



St. Kateri Outdoor Learning Centre
Lesson Plan
Scavenger Hunt



Target Station(s):	Waterfront, Picnic Shelter & Stage Area
Target Grade(s):	Junior Kindergarten and Kindergarten (FDK)
Target Subject(s):	All four FDK Frames in the Curriculum Document are addressed in this lesson plan: <ul style="list-style-type: none"> • Belonging and Contributing • Self-Regulation and Well-Being • Demonstrating Literacy and Mathematics Behaviours • Problem Solving and Innovation
Overall Curriculum Expectation(s):	<ol style="list-style-type: none"> 1. Communicate with others in a variety of ways, for a variety of purposes and in a variety of contexts. 2. Demonstrate independence, self-regulation and a willingness to take a responsibility in learning and other activities. 3. Identify and use social skills in play and other contexts. 4. Demonstrate an ability to use problem solving skills in a variety of social contexts. 7. Participate actively and regularly in a variety of activities that require the application of movement concepts. 8. Use their growing bodies to move in a variety of ways and in a variety of contexts. 11. Demonstrate understanding and critical awareness of a variety of written materials that are written by and with the educators. 13. Use the processes and skills associated with learning in an inquiry stance. 14. Demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions and representations of their findings. 15. Demonstrate an understanding of numbers using concrete materials to explore and investigate counting, quantity and number relationships. 22. Communicate their thoughts and feelings, theories and ideas through various art forms. 24. Use technical problem solving skills when creating and designing. 28. Demonstrate an awareness of their surroundings. 29. Demonstrate an understanding of the natural world and the need to care for and respect their environment. 33. Demonstrate basic knowledge and skills gained through exposure to visual arts and engagement in visual arts.
Specific Curriculum Expectation(s):	This activity covers many specific curriculum expectations in the Kindergarten document. See the above overall expectations taken from the most recent copy of our curriculum. An updated curriculum document will be released sometime in 2016.

Catholic Graduate Expectation(s):	<ul style="list-style-type: none"> • CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills • CGE5g -achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others • CGE7i - respects the environment and uses resources wisely
Connection to FNMI Perspectives and/or Teachings:	Mother Earth is of great importance to First Nation, Metis, and Inuit peoples. The natural world provides people with what they need to survive and lead a healthy life: food, water, materials for housing (e.g., wood), and medicines. Many FNMI people have a deep reverence for all of the plants, animals, and elements found on earth.
Learning Goals:	<p>We are learning to:</p> <ul style="list-style-type: none"> • Look for things found in nature. • Determine the difference between living and non- living, smooth and rough, heavy and light, high and low, hard and soft. • Respect the Earth by knowing what can be picked up (e.g., fallen leaves, acorns) and what needs to have a picture taken of it (e.g., bark on a tree, duck house).
Prerequisite Knowledge and/or Skills:	<p>Before coming to St. Kateri, students should be:</p> <ul style="list-style-type: none"> • Warned in advance to wear clothing that suits the weather (e.g., boots, hats, mittens). • Made aware of how to be safe in nature. • Taught how to use classroom iPads for documenting and taking pictures of items on the list.
Required Materials:	<p>The tote will include:</p> <ul style="list-style-type: none"> • 12 laminated copies of the scavenger hunt • 12 dry erase markers • 12 clipboards • 36 pencils • Paper to do rubbings (e.g., bark, leaves, needles) • Various containers to collect materials (e.g., paper bags, egg cartons)
Activity and Approximate Times:	<ol style="list-style-type: none"> 1. Begin walking over to the stage area. Once there, have students sit on the benches. Review what is a scavenger hunt is, what items should be picked up, and what items should not be picked up. Remind students to be good stewards of the earth and not harm it. Some items will be collected and some items will be photographed. (10 minutes) 2. Identify the area from which students can collect their items (i.e., near the stage and water). 3. Put students into groups and hand out a clipboard with the scavenger hunt, a dry erase marker, and paper and pencil if they are doing bark rubbings. Give students 20 minutes to look for items and at the sound of the whistle, return to the staging area. 4. Allow each group to go up on stage and present to the entire class what items were found and where they located the items.
Suggested Modifications or	If the weather is inclement, classes might wish to return to the picnic shelter area to do their presentations.

Extensions:	
Assessment:	Students will present their findings orally to the class at the stage area or under the picnic shelter. Encourage complete sentences and voice projection during presentation of the findings.
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