





## Physical Education Lesson Plan

Grade:     K-12     Lesson/Unit:     Water: Can You Survive the River?     Date:     Jan. 31/2018    

 Activity		 Benefits Health			 Cooperation				 Do It Daily... For Life!			
Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Wellbeing	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
✓	✓			✓	✓	✓	✓	✓	✓	✓		

### Learning Activities/Teaching Strategies

#### Teacher Role - Explanation of Importance of Water:

Tell students the name of the game is “Can You Survive the River?”. Explore with students what the purpose of a river is and how the water that fills the river is essential to the cycle of the earth.

\*Reflect on connection to cross-curricular Aboriginal Theme and how water is life and considered sacred.\*

For example, the water in the river will provide food for the soil, plants will grow, animals will eat the plants, humans will hunt and eat the animals - this example demonstrates how water affects everything on earth in a cyclical manner. Further explain that the river is a unique path that animals and humans can follow to gather food and resources to survive. However, the river itself is a special being in its creation of life. A river has an abundance of resources within it such as fish, animals, rocks, dirt/mud, clay, and so on. Incorporate this information when making adaptations to the game below.

\*\*Teacher will guide students towards thinking outside-the-box, communicating effectively, and team building skills. Teacher will reflect and debrief with students after activity.\*\*

#### Step One:

Split class into 4 teams by playing Bear, Salmon, Mosquito (rock paper scissors).

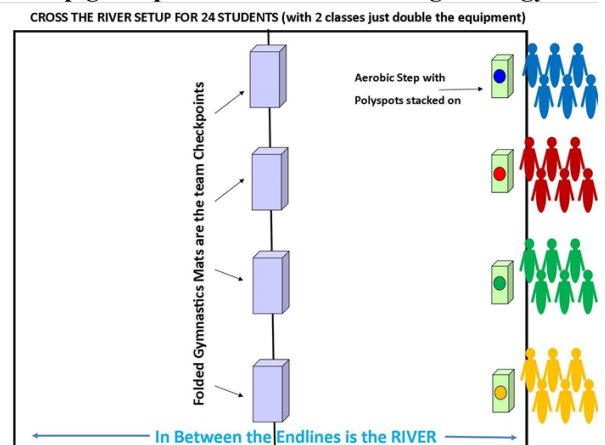
After round 1, winners form a group on one side of the gym and non-winners form a group on the other side.

Commence second round.

The class should now be split into 4 equal teams.

#### Setup Image:

**\*\*Setup game prior to students arriving in the gym.**



### Adaptations

#### Division 1 (K-3)

Goal: Get across the river to the blue island.

- Your team must make it to the “blue island” together (mat in the middle) in order to win, all of your team members must stand on the island together without falling into the water.
- Give 1 more dot than number of people. Ex. for a team of 6 give 7 dots.
- Don’t worry about the “no sliding rule” with Kindergarten and grade 1, just emphasize

**Step Two: (Refer to Setup Image)**

Have students sit behind their step-up benches in their groups. Once they are sitting, have them count their colored dots to ensure they have the proper amount for their team. Proceed by explaining the basic game (add appropriate adaption according to grade level) using a scenario.

Your team is on a river bank. Winter is coming, and you must cross the river to find food for your tribe to get through the season. However, the river is extremely dangerous as it has a strong current. If you touch the river it will pull you in and take you away. You must use your grandfather rocks and logs to cross the river. Also, if you don't cross to the first island in 5 minutes your team will be attacked by a mother bear trying to cross to her cubs on the other side. All groups will have to start over.

Once the scenario is explained, allow students to brainstorm how they will complete the task.

**Step Three:**

Explain Rules:

- No sliding or throwing of equipment (Those rocks and logs are very heavy).
- No contact by any part of any member of a team can be made with the floor (river).
- If you break a rule your team must start over.

**Step Four:**

No further instructions - Students make first attempt at game. 5-minute timer.

**Step Five:**

After each round, reflect and debrief with students. Discuss what strategies worked, what didn't work, and why. Repeat Step Four as many times as time allows tracking time. Best time can be declared the winner.

**Step Six:**

At the end of the entire activity, reflect and debrief with students. Reference: "Rivers are an essential part of Mother Earth's creation and must be embraced for each communities' survival."

- Was working with your community difficult?
- Were there any communication barriers?
- How would a scenario like this affect Indigenous tribes trying to gather food for the winter?
- How would Indigenous tribes rely on water for survival?
- What tools could be used today that could help us navigate a river?

taking turns and being honest if they touch the ground.

**Division 2 (4-6)**

**Goal:** Cross the river and return with 1 type of food/resource (bean bag).

- Your team must make it all the way to the other side of the gym and return. However, once your whole team makes it to the checkpoint (blue island) you have "saved your game" and can start over at the island if you fall into the water after the checkpoint.
- Be strict on the "no sliding" "no throwing"
- Allot more time for group brainstorming and real-life applications at the end.

**Division 3 (7-9)**

**Goal:** Cross the river and return with enough food/resources for the tribe while facing the natural obstacles of nature.

- The raging river has taken one of your rocks! Now your team is challenged to cross with one less rock than before. To win your team must return to this shore bank by the end of 5 minutes.
- No speaking. If you speak you will scare away the animals on the other side! Use body language and preplanning to work with your team to cross the river.
- Gather all resources, which are the bean bags (represent fish), along your way and bean bags on the far bank (represent game).
- Island serves only as checkpoint.
- Allow more time for pre-planning and brainstorming in preparation for silent activity.

**Division 4 (10-12)**

**Goal:** Cross the river and return with enough food/resources for the tribe while facing the natural obstacles of nature.

- If a member of the team touches the water they are disabled and must wear a blindfold for the remainder of the crossing. You must make it all the way across the river, and back, with the equipment you have and the little sight that you have left.
- Gather all resources, which are the bean bags (fish), along your way.
- Additional obstacles that students may encounter are pylons, hoola-hoops (resemble vortexes in the river), hurdles, chairs (resemble large rocks), etc.

**Additional Extensions/Teacher's Notes**

- Incorporate different roles for each player on the team such as;
  - Leader (in charge of dot placement)
  - Carrier (strong enough to carry friends)
  - Piggy Backer (small and easy to carry)
  - Gatherer (good balance and long arms)
  - Everyone Else (stay focused and be quick)
- Discuss honesty and acknowledge and praise those groups that were displaying honesty.
- First team to successfully cross the river will get to steal a player from an opposing team.
- Students may use different equipment to help them get across, such as scooters (boats), jump ropes, boards, etc.
- Have students collect items that are in the river as they go across (medicine, food, supplies etc..).
- Have students pair up on their teams and use scarves to tie up their ankles or arms to their partner. Now they must cross the river while tied up.
- If a student touches the water, declare that they are "injured" and designate an injury (loss of a limb, loss of sight etc.) and tie a bandana on the injury - the team must then help them get across while injured.

- The island serves only as a checkpoint.

**Equipment**

- 4x7 (28) 1' circles. (represent Grandfather rocks) (ex. Poly Spots, Construction Paper)
- 4 Step-up benches. (represent logs)
- 4 folded gym mats. (represents islands)
- At least 24 bean bags (represents fish and game)
- Timer
- \*For double classes double amount of equipment
- Optional/Extensions/Adaptations
  - Pylons
  - Hula Hoops
  - Chairs
  - Benches
  - Blindfolds

**Safety Considerations**

- Spatial awareness
- Cannot turn benches upside down
- Cannot throw equipment

Inspired by: <https://www.thespecialist.com/crosstheriver/>