

<b>THEME:</b>	<b>Creek Habitat and Salmon Enhancement</b>
<b>SCOPE &amp; SEQUENCE UNIT:</b>	<b>Creek Time</b>
<b>OBJECTIVE:</b>	<b>Make a personal connection with nature</b>
<b>ACTIVITY 1:</b>	<b>Structuring unstructured play</b>

Notes:	Outside
Teacher Prep.:	Enlist a few parents to join the class to help with the excursion.
Time:	30 minutes plus travel time

#### **Skills:**

- ♦ Creative and critical thinking
- ♦ Collaboration, teamwork, leadership

#### **Objectives:**

- ♦ To nurture a personal connection with the creek
- ♦ To be curious about nature
- ♦ To make observations about the creek

#### **Background Information:**

Students need the opportunity to explore the creek habitat in a way that calls to them personally. This needs to be done within the context of a respectful ethic for the creek, a sense of “no harm”. This is not always straight forward for a student, and reminders will need to be made to realign behaviour to one of a creek ethic. Unstructured play allows a time for curiosity at the pace most suitable for each individual student. Some will move slowly and contemplatively, others will move quickly, assessing and assimilating as they go.

To compliment unstructured play, another activity can also be included in the time out, such as writing poetry, drawing or making creek observations. The activity can be down prior to play or after.

**Materials:** whistle, cell phone, small first aid kit.

### **Introductory Discussion:**

In class, review the class's nature ethic for going outside, mindful of behaviour in nature (and travelling to the creek). Decide whether the Creek Observation will be completed before or after the play time, and review the page with the students. Make predictions about the creek, i.e. will the creek be higher or lower than last time? Mark this on the sheet.

Once at the creek give the students their boundaries and directions. i.e., This is a time for you to explore the creek personally. Wander about. Stay within the set limits (teacher needs to set these limits – observable landmarks or in sight of the teacher). When you hear the whistle gather back here at our starting point.

### **Reflection Discussion:**

In circle formation, ask students about their creek observations and their predictions. Did anything surprise them?

### **Student Page & Exemplar:**

Creek Observation

### **Taking it Further:**

We habitually structured in unstructured play with almost every creek visit. Sometimes it was at the outset to let off steam, but more often it was meant as mindful time by the creek. Often the students were requested to complete an activity first and then use their free time for play. Eventually they were asking for recess or lunch time by the creek (in the woods in our case).

Name: \_\_\_\_\_

Date: \_\_\_\_\_  
(mm/dd/yyyy)

## CREEK OBSERVATION

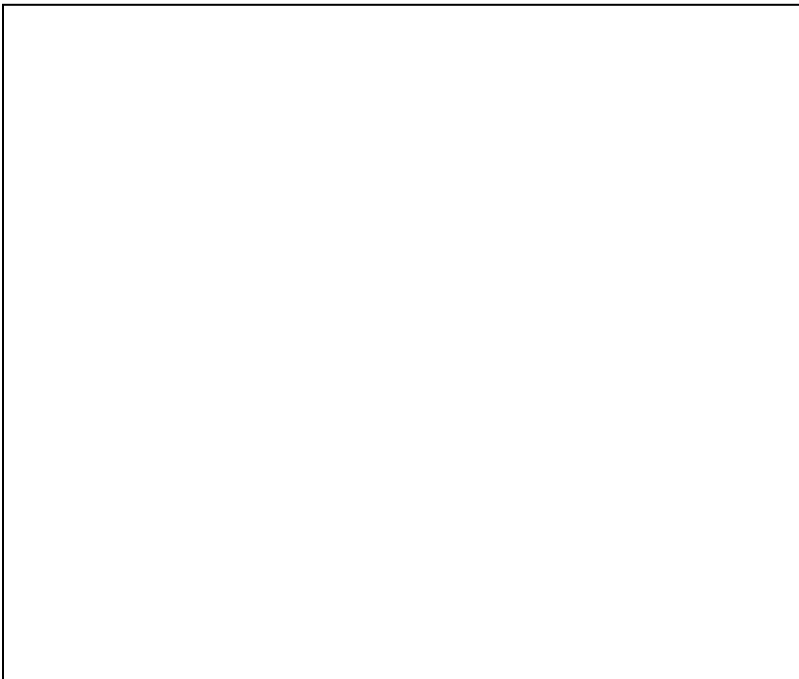
I PREDICT THE CREEK WILL BE HIGHER/LOWER THAN THE  
LAST TIME WE VISITED BECAUSE

\_\_\_\_\_

IT WAS

\_\_\_\_\_

\_\_\_\_\_



Note:

- Plants in bloom
- Creek height
- Bugs out
- Anything else!

NOTES:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

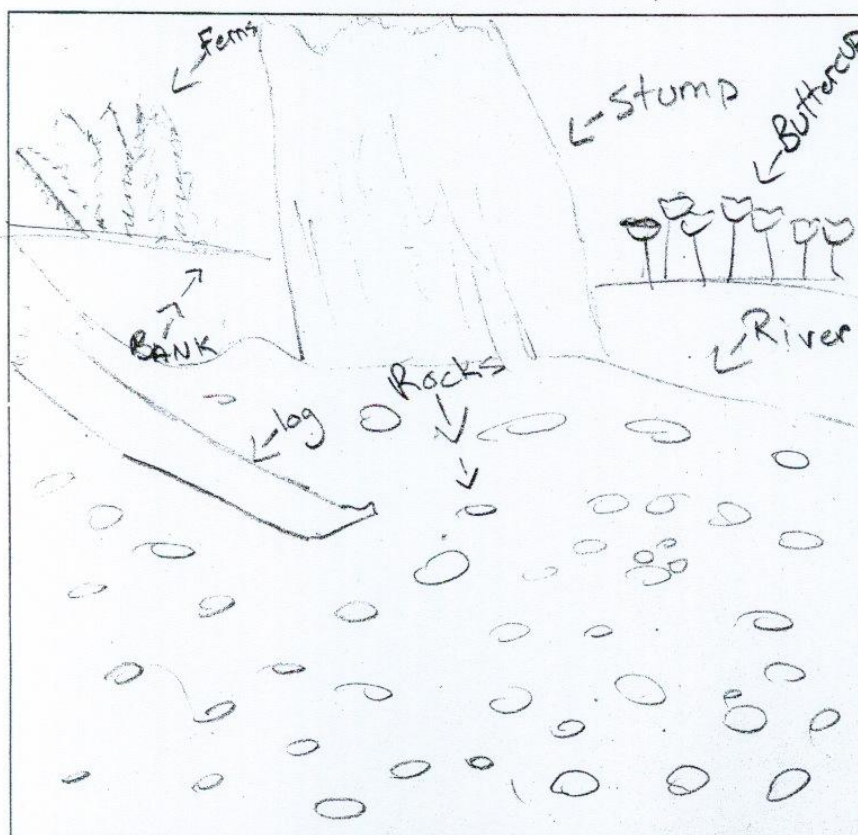
JUNE 3<sup>rd</sup>

## CREEK OBSERVATION

I PREDICT THE CREEK WILL BE HIGHER LOWER THAN THE LAST TIME WE VISITED BECAUSE

IT HAS BEEN RAINING SO HARD LATELY!

\* IT WAS Higher



Note:

- Plants in bloom
- Creek height
- Bugs out
- Anything else!

## NOTES

BUTTERCUPS

ARE IN FULL BLOOM.