

## EAGLES/EDGE Activity Handbook

### Disclaimer

Some of the activities described herein should not be attempted without a properly trained and qualified leader. Improper use of adventure activities may result in injury. The author assumes no responsibility for loss, damage, or injury resulting from the use of the material herein. The reader assumes full liability of all incidents resulting from the use of the material combined herein.

### Preface

The purpose of this manual is to provide E/E employees with a resource of games, activities, and debriefs to use with their various groups through the summer. There are many activity and game resources in publication, and pulling this information into once source is intended to give you, the employee, a valuable resource of tried and tested activities. Your feedback will help this manual grow so that future counselors can continue to provide high quality programming to a wide variety of children.

Every attempt has been made to use non-gender specific terminology. What this means is that in some cases the plural pronoun has been used to refer to a singular non-gender specific antecedent. Please note that some words have been used that have no particular meaning in the English language. Examples such as ‘zin zowie, goof, and kablueey!’ are used to enhance the fun that a child experiences whilst on campus.

The hope is that this director will assist and guide a counselor to increase their repertoire of games and help vary their program throughout the summer season.

Finally, we are grateful to collaborators such as Jen Hargrave of Camp Quest and the team at the Hulbert Outdoor Center who shared their work with us. Outdoor education continues to be an environment of sharing and we hope to continue that tradition as we play, learn, and grow.

Good luck, and play hard!

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## Introduction

The manual is presented in a variety of sections:

### **Ice-Breakers**

These are wonderful 'starter' activities for your group. These will help everyone learn each other's names, if necessary, or will help the group get to know one another better in a group setting. Ice breakers are great on the first day, but can still be used through the week as you seek to find common ground through your group.

### **Games**

These are a mix of non-competitive and competitive games that can be a great way to get to know your group, or when your group needs a break or energy release. Games are a great way to get your group moving and help reduce any nervousness that your campers might be experiencing on the first day. As you progress through the week your group will develop favorites that will keep them happy, but don't be afraid to try new ideas!

### **Team Building**

### **Nature Education**

The natural world around us offers countless opportunities to teach children about the world in which they live. This section will offer a sample of activities that can be undertaken at any time of the day. Remember, when we see something amazing we should stop and acknowledge it - children will remember these moments for years to come.

### **Orienteering**

## Facilitation

### **Staff Responsibility**

Team Building Staff are responsible for managing the group's experience. The following four principles apply to any activity and will allow you to run safe and productive team building sessions.

**Plan Activities:** Carefully planning your activities is important for the safety of the group as well as the successful completion of goals. While flexibility is a valuable tool for a facilitator, avoid “winging it” — your participants deserve better. Plan out a sequence of activities that fits your group's goals, abilities, age, and time frame.

Keep in mind that many Team Challenge elements require participants to have *strong spotting skills* and a well-established *sense of trust* among participants before the element's challenge can be worked out safely and successfully. These should only be attempted with older participants, and when trained to facilitate.

**Continuously Assess the Group:** A skill that develops over time and with experience is a staff's ability to assess the group. It is important that the facilitator is consciously evaluating the progress and condition of their participants. For example, if your group is having difficulty safely spotting one another, then activities that require spotting might not be the best choice for the next activity. *Be ready to adjust your plan*, and don't be afraid to hold off on an activity for which your group is not fully ready.

**Model Safe Behavior:** One of the most important things you can do as a leader is to model safe behavior. Set a good example. Be in a good spotting position. Pay attention to the task. *Never do anything that you have instructed your participants not to do.*

**Challenge by Choice:** Always allow participants to make decisions about their level of involvement in all activities. While encouraging participants to step outside of their comfort zone is important and valuable, participants should always know that they get to choose how they will participate. As a facilitator, your responsibility includes creating an environment where participants are comfortable setting personal boundaries and communicating when they are not comfortable or interested in participating in a certain activity. Encourage participants who refuse certain activities to find a different way of being involved, but *never* force or coerce, or allow others to, a participant to perform a task they are trying to refuse.

## **Rules and Safety Regulations**

### **Must be observed:**

- The group must be supervised by a trained facilitator.
- Laced, close-toed shoes must be worn at all times.
- Loose clothing and dangling jewelry must be tucked in or removed.

### **To Be Discussed with Group:**

- Challenge by Choice/Choose your Challenge: No one will be forced to participate in an activity (all participants will be encouraged to be involved).
- Any individual who puts others at risk (either physically or emotionally) by not following instructions will be asked to sit out of an activity.

### **Equipment and Materials**

All used spaces and supplies must be left in the same or better condition than you found them. This includes the clean-up of outdoor lesson areas. Please return all equipment and program supplies clean and neat at the end of the day, especially the shared team building activities. If something is broken, torn or destroyed, please remove it from the use and give it to the Camp Director.

## Ice Breakers

Imagine yourself as a young child coming to camp for the first time. You step out of the car, and things seem crazy. You have to say goodbye to your caregiver and are escorted by a stranger to a group of new kids. You don't know anyone and they don't know you. This is likely one of the most nerve wracking moments of your young life, and it is the counselor's job to make sure you feel comfortable.

The games in this section are intended to defuse all that anxiety - they get counselors and campers working together to learn each other's names and begin working together as a group. Our goal with icebreaker games is to break down the protective bubbles that kids put around themselves that can prevent warming up and having fun.

### Categories

Equipment Needed: None

Description: This group is best for a large group.

Explain that you will yell out a category, ie: favorite color, ice cream, birth place, shoe size, etc. The participants must find all the people in the group that have that category in common. After the groups gather have them sit together and when prompted, they shout out what 'group' they are.

<b>High Five Greetings</b>	
Eqd Needed:	None
Description:	<p>This is best for a large group.</p> <p>Do several rounds...each round will have a different "greeting" and then a different partner shares. At the beginning of a round the instructor says you are going to find a new partner and give them a _____ (the new greeting), and once you have the new partner share with them _____ ( the partner share). For fun, after the first round have them continue to go back to their previous partners before finding their new partners. You can also throughout the day use these as partners for other activities.</p> <p><i>Greeting ideas:</i> High Fives, Pass By High Five to a Leg Shake, Elbow Greeting, Wrangler Greeting, Fisherman, Imitate Your Favorite Wind-Up Toy, Secret Hand Shake (they make up their own).</p>

	<p><i>Partner Share Ideas:</i> Best thing you've done so far at camp/yesterday, Things you are nervous about doing at camp, things you are excited about, favorite thing you like to do at home, favorite color, food, favorite hobby, etc.</p>
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<b>Change Three Things</b>	
Eqt Needed:	None
Description:	<p>Everyone stands in two equal lines facing the other line. Your partner stands directly across from you. Take a few moments to examine your partner. Next, each person turns around and changes three things about their appearance. On the signal turn around and see if you can find all three changes. Go down the line to see if everyone has done this. Variations could change be to more than 3 things.</p>

<b>Group Juggle &amp; Warp Speed</b>	
Eqt Needed:	Tossables or other random objects
Description:	<p>In a circle, have the group pass a ball in a pattern (saying the name of the person you throw to) that starts and ends with you, the instructor and goes to every person once. After the group gets the pattern down, add a few objects until the group is successfully juggling as many objects as possible. See if they can improve (whatever that means to the group). Underhand tossing is often the safest and easiest/nicest to catch and can be good to encourage or require, read your groups need for this.</p> <p><i>Note:</i> After you've established a pattern (whether right after or days later), time the group with 1 object. Let the group rearrange itself but not change the pattern in order to get the best time. (warp speed)</p>

<b>Have you Ever? (Big Wind Blows)</b>	
Eqt Needed:	None
Description:	<p>With a group in a circle, stand in the middle and say, "Have you ever...?" (mention something true for you) If it's true for anyone else in the circle, they must switch with another person in the circle that has also done whatever you said. The person that fails to find an open spot around the circle is the new middle (and is next to state "have you ever..." saying something true for them). Encourage g-rated comments.</p>

	Note: Make sure to use a 'marker' of sorts to label where the 'spots' are within the circle, so no confusion.
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<b>Action Names</b>	
Eqt Needed:	None
Description:	Get the group into a circle. Have each participant say their name and act out an action that tells us something about them. After each participant, have the group repeat the name and action. You can use motions, foods, ice cream, or anything else you can think of to get the kids thinking.

<b>Bumpity Bump Bump Bump</b>	
Eqt Needed:	None
Description:	Have the group circle up with one person in the middle. The center person points to a member of the circle and says, "left", "right", "me" or "you". The person pointed to must then say the name of the person to the right, left, center person or their own, respectively before the person in the middle says, "Bumpity, bump bump bump". If the person in the circle fails to say the correct name or says it too late, they go in the circle and the person in the middle takes their place.

**Cacophony**

EqtNeeded: None

Description: Circle your group up. Everyone holds hands and a 'pulse' begins when the first person makes some sort of sound and squeezes a hand next to them. It can be any sound the individual wants to make. Each person should make their own sound for at least 2 seconds before sending the pulse on while maintaining their noise. When the pulse goes all the way around everyone should be making their noise altogether. Send the pulse back around to quiet the group one by one.

<b>Conduct a Story</b>	
Eqt Needed:	None
Description:	As a conductor, lead your group through a story. Have everyone talk about something, anything, it does not matter, it is just suppose to get them

	warmed up to obeying your conducting. The story starts when you point to a person and they start telling a story. The conductor can stop this person and point to someone else to pick up where the last person stopped, finishing words and statements that were left in the air. Choose the same people, choose different people, go nuts but G rated and stay in character.
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<b>Face Value</b>	
Eqt Needed:	None
Description:	<p>Have the group position themselves in the shape of a “V”. You, (or have one student if the group is uneven) stand at the apex of the “V”, with the group facing away from you. Tap the two people closest to you on the shoulder and have them turn and face you. Strike some silly pose using your body and facial expressions. Have those two people turn and tap the people in front of them mimicking your pose. This is virtually a visual telephone. The last two participants to receive the pose should turn and show the whole group the pose. Works better when the kids don’t all turn and look toward the instructor.</p> <p><i>Note:</i> You could also form a single line for a small group or a W (with 4 final people) for a large group.</p>

<b>How Do You Do?</b>	
Eqt Needed:	Large open space
Description:	<p>To begin, have the group stand in a circle. Randomly select a host to begin. The host shakes the hand of a selected guest, introducing himself/herself and inquiring, ever so solicitously, “How do you do_____?” He/she tells the host his/her name and responds to the host’s inquiry in his/her most genteel manner: “Fine, thank you_____!” (inserting names). But the host proves to be exceedingly gracious, for he/she asks again, “How do you do_____?” Whereupon the guest replies, again, “Fine, thank you_____!” This repeats one more time. Following the third time, all propriety is finally abandoned and the action begins. The host dashes around the outside of the circle in the direction he/she was originally going, while the guest dashes in the opposite direction. It’s a contest to see who can get back to the starting place first. However, when their paths cross somewhere on the other side of the circle, the host and the guest must stop, shake hands again, and go through the “how do you do_____? Fine thank you_____!” sequence</p>



	<p>three more times. Then they continue around the circle. Whoever gets beaten in the race home, hosts the party for the next round.</p> <p><i>Note:</i> You can also specify different forms of locomotion for the trip around the circle- hopping, skipping, sidestepping, walking backwards, eyes closed/ bumpers up.</p>
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<b>Laughing (Ha)</b>	
Eqt Needed:	None
Description:	<p>Have participants lie on the ground with their head on another persons' belly forming a chain of people. The first person says, "HA!" and the person with their head on that persons belly says, "HA, HA!" By the time you get to the fourth or fifth person, everyone should be laughing!</p>

<b>Line Ups</b>	
Eqt Needed:	Rope (optional)
Description:	<p>Have group line up in order of age, birth, alphabetical, shoe size... without talking. Add other restrictions if needed. Have whole group decide whether they believe they are right, before revealing.</p> <p><i>Note:</i> Use these to assign random partners for your following activity (ies).</p>

<b>Moon Ball</b>	
Best For:	Small Group
Eqt Needed:	Beach Ball/Balloon(s)

Description: The group must keep the ball in the air as long as possible. Someone new must touch it each time.

*Note:* Time it or count touches for fun or introduce idea of 'challenge'

<b>People to People</b>	
Eqt Needed:	None
Description:	<p>Group gets into pairs. You call out head to toe, knee to head, elbow to ear, some body part to some body part and the pairs must do it. After 3 calls yell "people to people" and everyone has to switch partners, and this is your chance to grab a partner. The odd person out is the new caller.</p>

<b>Screaming Toes (Look Up, Look Down)</b>	
Eqt Needed:	None
Description:	Group stands in a circle with arms around those next to them. Everyone looks down at their toes. Tell players to choose another persons' toes. At the same time have everyone look up and stare at that person in the eyes. If that person is also looking at them, then both players scream/ high five, etc.

<b>Special Friend</b>	
Eqt Needed:	Paper, pens (pre-prepare)
Description:	Have all group members secretly choose a name out of the hat. Each person is to watch the person whose name they chose. At the end of the next activity or at the end of the day have each person share something that they saw that person do that was beneficial to the group.

<b>Speed Rabbit (Elephant, Palm Tree Monkey)</b>	
Eqt Needed:	None
Description:	<p>The group gets in a circle with the facilitator in the center. The center person has the task of pointing at a random person in the circle and stating a character name (explained below). The person pointed to and the two people on either side of them are then required to create that character. If all three people correctly act out their part of the character, the person in the middle chooses another person. If any one of the three hesitates or does an incorrect action, then he/she replaces the middle person.</p> <p>Characters: <i>Speed Rabbit</i>, the person in the center holds rabbit ears above his/her head, like two peace signs, and the side people stamp their outside legs like Thumper; <i>Elephant</i>, the center person makes a trunk with one arm wrapped around the other and the side people form giant ears facing the trunk like a big C with both arms; <i>Palm Tree</i>, the center puts his/her arms straight up above their head and the side people put hands to their sides making a swaying motion; <i>Cow</i>, the center links his/her fingers with thumbs sticking down and the sides grab one thumb each and do a 'milk the udders' motion; <i>Monkey</i>, the three form the classic "see no evil, hear no evil, speak no evil position."</p>

<b>Stretch Wave</b>	
Eqt Needed:	None
Description:	Stand in a circle. Begin making a stretching pose and send it around the circle thus forming a wave of stretches traveling around the circle. See if others would like to send their own. Have participants add a certain sound to their stretch to add in a bit of humor, or lead a series of stretches together.

<b>Strike a Pose</b>	
Eqt Needed:	None
Description:	Have the group form a circle and secretly choose another person in the circle. Everyone closes their eyes and strikes a pose. On the count of 3, everyone opens their eyes and begins to mimic the person they chose. Watch as everyone morphs into the same pose.

<b>Magic Orb</b>	
Eqt Needed:	Can or object
Description:	The object is for every member of the group to touch an object without touching anyone else. Hair below the ear does not count. (Islands is a variation in which everyone must be touching an 'island', but no other people. Each round, take away an island or two.)

## New Games

New Games are meant to be FUNN - Functional Understanding Not Necessary! There is no rhyme or reason for them, beyond the fact that they are fun to play, and get a group running around and engaging with each other. An assortment of these games are great to have up your sleeve to provide fun at any moment of the day. Once your group has been introduced to each other with ice breakers, New Games will get your group laughing and smiling in no time! The best thing is that these games can be played with groups of any size!

<b>Bear, Mosquito, Fish (Giants, Wizards, Elves)</b>	
Eqt Needed:	Open space, four objects to be used as markers
Description:	Make boundaries with a center and 2 end zones. In this game Bear (Giants) beat the Fish (Elves), the Fish (Elves) beat the Mosquitoes (Wizards), and the Mosquitoes (Wizards) beat the Bear (Giants). Two equal groups of players stand away from each other in their 'end zone' to decide which of the 3 animals their group will be. One decided they line-up shoulder to shoulder facing the opposing group at the center of the playing field. The instructor shouts, "Bear, Mosquito, Fish, go! Both groups sign their animal of choice. The 'winner' has to chase the other group and tag them before they cross into their end zone. Whoever is tagged must join that winning group, and the process is repeated.

<b>Berserk</b>	
Eqt Needed:	Small plastic or rubber balls, more than there are people playing; Open space, four objects to be used as markers
Description:	Place balls in a group on an even floor, tennis court, gym floor, dining hall, etc. The player's space out and the facilitator rolls all the balls into motion simultaneously. The player's work to keep all of the balls in motion for a timed period, each period is called a "Frenzy." If a ball stops the facilitator points to the ball and yells, "Berserk!!!" Six "Berserks" and the time is up. If a ball is stopped and no one puts it back in motion after 5 seconds, it's called a "Hectic" and they are given a second "Berserk!." Every 20 seconds the facilitator adds an additional ball. The group is timed and tries to last for longer and longer periods of time.

<b>Blob Tag</b>	
Eqt Needed:	Open space, four objects to be used as markers

Description:	<p>Designate an area of play and 1 or more IT people (depending on size of group). The game begins like a normal game of tag but once tagged a player must link onto others that have been tagged to become a tagging 'blob'. As the blob grows it must stay connected in order for their tags to count</p> <p><i>Note:</i> As the blob grows to become unmanageable it may break into smaller blobs of at least 3.</p>
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<b>Chicken Chaos</b>	
Eqt Needed:	Open space, four objects to be used as markers
Description:	<p>Everyone closes their eyes and a 'killer' is chosen. Open your eyes and mingle with the group by shaking hands. The chicken transformer turns people into chickens (killer kills people) by scratching the palm during a handshake. Players can make an accusation at any time by yelling, "Freeze" and then accusing whom they think the transformer is, but if they are wrong they are also turned into a chicken (or dead).</p>

<b>Clam Free</b>	
Eqt Needed:	Open space, four objects to be used as markers
Description:	<p>Designate an area of play and 1 or more 'clam diggers' ('IT' people). Everyone else is a clam. The game starts as a normal game of tag but if a clam is tagged, they must stand still and yelp the "international clam distress call". In order to reenter the game, two other clams must free the stuck clam by holding arms around the stuck clam and loudly saying, "Clam Free"</p>

<b>Clothespin Tag</b>	
Eqt Needed:	Bag of clothespins; Open space, four objects to be used as markers
Description:	<p>Everybody has the same amount of clothespins. The object is get rid of your clothes pins first while trying to avoid having them put on you. Each pin must stay attached for more than 5 seconds on its own to be valid. <i>Note:</i> Smaller boundary areas result in more hilarious action. Certain clothing will impede the stickiness of the clothespins. Be aware of players trying to remove clothespins.</p>

<b>Dragon's Tail Tag</b>
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Eqt Needed:	Bandanas for everyone; Open space, four objects to be used as markers
Description:	<p>Everyone gets a tail (bandanna) to tuck into a pocket or the waist of their pants. The object is to capture other tails without having your own tail taken. Have the dragons keep any tails that they grab. If a dragon loses its tail, it must remain stationary, but can still capture tails. If a dragon has a spare tail in its hand and that dragon's tail has been taken they can stuff in a new one and continue to play. If the dragon is stuck and they grab a tail then they can return to play.</p> <p>A slightly different version. Line up 8-10 people, one in front of another and have them wrap their arms around each other's waist. Attach a bandana (tail) to the last person in line. The object can either be for the head to catch their own tail without breaking apart, or for each line to try and catch another team's tail.</p>

### **Eechie Meenie Oi (Ro Sham Bo)**

Eqt Needed:	Open space, four objects to be used as markers
Description:	<p>To start, set up a diamond shaped path. Split the group into two teams. The object is to have a team member travel completely around the diamond before someone from the other team can. To begin, both teams start traveling at the same time around the diamond but in opposite directions. Players travel by placing one foot directly in front of the other foot. When two players meet up they scream, and throw down an "Eechie / Meenie / Oi" in the style of "rock / paper / scissors". The winner continues on the path. The loser returns to the end of their team line and the next player from their team begins as quickly as possible along the diamond path. Once they meet up with the other teams player, and they scream and throw down again. When a player successfully returns to the first 'marker', they win (or score points towards something).</p> <p><i>Note:</i> This game is unpredictable. Sometimes a win can take a long time and other times it can be fast and furious. Also, everyone can be really into it, and other times some will check out, so encourage cheering! When you are cycling through players quickly (using shorter distances), the game tends to be more engaging for everyone.</p>

### **Elbow Tag**

Eqt Needed:	Open space, four objects to be used as markers
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Description:	<p>Group pairs up and link elbows with their partner. Pick one person to be IT and another to be chased. The person being chased can link elbows with the end of any pair in the group. The person on the far end of the pair must break off and becomes the new person to be chased. The IT person chases whomever is not attached to a partner by an elbow. If the chased becomes tagged, roles reverse and they then become IT.</p> <p><i>Note:</i> The smaller the playing area, the less focus there is on being a good runner. If there is an odd number playing simply have one triple group.</p>
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<b>Everybody's It</b>	
Eqt Needed:	Open space, four objects to be used as markers
Description:	-Everybody is it! Participants attempt to tag others without getting tagged themselves. If tagged one must spin around 3 times/ sing a song/ sit down, etc.

<b>Flip Me The Bird (Pass It Along)</b>	
Eqt Needed:	Rubber chickens or other objects - half as many chickens/objects as participants. Open space, four objects to be used as markers
Description:	Create a border. 1 to 3 people are it (depending on group size) and try to tag the others by tossing a chicken/object at them (not in the face). The goal for the rest of the group is to keep from losing their fellow members... if a person has a chx/object then they are safe from being tagged. A person can only have one object at a time and the object cannot be thrown to the same person twice in a row. If a participant finds that they need an object to stay safe they can urge their team members to "flip me the bird!"

<b>Ga!</b>	
Eqt Needed:	Two balls (soccer or volleyball size).
Description:	Group circles up. Balls are rolled into the middle. The object is to hit other people below the ankle without getting hit. Balls must be rolled (a player can not get out if a ball hits them after being airborne). If a player gets hit they go to one end of the bordered area and link arms with others who have been hit. When a line of people numbers 'five' or more, the group counts down from 10. At zero, the group yells, "GA!" and takes a giant step towards

	the circle. This continues and the playing area for the survivors slowly gets smaller. Eventually a participant triumphs as the one survivor.
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<b>Global Ball</b>	
Eqt Needed:	Beach ball, or foam balls. Open space, four objects to be used as markers
Description:	<p>Split the group into two teams. Place teams behind respective goal lines represented by a rope in a straight line. In the area between the goal lines, place a beach ball. Arm each team with a number of nerf balls, (no single player can have more than two nerfs in their possession at one time). The object is to hit the beach ball with the nerf balls in order to get it across the other team's goal.</p> <p><i>Note:</i> No player should get closer than three feet to the beach ball, (to avoid making physical contact). If a player does touch the ball then the other team gets three free throws.</p>

<b>Go Tag (Line Tag)</b>	
Eqt Needed:	Open space, four objects to be used as markers
Description:	<p>Have the group get in a straight line with every other person facing the opposite direction. Choose an IT person and someone to be chased. The IT chases the other around the line of people in either direction. The IT can trade off with a person in line by touching their back and saying, "chase". The 'being chased' person can also switch out at any time by touching someone on the back and saying, "run".</p> <p><i>Note:</i> Speed things up by saying everyone must run in the next _ minutes. For large groups split 'em up in smaller 'lines'.</p>

<b>Hospital Tag</b>	
Eqt Needed:	Open space, four objects to be used as markers
Description:	Everyone is IT. If tagged once, an arm is 'lost'. If tagged twice, a participant loses the use of both arms. If tagged a third time they must hop on one leg and if tagged a fourth time they must sit down and are out.

<b>Detective</b>	
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Eqt Needed:	Open space, four objects to be used as markers
Description:	Everyone sits in a circle. A chosen 'detective' leaves the room. The group picks a leader and when the detective returns, the leader creates a series of movements and noises that the group mimics. The detective's objective is to try and figure out who the leader is.

<b>Jamaquack</b>	
Eqt Needed:	Open space, four objects to be used as markers
Description:	A third of your group enters the middle of the circle. These are the Jamaquacks. This rare bird grasps its calves or ankles and walks backwards. It is also blind. The rest of the group forms a circle around the Jamaquacks forming a pen. Two members of the pen drop hands and the rest hold hands, creating a door to the pen. The Jamaquacks must constantly quack and attempt to find their way out of the pen. If they succeed they can stand up and open their eyes but keep quacking to help the other Jamaquacks.

<b>Mosquito Tag (Swat)</b>	
Eqt Needed:	Pool noodle; open space, four objects to be used as markers
Description:	Gather the group into a circle and place the noodle on a marker in the center. One player picks up the noodle and without being obvious, swats someone below the waist. The swatter's goal then becomes to replace the noodle back on the marker and take the spot in the circle of the one they swatted, BEFORE that player can run, grab the noodle and swat them back. If the player successfully swats them back they continue until someone is unsuccessful. If unsuccessful that person becomes the new swatter.

<b>Park Ranger (Fishy, Fishy)</b>	
Eqt Needed:	Open space, four objects to be used as markers
Description:	Have the group line up on one side of the boundary. Each player chooses an animal they want to represent. The object is to get from one side of the boundary (park) to the other without being tagged by the 'park rangers'. The park rangers yell out a characteristic of animals. If that characteristic pertains to a player, then they have to go to the other side. If they get tagged, they become a tree. Trees are stationary but can tag others with

	<p>their branches (arms). The ones that are not tagged become the new park rangers.</p> <p><i>Note:</i> Choose a number of rangers based on the size of the group playing. Players must cross to the other side if a true characteristic of their chosen animal is mentioned, no matter which side they are on.</p>
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<b>Partner Tag</b>	
Eqt Needed:	Open space, four objects to be used as markers
Description:	In a small area, everyone gets a partner. You may only tag your partner and your partner may only tag you. Choose one of you to be IT first. If you get tagged, you must spin around 3 times before you can begin to chase your partner. (Be aware of the many other pairs running around chasing each other.)

<b>Pru</b>	
Eqt Needed:	Open space, four objects to be used as markers
Description:	An Instructor will whisper to a participant that they are 'Pru'. Participants mill around with their eyes closed, asking the question, "Are you Pru?" Pru is a sighted, silent, smiling creature. When someone bumps into Pru, and asks if they are Pru, Pru remains silent. Once a player finds Pru this way they must open their eyes, join hands, and stay silent. Pru grows as more people bump into the silent group.

<b>Turtle Tag</b>	
Eqt Needed:	Open space, four objects to be used as markers
Description:	Those that are IT (turtles, etc) chase the other animals. If an animal is tagged, it lies on its back and sticks all for appendages up in the air. To return to the game, four other animals must touch one appendage each, reviving them.

<b>Scream Races</b>	
Eqt Needed:	Open space, four objects to be used as markers

Description:	<p>Have everyone line up in a shoulder-to-shoulder line. Choose someone to start. That person screams and runs until they run out of breath. Have that person choose another to do the same. See who is full of the most hot air. Bet an instructor wins!</p> <p><i>Note:</i> It has to be one continuous scream.</p>
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<b>Ships</b>	
Eqt Needed:	Open space, four objects to be used as markers
Description:	<p>Similar to Simon Says, a captain yells commands to the crew. Most important rule: when the captain yells, “captains coming!” everyone stands at attention until the captain says, “at ease.” Some other commands (each has a correlating motion): Swab the deck, Climb the rigging, Jellyfish, Cooks coming, Admirals ball, Port, Starboard, Bow, Stern, Lifeboats, Torpedoes, Octopus, Person Overboard, Life saver, Sea sick. There are plenty of other commands...ask around.</p>

<b>Shipwreck</b>	
Eqt Needed:	Enough hula hoops for 1 per group of 8-10 players; Open space, four objects to be used as markers
Description:	<p>The object of Shipwreck is to gain the most points during the activity through group cooperation and fast action. Divide participants into groups with 8-10 members per group. Give each group a “ship” and instruct all members to hold onto its sides as they run within a playing field until a staff member yells “Shark!” Once yelled, all members must load on board the ship. The first group successfully ‘on board’ gains a point. Repeat as much as you like. Add up points to decide the winner.</p>

<b>Ships and Alleys</b>	
Eqt Needed:	Open space, four objects to be used as markers
Description:	<p>Have participants line up in equal lines, spread out evenly, making a grid (ie: 6 x 8). Pick an IT and a person to be chased. The folks in the lines put their arms out to form solid lines. These are “streets”. Designate someone to yell “alleys!” and the participants turn 90 degrees, touching the hands of players on the other side of them to form ‘alleys’. Yell “street!” and they change</p>

	<p>back. The IT and chase run through the grid, but neither can cut through the arms.</p> <p><i>Note:</i> Instructors may choose to yell commands especially if they're not yelled evenly/fairly or clearly. Often the one being chased is allotted to yell, but in their excitement the commands may not be clear.</p>
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<b>Texas Bigfoot</b>	
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Eqt Needed:	Open space, four objects to be used as markers
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Description:	Have the group join hands in a circle. Explain they have a very difficult task ahead of them and full cooperation will be needed. Then ask to stay together but take one giant step towards the middle of the circle... and then another, and another. You will be hard pressed to find any group that can take 3 giant steps and remain intact.
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<b>Triangle Tag</b>	
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Eqt Needed:	Open space, four objects to be used as markers
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Description:	Arrange into groups of 4. Choose one person in every group to be IT for that group. The other three individuals link arms to form a triangle. The IT's from each group gather away from the triangles. The triangles choose one person to be chased. When the IT returns to the group, the triangle spins to protect the chased person. The triangle may not detach. If the person is tagged, they become the new IT and the members of the triangle pick a new person to be chased.
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<b>Ultimate Being</b>	
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Eqt Needed:	Open space, four objects to be used as markers
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Description:	Everyone starts as an egg with the goal of becoming an 'ultimate being'. Participants play rock, paper, scissors to advance to the each level. The levels: egg, chicken, monster, 'Ultimate Being' (participants decide what this would be for them ie: Elvis, Ballplayer, etc). If they lose they drop back down a level.
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<b>Alaskan Baseball</b>	
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Eqt Needed:	Very large ball; open space, four objects to be used as markers
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Description:	<p>Divide the group into two teams. They will take turn being the “in field” team and the “out field” team. When “in field” they have the chicken/ball...the run around the bases until the “out field” shouts STOP: 1 member of their team must run around all the other members of their team, it must be a different base runner each round. At the end of the round the “in field group runs to wherever the “out field” has throw the chicken/ball and switches to “out field”. When in the “out field” the team runs to the chicken/ball and forms a single file line, passing the object down the line going over the head of the first person, under the legs of the second person and repeating that pattern till the end of the line... the last person yells STOP, and throws the chicken/ball as far as they can, and immediately becomes the “in field” base runner.</p> <p>(Back story to share for the game name – cannot use regular white baseball bases in Alaska because there is so much snow, or white baseballs outside so they had to get inventive and use more creative throwing objects like chickens/large balls...and people for bases).</p>
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## Team Building

The skills learned from team building are important parts of personal and group development in children. During team building activities, children have the chance to communicate with each other and work towards a common goal. By practicing being an effective team member and team leader, children develop confidence in their own abilities.

### Why is team building important?

The skills learned from team building are important parts of personal and group development in children. During team building activities, children have the chance to communicate with each other and work towards a common goal. By practicing being an effective team member and team leader, children develop confidence in their own abilities. Learning how to work with others and communication are important by-products of team building.

### Working as a team

Team building with children means you are developing their ability to work together toward a common goal. This makes the work or job easier because the children are working together. When a team works together to solve a challenge, everyone in the group wins and all children have a positive experience. Conduct team building activities with children that emphasize cooperation and collaboration, not competition. The skills learned from being part of a team are necessary for positive action in everyday life in school, work, and the community.

Conducting team building activities with children can help children work on developing the following skills:

- Problem solving
- Communication
- Cooperation
- Listening
- Self-esteem
- Idea exchange
- Working with others and different groups
- Leadership
- Creative thinking

These activities work well with a variety of age groups.

<b>Minefield</b>	
Eqt Needed:	Random objects, blindfolds

Description:	Place objects in a path in front of the students. Have the group get into pairs. One member of each pair puts on a blindfold. The other person guides them through the landmines.
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<b>Arrowheads</b>	
Eqt Needed:	Foam Arrowhead pieces sets
Description:	Using the seven puzzle pieces, small groups instruct groups to simultaneously assemble five arrowheads. One arrowhead is already complete and provides a size template for the remaining arrowheads. Each of the remaining arrowheads will be the same size as the completed one. When finished, you will be able to see all five arrowheads at the same time.

<b>52 Card Pick Up</b>	
Eqt Needed:	52 Card Deck
Description:	Place all cards face down on the floor or a table top, you'll need lots of space for people to move around and perform the various tasks. Explain to the group that their objective is to pick up all cards before explaining these rules: <ol style="list-style-type: none"> <li>1. You may only pick up one card at a time and...</li> <li>2. You must perform the task written on the card before picking up another card.</li> <li>3. Do not show your card to anyone else.</li> <li>4. If you choose not to perform the task on the card, simply return the card face down on the floor/table</li> <li>5. Enjoy the game</li> </ol>

<b>Bullring</b>	
Eqt Needed:	Bullring, tennis ball, bucket
Description:	Have the group stand in a circle with the ring in the center. Each person should hold onto the <i>very end</i> of one or more pieces of string extending from the ring. Place the ball on the ring and have the group maneuver themselves through your designated "course" without dropping the ball. Use obstacles: stairs, trees, etc. that best fit the challenge level for the group. The challenge ends when the group has gotten the tennis ball into (or to) a final spot/bucket you've pre-set

<b>Fast Read</b>	
Eqt Needed:	The Lorax

<b>Description:</b>	Have the group as fast as they can read the book, one person and page at a time, passing the book. One person starts, reads a page as fast as they can, then passes it to the next person in the circle, who then reads and passes. Let the laughter ensue.
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<b>Hula Pass</b>	
<b>Eq't Needed:</b>	Hula Hoops
<b>Description:</b>	Have the group hold hands in a circle. Place a hula-hoop within the circle (arm/ shoulder). The group must pass the hula-hoop around the circle so that it ends back where it started. Use more than one hula-hoop or tube. Have them go in different directions.  <i>Note:</i> One option is to time it to see if they can increase speed using better teamwork

<b>Human Knot</b>	
<b>Eq't Needed:</b>	Rope offcuts, if needed
<b>Description:</b>	Have the group get in a circle and put their right hand into the circle (or one end of a rope they hold). Then they grab the right hand of someone else. Then have everyone put in their left hand and grab one that does not belong to the person they're already holding. The group must try and 'untie' themselves. An alternative (which allows more 'space' if close human contact is an issue) is to use short bits of rope.

<b>Key Consensus</b>	
<b>Eq't Needed:</b>	5 different colors of rope
<b>Description:</b>	Group is shown the key (five rope circles...one of the rope circles goes through the other four circles), which has been randomly thrown on the ground. Without touching the ropes, they must come to a consensus as to which of the five ropes go through the other four.

<b>Line Ups</b>	
<b>Eq't Needed:</b>	None
<b>Description:</b>	Have group line up in order of age, birth, alphabetical, shoe size... without talking. Add other restrictions if needed. Have whole group decide whether they believe they are right, before revealing.

<b>Steal my Chicken</b>	
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Eqt Needed:	Rubber Chicken, Rope/Cones for Boundary
Description:	<p>To set up, lay a single straight boundary line (rope) on the ground and get everyone behind it. Walk approximately 20 ft away and lay a chicken on the ground. The challenge is for the group to work together to get the chicken from its current location to the rope without being caught. You will be standing with your back to the group with the chicken behind you at your feet and when you motion in a particular way, (like sticking your ears up as though you've heard them) you'll be turning to face them. When facing them they need to freeze. If one person is moving, then <b>everyone</b> goes back to the rope (this makes it more of a group challenge, as opposed to sending the one person that moved back, which might seem more like competition). Once you notice the group has taken the chicken, you have 3 guesses of which person has it. If you are successful, the group starts over. If the <b>whole group</b> returns to the rope without being caught by you, (either from the 3 guesses or failing to freeze) they succeed.</p> <p><i>Note:</i> It may take the group some time to figure out they need to work together in order to hide the chicken from you, rather than using only the fastest people. Allow this learning to happen. Offer/ gently encourage planning time in between rounds.</p>

<b>Stepping Stones</b>	
Eqt Needed:	Equal number of boards to people
Description:	<p>The group must get from one point to another. The boards must always be in contact by a member of the group. If a board is left unattended, it is 'washed' away. The entire group must end up on the other side. Use a creative story and be ready to follow through with consequences!</p>

<b>Sticky Snake</b>	
Eqt Needed:	Rope/Webbing
Description:	<p>For this, you will need to tie at least 4 or more overhand knots somewhere along the length of the rope or webbing. The object is to untie the knots on the snake. Each participant will be asked to grab the snake with one hand, placing their other hand in their back pocket. From that time forward, no one can rearrange their hand position. (You can allow the group a few minutes to plan, or immediately begin the activity, and start again if necessary).</p> <p>Possible Storyline: Tell the group "While preparing for today's adventures outdoors, I found a very rare variety of snake on the path leading here. It is a bit different than normal snakes, and rather unusual for it to be out this time of day but I believe it's because it has managed to tie itself into some rather nasty knots. The North American Sticky Snake needs our help to get untangled. Before we begin however, there are some things you should know: Whenever this type of snake senses danger its scales become extremely sticky, and anyone touching it becomes permanently stuck until the snake relaxes again.</p>

	<p><i>Note:</i> There are many additions/ variations, i.e.: Anyone coming in contact with the head/ mouth (one end of the rope) would be rendered speechless for this activity (due to the venom that seeps from its saliva). OR, provide the group with a one-use-only ‘stickum’ remover, which would allow any one person to rearrange his/her hands, for comfort or to solve a problem.</p>
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<b>Traffic Jam</b>	
Eqt Needed:	Nine Objects to Mark Spots
Description:	<p>Have 8 people line up in a straight line with a spot in the middle, 4 on either side. The object is for the group to switch places (4 from one side to other and vice versa). Only 1 person may move at a time and no one may move backwards. Okay moves are to an open spot in front of them or around 1 other person from the <i>other</i> side (facing the opposite way as they are). There is only one answer!</p>

<b>Jump Rope</b>	
Eqt Needed:	None
Description:	<p>Have the group get on one side of the jump rope. You and a chaperone swing the rope. The entire group has to get from one side of the rope to the other without touching the swinging jump rope. If the rope touches someone there are consequences, (group must come back, answer a question, etc).  <i>Note:</i> For a higher challenge have the group attempt to get through on the least number of swings.</p>

<b>Marble Tubes</b>	
Eqt Needed:	One marble tube section per participant, marbles
Description:	<p>The challenge in Marble Tubes is for the group to transfer a marble(s) from position A to position B without touching the marble, and making sure to utilize everyone in the group. Feel free to create a fun story line, ie: returning a delicate egg to its nest. (Make sure the distance is large enough for everyone to move at least once but not too large which could lead to activity overkill.)</p> <p><i>Note:</i> To increase the challenge, limit the participants to touching only their own marble tubes, prohibit the tubes from touching one another, or limit the participants to only holding the tube with one hand. (holding near the ends of the tubes makes the task easier). Or think of a more difficult path: up a flight of stairs or the incline of a hill.</p>

<b>Machines</b>	
Eqt Needed:	None
Description:	<p>Split the group into smaller groups. Each has to come up with two (or more) machines that they can recreate with their bodies. After some time bring the group back together and have each demonstrate with the other group(s) guessing what machine they are.</p> <p><i>Note:</i> Emphasis that ALL should be involved/ a part of the machine...with no one left out.</p>

<b>All Aboard</b>	
Eqt Needed:	Platform
Description:	<p>Ask the entire group to get onto the platform and completely off of the ground for a count of (5). Decrease the size of the platform to increase the challenge</p>

<b>Alligator Pit</b>	
Eqt Needed:	Three platforms, two planks of wood
Description:	<p>The objective is for the group to get from the first platform to the third via the second, using the plank(s). No one may touch the ground in between the first and the third platform. The planks may not touch the ground either.</p> <p><i>Note:</i> 1 plank is more difficult than 2. Have 'consequences' ready for touches and stick to them!</p>

<b>Blindfold Dodgeball</b>	
Eqt Needed:	Lots of soft throwables, blindfolds
Description:	<p>Set up a boundary area with throw-able objects spread throughout. Have the group pair up where one will be blindfolded and the other not. The sighted person must direct the blinded person only using verbal cues, no physical contact between partners. The sighted person cannot touch the nerf balls, only direct their partner to where they are. The object is for the sighted person to aim at other blinded participants and 'tag them out' by hitting them with the balls. (you may ask them to stay outside of the marked boundaries). If a blindfolded player is hit, they remove their blindfold and join their partner outside the boundaries until one partner pair remains. Have the partners switch roles and do another round.</p>

	<i>Note:</i> Remember to frontload the students about the safety considerations of having people blindfolded (walking with “bumpers-up”, being responsible for your partner’s safety, no running, etc.)
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<b>Builders and Architects</b>	
Eqt Needed:	Building Blocks, Legos
Description:	<p>To start, put the 2 sets of building blocks in two separate areas, completely out of sight of one another. Split the group into two sub-groups and designate one sub-group as the <i>builders</i> and the other as the <i>architects</i>. Inform the participants that both groups will be in separate areas with their own building supplies. Ask the <i>architects</i> to build something that has two pieces per person, aka: a 10-piece creation for a group of five people. The <i>architects</i> are to build a model using all their blocks, with the object of getting the <i>builders</i> to make an exact replica of their creation. After the <i>architects</i> have completed the model the passing on of information can commence. Using only verbal communication, one architect at a time can share information on the 2 pieces they were ‘in charge of’. <i>Builders</i> can only ask questions about one piece at a time and how it relates to the past pieces described.</p> <p><i>Note:</i> Difficulty of this situation varies depending on the complexity of building tools you have given them and whether or not you allow them to clarify or ask questions about past pieces.</p> <p><i>Variation:</i> Break group into partner pairs; one is the <i>architect</i> and the other the <i>builder</i>. Have them sit with their backs to each other and using only verbal communication see how close they can replicate each other’s design, and then have them switch roles.</p>

<b>Key Punch</b>	
Eqt Needed:	30 number tiles (1-30) or alphabet tiles (a-z), rope
Description:	Have a rope in the form of a large circle on the ground with the ‘tiles’ spread throughout the area. They should be well scrambled. The object is for the group to touch all the tiles in order. Only one person is allowed inside the rope (‘on the keypad’) at a time and everyone in the group must touch 1 tile before anyone can touch a 2 <sup>nd</sup> , and so on. This is a timed activity and begins when a person touches the first tile. Come up with a creative story and watch them change their strategy!

<b>Communication Breakdown</b>	
Eqt Needed:	Objects, blindfold, rope

Description:	The object is for a group of mute individuals to communicate a task to 1-3 blindfolded individuals via a sighted speaking person(s) that cannot see the blindfolded folks. The task can be anything: ie: tying a bandanna around a rubber chicken, holding up signs in order, putting on clothes, etc. The mute people cannot cross a line. The speaker(s) cannot see the blindfolded people, they must sit facing the muted folks. The blind folded folks are behind the speaker(s). Have fun with it.
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<b>Continental Divide</b>	
Eqt Needed:	
Description:	Have group stand in a straight line. Tell them that their shoes are fused to the persons shoe to their right and left. In this formation have the group move from point A to point B. If anyone disconnects shoes there are consequences, (start again, take __ steps back, etc).

<b>Just One Word</b>	
Eqt Needed:	Index Cards
Description:	Offer your group 11 index cards with the following letters printed on the cards, one letter per card: R-W-E-N-O-D-J-T-S-U-O. Using all the letters the group's task is to spell out 'only one word'. That's right <b>JUST ONE WORD</b> . Get it?

<b>Pasta Permanente</b>	
Eqt Needed:	Pound of Fettuccini, Jumbo Bag of Marshmallows
Description:	Build a freestanding structure over four feet tall using only fettuccini and marshmallows. No other props are needed to aid the structure. Use fettuccini not spaghetti it works better. Allow for marshmallows to be broken. Eating the supplies at the end adds a tasty treat to the activity.  Note: Check with the nurse for allergies before attempting this.

<b>x</b>	
Eqt Needed:	
Description:	

<b>x</b>	
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Eqt Needed:	
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<b>x</b>	
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<b>x</b>	
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## Nature Education

### Nature Observation and Awareness

<b>Alternate Negative Space Activity</b>	
Eqt Needed:	Paper, pencils, clipboards
Description:	Discuss negative space with students. On the trails or available spaces around campus, point out examples. Hand out paper and pencils, have the students crease their papers to create four sections. In the first section, have everyone draw one negative space and guide them through it. Walk to a different location, and in the next section, have the students work together to choose a negative space and draw it together. For the next two sections, have individuals choose a space they wish to draw on their own. Come back together, show-and-tell, and talk about negative space and learning to see in different ways.

<b>Back to Back Scenes</b>	
Eqt Needed:	Blindfolds, paper, colored pencils, clipboards
Description:	After a blindfolded walk, the instructor leads students by pairs to different spots in a given area. The pairs each sit down back to back and remove their blindfolds. Each student is given paper, colored pencils, and a hard surface to draw on. The students are then instructed to take turns describing the scenes they see to their partners and drawing what is being described. After an adequate amount of time, everyone is allowed to look, and the students compare the pictures they have drawn to the actual scene which was being described to them.

<b>Color Creator</b>	
Eqt Needed:	Paper, colored pencils/watercolors, clipboards
Description:	Students are told that they are part of a color design team for a major paint manufacturer, and have been asked to come up with a new "Summer at St. John's" line of colors based on colors found in the environment around the St. John's campus. Each student is given colored pencils and paper and instructed to find a color in nature which they wish to try to replicate on paper. They will also need to give their color a creative name and when the group comes back together after 10-15 minutes, each student or pair of students will need to try and "market" their color to the rest of the group.

<b>Color in Plants</b>	
Eqt Needed:	
Description:	Discuss what causes different colors in plants. Have kids find or think of examples of the different plant color pigments

<b>Concentric Rings of Nature</b>	
Eqt Needed:	Find on the trails!
Description:	Take a rock or stone and toss it in some water. As the concentric rings spread out from where the stone entered the water, explain to the students that this is how animals are alerted of disturbances. The stone is the disturbance, and the rings indicate how animals close to the disturbance will alert others outside of the disturbance, which will make them alert others in the next ring and so on and so on...

<b>Earth Sculptors/Andy Goldsworthy Activity</b>	
Eqt Needed:	<b>Resource Cards</b>
Description:	The instructor shows examples of and/or explains what earthworks and environmental sculptures are. The major elements of design (shape, color, line, texture) are discussed briefly. From this point, the activity functions very much like shelter-building. Either as a whole, or in small groups, the students create their own earthworks from the materials nature provides. Show-and-tell, and explanations follow. Finally, Leave No Trace (LNT) is discussed, and the temporary exhibitions are dispersed back into the randomness from which they came.

<b>Fox Walk/Stalk the Goose</b>	
Eqt Needed:	Blindfolds
Description:	Teach the kids about silent walking, or “Fox Walking” (Native American term). Teach the kids to walk slowly, rolling from the ball of the foot, to the side, and only placing the heel down when the body is completely shifted weight to the stepping leg. After teaching kids how to fox walk, have the kids try to silently stalk a chosen “goose”. Blindfold one of the students (the goose), and have the other kids (the Foxes) try to silently stalk the student. If the goose hears a noise s/he is to point at the direction from which the



	noise came. If a fox is pointed at, that fox is out of the game. This continues until all of the foxes are eliminated, or a fox can tag the goose.
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<b>How Do They See Nature?</b>	
Eqt Needed:	Resource Cards
Description:	Give each student 1-2 of the “How do they see nature” cards found in the prop manual. Ask them how the person on their card would “see” nature. What they will realize is that everyone has different ways of seeing the same thing. This is a good introduction to the lesson because kids can see that there are more ways to observe nature than just with your eyes (hearing, smelling, imagination, etc.)

<b>Hug a Tree</b>	
Eqt Needed:	Blindfolds
Description:	Pair up the students. Have one blindfolded student be led through the woods by the non-blindfolded student and choose a tree. The blindfolded student will then use their remaining senses to “get to know” the tree. The blindfolded student is then walked back out to the trail and un-blindfolded. Then the student must find the tree that s/he was taken to.  Make sure to switch blindfolded partners

<b>Nature Bingo</b>	
Eqt Needed:	Resource Cards
Description:	Before you head into the woods, hand out nature O&A bingo cards (from props manual). Some of the squares are sounds, so everyone needs to be silent. Give them 5-10 minutes to get BINGO. You can stop when someone gets a line, or make the goal to fill a whole card. You can also make this activity more in-depth by having the kids record a description of each square they fill in.

<b>One Square Foot of Land</b>	
Eqt Needed:	Resource Cards

Description:	Give each of the students a small (1' X 1') piece of land, and have them observe what is going on in the small area. Have them really get close to the ground and try to find out something interesting about that plot of land. This gets the students to focus in on the smaller parts of the world, especially the part that they walk on every day, but rarely think about.
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<b>Panorama</b>	
Eqt Needed:	Paper, colored pencils, clipboards
Description:	The students are told that they are going to attempt to make the fastest panorama ever. Clipboards or another hard surface are laid out on the ground in a circle. There should be one for every student. Each student is given a few colored pencils and told to stand by a board facing out of the circle. When the instructor says "go!" the students have 30 seconds to begin the scene in front of them. No talking is allowed. The students should be told that they can draw, use symbols, write descriptive words, or do a combination of everything. After 30 seconds, without pausing, the students rotate one board over, and so on until they have come full circle.

<b>Papermaking with Plant Inclusions</b>	
Eqt Needed:	
Description:	Kids will go on an excursion to collect plant materials which they wish to include in handmade paper. The instructor will encourage them to look closely, helping to identify the things they collect. After collecting, everyone will return to the nature center and commence papermaking.  Online Resource available <a href="#">here</a> .

<b>Pet Rock</b>	
Eqt Needed:	Find on the trail!
Description:	Have each student find a small rock and tell them that this is their pet rock for the period. Let them name their rock. Have them explore the rock with all of their senses (this can be led by you or not). Have them feel the rock in their hands. Have them smell the rock. Have them hold the rock up to the light and examine the way it looks in the light, in the shadows, every dent and bump on the rock. Have them hit it against another rock or a tree to see what it sounds like. Have them hold onto the rocks for the entire lesson.

	At the end of the lesson, collect all of the rocks and throw them into a pile and see if the kids can find their own rock (this last part only works if the rocks are all similar in size, so keep an eye on rocks that the kids select.)
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<b>Picture Frames</b>	
Eqt Needed:	
Description:	Show kids how to make “picture frames” with their hands (index fingers and thumbs in “L’s” together). Out on the trail, have them close one eye and look through their picture frames to find scenes they like. Tell them to “zoom” in and out by moving their hands nearer or farther from their faces.

<b>Unnatural Trail</b>	
Eqt Needed:	Man made materials
Description:	Take the kids to one of the trails on campus and have them attempt to observe and pick out all of the “man-made” objects hidden along the trail (this needs to be staged prior to your group starting the activity).

<b>Same Old Thing</b>	
Eqt Needed:	
Description:	Have each student pick out a certain object in the woods. It should be small, like a flower, a fern, a smallish rock. Have the students look at their object and name some features of it. Then, ask the students to look at the object from a different point of view, perhaps from underneath it, or down close. Find out if the students' perceptions have changed once they have looked at it a different way.

<b>Treasure Hunt</b>	
Eqt Needed:	<b>Resource Cards</b>
Description:	Give each of the students a card which indicates three nature items that they must find. Tell the students that they are in charge of finding what is on their card, and that they must look for it until either they have found all of the items or the lesson is over. When they have found something that is on

	their card, have them yell out a special code word or phrase to let the group know that they have found one of their items.
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<b>Solo Walk</b>	
Eqt Needed:	Resource Cards
Description:	This activity could be run a few different ways. You could have members of the group walk a trail solo and make personal observations at the end of the walk. You could also supply group members with resource cards, asking them to find the item on the card. Either way, this is a reflective experience and the group can come together at the end to share. This should only be done with high functioning groups

<b>Sound Map</b>	
Eqt Needed:	Paper, pencils, clipboards
Description:	Have the students spread themselves out among a quiet patch of woods. Give them all a piece of paper and a pencil. In the center of the paper, they should draw an “X” or something that represents themselves. As they sit quietly for 5 minutes, they should try to identify the noises that they hear around them, and draw or write them on their map with relevance to where the sound is coming from.

<b>Symmetry Activity</b>	
Eqt Needed:	Resource Cards
Description:	Discuss radial and bilateral symmetry. Divide the group into pairs. Have partners take turns making mirror images of each other, pretending they are a single bilateral organism. Bring the group back together. Have the whole group pretend they are a single radial organism which must exhibit radial symmetry. Then, have kids try to find examples of each type of symmetry in nature.

<b>Track Stories/Forest Detectives</b>	
Eqt Needed:	Resource Cards
Description:	Have the kids use the track story cards to determine what happened on the card. Once they have figured it out, have them spread out and find other

	<p>“stories” that might have happened in the immediate area. Look for disturbances (tracks, broken branches, rubbings, fur, scratches, holes dug into the earth, etc.) Have each group or pair come up with a presentation, or for fun, have them act out what they think happened.</p>
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<b>Blindfold Walk</b>	
Eqt Needed:	Long rope, blindfolds
Description:	Once blindfolded, have participants walk along in a line always keeping one hand on the rope. The group needs to be very quiet as they complete this activity, as they need to use their remaining senses as they try to identify where on campus you have taken them too. Never cross Summer or Spring Streets with blindfolded participants.

<b>Coyote Walk</b>	
Eqt Needed:	None
Description:	Have the kids walk up a small section of trail one at a time and then stop. The walk shouldn't take more than a minute. Tell them to note some things that they see. Then, when everyone has gone, have them walk back to where they were, only this time walking one-tenth of the speed that they did. See if they can find more on the return trip. Explain that when people are clomping through the woods at the speed of light, they will miss much more than when they are walking slowly. This is a good introduction to the Fox Walk/Stalk the Goose activity.

<b>Elements of Design Walk</b>	
Eqt Needed:	Resource Cards
Description:	The instructor has a set of cards with various shapes, lines, and textures on them. These might include a zig-zag, a spiral, parallel lines, a bunch of dots, squiggly things, concentric circles, etc... Once the group is on a trail, the instructor shows the group a card, and instructs the students (either in small groups or as individuals) to find something (nearby) in nature that is reminiscent of that color, shape, line, or texture. A good time limit for each card is 1-3 minutes. Once everyone has their object, it's show-and-tell time. Continue along the trail this way, using the different cards. This can be a sort of “tag” as well, like tree I.D. tag.

<b>Hand and Lead Lines</b>	
Eqt Needed:	Washable marker
Description:	Take a marker and trace a “crease line” on each student’s palm. Then, as you walk, have the students try to find a vein on a leaf or some other part of nature that has a matching design or pattern

<b>Human Camera</b>	
Eqt Needed:	
Description:	A Partner activity. Partners take turns being the “Camera” and the “Photographer”. The photographer leads the camera (whose eyes are closed) by the shoulders to a scene/object she thinks is interesting. She tells the camera what kind of lens she’d like to use (wide angle, zoom, close-up, panoramic, etc.) Once the camera is in place, the photographer taps the camera once on the shoulder which signals him to open his eyes. After 2 seconds she taps him twice on the shoulder, signaling him to close his eyes. After a designated number of “shots” (maybe 5 or so) the camera and photographer switch roles.

<b>Nature Paint Samples</b>	
Eqt Needed:	Paint Samples
Description:	Similar to shapes walk, except the instructor has a handful of paint chip color-match things (procured from the local home depot or whatnot) which he hands out to the students. The students are instructed to find their color somewhere in the natural landscape. Show and tell.

<b>Incredible Journey</b>	
Eqt Needed:	Water cubes, paper, writing utensils
Description:	(full activity explanation found in Project Learning Tree or Project Wet) First discuss the water cycle. Then see if kids can identify the nine main wetland/ water areas (LAKE, OCEAN, RIVER, GROUNDWATER, CLOUDS, SOIL, ANIMALS, PLANTS, GLACIER). Students are assigned one of the nine water areas. They then draw a representation of this area and explain how water comes in and goes out. (Then give the corresponding water cube to each water area drawing and ask them to spread out).

	<p>Have the students then take a new piece of paper and number it 1-10. Students roll the cubes and go where the cube directs them, writing on their numbered paper each water area they visit, in order. A STAY means that the student writes that spot again and rolls the cube another time. Have students share the 'journey' they took as a 'water droplet'.</p> <p><i>Note:</i> After everyone has their 10 spots filled you can share and discuss how water is distributed on our planet, how much fresh water there is compared to salt water, etc.</p>
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<b>Pollution Tag</b>	
Eqt Needed:	
Description:	<p>Set up a play area with distinct finish and start lines. Choose one person to start as 'pollution' (the tagger). Divide the remainder of the group into three teams, stonefly, leech and scud. Because stoneflies are sensitive to pollution they can only move by crawling. Leeches are very tolerant so they move by walking. And scuds are somewhere in the middle with tolerance so they must hop on one foot. All teams start at one side together. When the pollution says go, all teams try to get across the play area, while pollution tries to tag as many people as they can. Those that are tagged must lay down or sit where they were tagged and become obstacles. Discussions about pollution and tolerance should follow.</p>

<b>Properties of Water</b>	
Eqt Needed:	
Description:	<p>This activity demonstrates how water molecules act when at different temperatures.</p> <p>Each student replicates a water molecule; hands are out in a "V" in front of them. Hands are hydrogen atoms, bodies are oxygen, which creates an H<sub>2</sub>O molecule. Establish boundaries for a body of water, it should be a small space. As water molecules students will move around the area until you call 'freeze!'. Test out the actions of three different temperatures. Warm water = students walk fast in the area while avoiding touching each other (should be little space left in body of water that doesn't have part of a person in it). Water @ 39°F (when water is it's most dense) = walk slow trying to get as close as possible to touching each other without doing so (a bit more space around the edges of the body of water. Below 32°F (ice crystals form) = form crystals by each student attaching their hands to the backs of two other</p>

	people, forming several chains (there should be lots of space left around them in the body of water, ice being a solid).
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<b>Alfa Wolf</b>	
Eqt Needed:	
Description:	Send out an Alfa Wolf. The group's objective is to howl in order to find the Alfa wolf. The Alfa wolf howls back to the pack so that they can find him/her. If the Alfa wolf hears any human noises, hears howls from areas other than the pack, or lone wolf howls, they will not respond.

<b>Animal Cocktail</b>	
Eqt Needed:	Animal Cards from Resource Box
Description:	Either tape the cards to the participants' backs or have them put it to their foreheads. The participants can ask yes/ no questions to the rest of the group to try and figure out what they are.

<b>Bat and Moth</b>	
Eqt Needed:	Blindfold
Description:	Have group form a circle. Pick a bat and a moth to go into the circle. Blindfold the Bat. The object is for the bat to catch the moth by using echolocation. Every time the bat says, "bat" the moth replies with, "moth". If either the bat or the moth come close to leaving the area the person nearest calls out " <i>Habitat!</i> ". Everyone else remains very quite and marks off the boundaries. Once the moth has been tagged, new bats and moths can be chosen. To make the activity more exciting, vary the size of the habitat and the numbers of bats and moths.

<b>Camouflage</b>	
Eqt Needed:	Wooded Trail/Area
Description:	The object is to get participants to think about how and why animals camouflage themselves.



	<p>The facilitator (the prey) yells, “CAMOUFLAGE!!” and counts to 20 with his/ her eyes shut. Participants (predators) run and hide. They may only go so far as they can still see the prey, or whatever boundaries you set and they must have one bit of themselves showing (a foot, bit of a sleeve, knee, etc). When done counting, the prey opens his/her eyes and sees whom they can spot. (They must stay in one spot rather than walk around and look for folks). Once the prey has spotted everyone they can see (who should then come out of hiding and return), they yell again “1, 2, 3 CAMOUFLAGE!!!” and count to 15. The predators try to find a new spot closer to the prey. The prey once again names those they can see and yells one last time, “1, 2, 3 CAMOUFLAGE!”. All of the predators must then attempt to be the first to touch the prey.</p> <p><i>Note:</i> Multiple rounds can be carried out. Be clear about safety perimeters, boundaries.</p>
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<b>Deer Eats</b>	
Eqt Needed:	
Description:	Have kids listen to the things around them. Then have them cup their hands behind their ears like a deer ear or an owl ear. They will be able to hear better. Discuss.

<b>x</b>	
Eqt Needed:	Egg cartons with adjectives
Description:	(Object is to recognize objects in nature) Have the students go off in pairs and find things that match the word in the egg carton spot. Have them return and share with the group what they found.

## Forest Ecology

<b>Bark or Leaf Rubbings</b>	
Eqt Needed:	Paper, crayons
Description:	Using crayons and paper rub an impression of the leaf or bark... IDEA: try getting a leaf in one color and the bark overlapping in another color!?

<b>Chef Chlorophyll</b>	
Eqt Needed:	Variety of props
Description:	This takes a lot of imaginary props. Have every student get out their super fun chef's hat and invent their best chef accent. They are all in chef school to become "Chef Chlorophyll!", because chlorophyll works so hard for trees and plants making food for them. Have each chef pull out a mixing bowl and put it in the sunlight. After that, they need to add the key ingredients: dirt, water and then breathe out to add CO <sub>2</sub> . They then stir for a while - and - viola - chlorophyll (food)!

<b>Envelope Making</b>	
Eqt Needed:	Magazines, glue, pencils, coloring materials, creativity!
Description:	Using magazines, templates, and glue; make envelopes...can have students then later write letters to themselves and mail it to them from here.

<b>Forest Senses Walk</b>	
Eqt Needed:	<b>Resource Cards</b>
Description:	<p>Silent walk doing actions listed on the cards. Cards can include:</p> <ul style="list-style-type: none"> <li>* Find something that smells good.</li> <li>* Pretend you are an animal...Move like that animal to the next card!</li> <li>* Lay down and look up.</li> <li>* Listen to the many sounds of the forest...What do you hear?</li> <li>* Can you find a nice home for an animal?</li> <li>* Touch a few things around you... Notice the textures.</li> <li>* Pretend to stalk the next card.</li> <li>* Try to put your arms around this tree... Can your hands touch?</li> <li>* Find a tree that is the same age as you.</li> </ul>

<b>Guided Imagery</b> (for preparing a group to respect the forest)	
Eqt Needed:	<b>Resource Cards</b>
Description:	Prepare a story that will guide students to their own homes, rooms and have something happen, something big get broken. Have kids sit or stand in a circle with eyes closed...take them, verbally, on a journey about caring for the forest. "Visitors to your home."

	This activity is great for setting expectations.
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<b>Log Book</b>	
Eqt Needed:	None
Description:	Roll over a log and see what you find underneath...why do those creatures live under there? Be sure to replace the log.

<b>Summer Journal</b>	
Eqt Needed:	Journal/Notebook
Description:	Counselors are encouraged to keep a nature journal where they can note down things that their group found. These can be shared with groups, and added to, through the summer. For example, if you see a hawk flying you could make a note of the date/time, and then see if the hawk comes back through the summer. At the end of the year we would collect all of these and record observations in our own campus journal.

<b>Pass An Object</b>	
Eqt Needed:	Blindfold, natural objects
Description:	Blindfold the group and place a different natural object in front of each. They have 20 seconds to get to know that object, by feel, before passing it to the next person. Using a determined time limit for each person to feel each objects (10 sec., etc.), pass the objects around the circle. Once the objects have gone around the complete circle place them in the center and add a few extra objects for extra challenge. Have everyone find the object they started with from the center.

<b>Plant &amp; Tree Identification</b>	
Eqt Needed:	Dichotomous Key
Description:	This activity requires the use of a dichotomous key. Can include discussion of deciduous and coniferous trees. Should identify several common trees. Can then play Tree Tag, where you call out a type of tree and everyone must tag it!

<b>Professor Hike</b>	
Eqt Needed:	Resource Cards
Description:	One at a time students are taught about one thing in the forest (exp. hemlock, fern, etc.). They then teach each other student one at a time until everyone has taught everyone and learned from everyone.

<b>Pyramid of Life</b>	
Eqt Needed:	
Description:	<p>This activity is best done with a couple groups together so you have enough characters. This activity demonstrates a food chain, the pyramid formed by various consumers and the concentration of pollutants at the top of the food pyramid, called Bioaccumulation.</p> <ul style="list-style-type: none"> <li>● Have each person think of an animal or a plant.</li> <li>● Have each person line up in rows as follows: <ul style="list-style-type: none"> <li>○ First Row - plants</li> <li>○ Second row - herbivores</li> <li>○ Third row - Carnivores that eat herbivores only</li> <li>○ Fourth row - Carnivores that eat only carnivores</li> </ul> </li> <li>● Discussion can bring out the fact that in order for each row of consumers to survive, there needs to be more individuals in the lower rows than at the top, so all have enough to eat.</li> <li>● To emphasize pesticide concentration at the top of the food pyramid, give each person a colored stick or other object. Then as the herbivores eat the plants, they acquire their colored sticks or pesticide molecules. The carnivores eat the herbivores and so on until the carnivores at the top of the food chain has acquired all of the pesticides.</li> </ul>

<b>Race for the Sun</b>	
Eqt Needed:	
Description:	<p>Students are trying to create a plant that can reach the sun for the best sunlight. This activity is best if played with two - three instructor groups. Pick 2 people to be plant roots. Have each root stand a certain distance from the sun. You also need 2-3 runners, to be chlorophyll, one person per plant root. The remaining students are divided into three categories:</p> <ul style="list-style-type: none"> <li>● Water/H<sub>2</sub>O (they chant H-2- O, water, water, water, motion: hula hands)</li> </ul>

	<ul style="list-style-type: none"> <li>● Carbon Dioxide (they chant C - O - 2, motion: making giant letters w/arms)</li> <li>● Dirt (they chant D - DI - D-I-R-T - DIRT, WHEW, motion: fingers pointing down, like disco-switching hands each letter/word).</li> </ul> <p>The instructor is the Sun at one end of the area, and the two or more roots are put at a distance from the sun. The category/element groups are placed near the sun end. When the sun is shining (instructor has arms raised up toward group) the runner can choose any category and take one person. They then must run around the stem and the element attaches to the stem by joining hands. When the sun is shining the stem and elements stretch toward it, when the instructor/sun lowers arms the elements must wrap around the stem, like a plant would at night. While the sun is shining the runner continues to get elements and bring them to the stem. In order for them to attach they must run around the stem and then in and out/under the connected arms of the attached elements. The runner must freeze anytime the sun is not shining. The first connected group of elements to reach the sun wins. Instructors can act as beetles and “eat” through plants (break arms apart).</p>
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<b>Nature Scavenger Hunt</b>	
Eqt Needed:	Resource Cards
Description:	Have students pair off or hunt for clues then share with the whole group.

<b>Tree Cookies</b>	
Eqt Needed:	Paper plates, pencils
Description:	<p>Create a drawing of a tree’s rings based on a story read to the group. Story could include years that include the following situations:</p> <ul style="list-style-type: none"> <li>● Drought</li> <li>● Insect attacks</li> <li>● Fire</li> <li>● Adequate water supply</li> <li>● Limbs breaking off - (don’t forget the bark!!)</li> </ul> <p>Example of story: “A seed lands in the forest...it lands beneath the shade of large pine trees...in its first five years it doesn’t get much sunlight...so it grows slowly. The next year the pine tree next to the little tree blows down and so for the next five years the tree grows quickly...etc.” (Activity from Project Learning Tree).</p>

<b>Magic Bag</b>	
Eqt Needed:	
Description:	

<b>x</b>	
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## Wildlife Ecology