> Squirrel <input type="checkbox"/> Rabbit <input type="checkbox"/> Bird <input type="checkbox"/> Deer <input type="checkbox"/> Insect	<input type="checkbox"/> Leaf Tree <input type="checkbox"/> Pine Needle Tree <input type="checkbox"/> Flower <input type="checkbox"/> Shrub <input type="checkbox"/> Fungi <input type="checkbox"/> Fallen/decomposing tree <input type="checkbox"/> Moss <input type="checkbox"/> Berries <input type="checkbox"/> Plant Buds
Notes	(write or draw anything interesting you see in this space!)		