

# Grades 1-2



**Duration:** 2-3 hours  
(half-day field trip)

## BC PARKS THEME:

*Conservation*

## BC PARKS EDUCATION BOOKLET:

*Connecting with Place (Ages 6-8)*

## Planning a BC Parks class field trip?

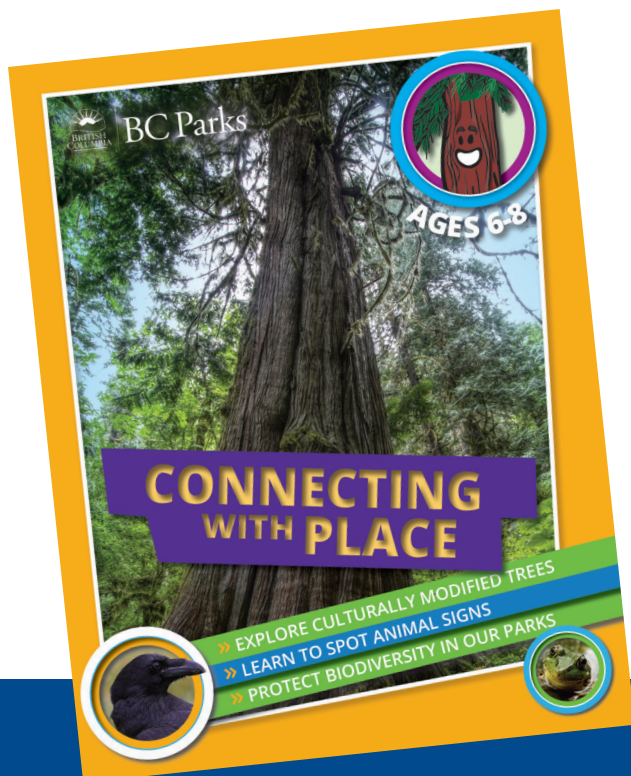
Enrich your students' experience with this half-day field trip itinerary. It outlines curriculum-linked activities you can do with the free BC Parks *Connecting with Place (Ages 6-8)* Education Booklet, designed to complement your planning for a field trip to a BC Parks. These booklets are available in BC parks and protected areas.\*

Embrace the role of a co-learner alongside your students, and let inquiry lead the way to deep connection through immersive experiences.

The itinerary should take you **2-3 hours** to complete, great for a half-day field trip!

## PREPARING FOR THE PARK

- Start a class conversation about appropriate behaviours when visiting the park: *How can students show respect for cultural artifacts, important animal habitats, and other special features within the park?*
- Take a moment to learn or learn more about the traditional territory of the park you will be visiting by using a website such as Nativeland.ca. (Please note: This website is not affiliated with BC Parks.) Use the information you find as a starting point for a meaningful land acknowledgement with your class during your visit to the park.
- Review the field-trip guide below, preparing or gathering any materials you may need, and prompting your class with any relevant content in advance.
- Consider downloading the **iNaturalist** app or the **Seek** app by iNaturalist to use with your class in the park.
  - After signing up for a free account on **iNaturalist**, the class can work together to contribute to citizen science. It uses artificial intelligence (AI) technology to help identify species. Observations on iNaturalist in BC Parks build a deeper understanding of what parks are protecting and can inform management decisions.
  - Using the same technology, the **Seek** app is a digital field guide that can help you and your class identify plants and animals in the park without requiring an account.



\*Consider calling ahead to the Park Operator to ensure enough copies of the BC Parks Booklets are available for your class, or print your own set on the BC Parks website.

## IN THE PARK



### Guiding Question

How do living things interact with and adapt to their environment in order to survive?

### Opening Circle

Gather together in a circle. Take a couple deep breaths as a group, noticing the land and surroundings. What can you hear? What do you see? Invite students to share their ideas about ways in which living things interact with their environment, how creatures and plants adapt or change to suit the places they live, etc.

### Acknowledgement

Material: Booklets

Time required: 5-10 minutes

Take a moment as a class to recognize the traditional territory on which you are learning today. **Consider completing booklet pages 4-5 together.**

## CONTINUING IN THE OUTDOOR CLASSROOM



### As a class: Learn more with “Seek” by iNaturalist

As mentioned in the booklet *Sensing the World Around Us*, the Seek app by iNaturalist is a great way to continue the learning begun in the park. It can help you ID the diverse species spotted as a class while in the park. By capturing photos and sightings of plants, mammals, insects, amphibians, birds, etc. spotted in the park with the Seek app, students can become better observers. Maybe this is practice for one day becoming a citizen scientist!

### For teachers: Learn more with iNaturalist

Consider exploring the citizen science iNaturalist app to catalogue biodiversity spotted in the parks as a class. (Please note: iNaturalist can only be used by students aged 12+, or with adult permission.) This could be interesting to introduce to the class, explaining how iNaturalist observations help researchers develop a deeper understanding of what parks are protecting and can inform management decisions to sustain these protected areas for generations to come.

## ACTIVITY:

# Camouflage

**Curriculum Connection | SCIENCE**

Living things have features and behaviours that help them survive in their environment

MATERIAL(S): BANDANA (OPTIONAL)  
TIME REQUIRED: 15-20 MINUTES

**Extensions**

The seeker can also draw the animals out in a few ways:

- Yelling “Food and Water”, the seeker keeps their eyes closed and counts down from 15. All animals must run back to the seeker for “food and water”, give the seeker a high-five, and then run to a hiding spot before the seeker reaches 0.
- Yelling “Animal Noises”, all hiding animals must make their best animal noise from their hiding spots.

1. Gather in a circle, and identify any hazards to be aware of in the area. This will become the place to regroup. Introduce the game and invite students to share what they know about the concept of camouflage. Explain that the goal of this game is to be the last animal discovered by the seeker, and that all animals must be able to see the seeker from where they choose to hide.
2. One person (the seeker) stands at the centre of the starting circle. They can only move by pivoting on the spot.
3. The seeker yells “Camouflage”, closes their eyes (or puts on a blindfold) and begins counting down from 20. All the other participants (the animals) run to find a hiding spot where they can still see the seeker.
4. When the seeker reaches “0”, they open their eyes and start looking for the animals in the forest, pivoting on the spot. Animals can be identified by saying their name (e.g. “I see Taylor”), or by identifying where and how they are seen (e.g. “Blue shirt behind this big pine tree”).
5. Continue until all the animals have been found.

## BOOKLET ACTIVITY:

**Wildlife Detectives** (p. 8-9)

MATERIAL(S): BOOKLETS, PENCILS  
TIME REQUIRED: 15-30 MINUTES

**Curriculum Connection | SCIENCE**

Living things have features and behaviours that help them survive in their environment - behavioural adaptations of animals in the local environment

**Curriculum Connection | ART**

Engagement in the arts creates opportunities for inquiry through purposeful play

1. Gather together in a circle. Share ideas and strategies that helped students stay hidden during the game of camouflage.
2. Explain that they are now going to become *wildlife detectives*, searching for signs of animals that live in or have passed through the park!
3. **Work through pages 8-9 of the booklet as a class**, using the checklist of animal “clues”, and filling in the activities.

ACTIVITY:

# What's My Track

**Curriculum Connection | SCIENCE**

Living things have features and behaviours that help them survive in their environment - classification of living and non-living things

MATERIAL(S): LONG STICK  
(TO DRAW TRACKS)  
TIME REQUIRED: 10-15 MINUTES



1. Describe the following four animal movement patterns. This movement is also known as an animal's 'gait' (*This is also described on p. 11 of the Connecting with Place booklet.*)


Pacing	Move on all fours with right foot and right hand landing at the same time; left foot and left hand landing at the same time
Diagonal Walking	Move on all fours with right foot and left hand landing at the same time; left foot and right hand landing at the same time
Bounding	Move on all fours in a jump, with hands landing in front of feet
Gallop	Move on all fours with feet landing in front of hands

2. Brainstorm animals who demonstrate these gaits:  
 Pacing: Bear, Porcupine, Beaver, Raccoon, Muskrat, Skunk  
 Diagonal Walking: Coyote, Fox, Human, Dog, Cat, Deer  
 Bounding: Weasel, Otter  
 Galloping: Squirrel, Hare, Rabbit
3. With students, demonstrate each gait style through body movement. Invite students to practice their own gaits and animal movements. Use prompts such as "Pace like a bear/porcupine; hop like a hare; walk like a fox; bound like a weasel."
4. In the dirt/sand/mud/snow, draw examples of these gait patterns one at a time. See if students can guess which kind of gait pattern is shown.

**Extension**

With adequate space, conditions, and the appropriate group, this can be made into a gait race or relay. Consider not just a race to the finish but an opportunity for "Best gait" or "Best animal noise".



**BOOKLET ACTIVITY:****Sit Spots** (p. 14)

MATERIAL(S): BOOKLETS, PENCILS

TIME REQUIRED: 10+ MINUTES

**Curriculum Connection | PHYS & HEALTH ED**

Good health comprises physical, mental, and emotional well-being

1. Near the end of the field trip, gather together in a circle. Explain that each student is going to choose their own special spot, within sight/earshot, and take a focused moment on their own. **Guide students through the steps in the booklet (p. 14)** before they wander off. Decide together on a call/signal you will use to call them back when time is up.
2. Invite students to walk to a spot of their choice, find a comfortable seat, and start their focused moment.
3. Give students time to **record their observations in the booklet** while in their sit spots.
4. When the group is ready, give the call/signal and gather back together for the Closing Circle.

**Closing Circle**

Gather together in a circle. Encourage students to share their favourite moments from the day in the park, and something they noticed in being on the land together. Share something noticed during sit spots.

**Reflection Questions** 

- What was the first thing you noticed in your sit spot? What was the last thing you remember from your sit spot time?
- What do you think you would notice if you sat in the same spot every day?
- What kinds of interactions did you see between living things in the park?
- What kinds of adaptations did you notice in the living things in the park?
- How can humans use our understanding of these interactions and adaptations to care for the land?

**Assessment Opportunity:**

- Can students identify different ways in which animals adapt to their environment? (Give examples of camouflage, different animal home designs, etc?)
- Are students able to give examples of different animal gaits, and explain how two or more animals move differently?
- Can students distinguish between different animal tracks?