

Grade Six

Topic Living Environment

Title Survival Friedenswald
Outwit, Outlast, Outplay

Standards

- 6.3.16** Explain that human activities, such as reducing, the amount of forest cover, increasing the amount and variety of chemicals released into the atmosphere, and farming intensively, have changed the capacity of the environment to support some life forms.
- 6.4.1** Explain that one of the most general distinctions among organisms is between green plants, which use sunlight to make their own food , and animals, which consume energy-rich foods.
- 6.4.8** Explain that in all environments, such as fresh water, marine, forest, desert, grasslands, mountain, and others, organisms with similar needs may compete with one another for resources, including food, space, water, air, and shelter. Note that in any environment, the growth and survival of organisms depend on the physical conditions.
- 6.4.9** Recognize and explain that two types of organisms may interact in a competitive or cooperative relationship, such as producer*/consumer*, predator*/prey*, or parasite*/host.
- 6.4.10** Describe how life on Earth depends on energy from the sun.

Objectives:

1. To foster wonder, joy and delight in the natural world through direct experience in the out of doors.
2. To provide hands-on learning experiences which familiarize students with natural communities and to encourage children to explore these communities.
3. To promote wise use and care of our natural resources.
4. To develop the skills needed to live in harmony with the environment, family, classmates, and neighbors.
5. To demonstrate the relationships within and between the natural and human realms, and to demonstrate our dependence on the environment for food, water, shelter, etc.
6. To increase awareness of the environment as evidenced by participating in the game.
7. To increase appreciation of the struggle of animals to survive in nature as evidenced by playing the part of a particular animal.
8. To learn about different survival techniques as evidenced by describing three survival strategies.
9. To learn what is required to survive as evidenced by listing the elements needed.

Materials:

- Storage and data board
 - Shower rings with life tags-marked with animal's name; one set per player; rings hung on data board.
 - 12 tags required by each herbivore except deer and moose
 - 4 tags required by every other animal
- Empty shower rings
 - Six food and three water stations, each with different color of crayon.
- Food and water cards-blank cards
- Armbands- color coded for various animal types
 - Herbivores (small)-white
 - Herbivores (large))-multi
 - Omnivores – blue
 - Carnivores-red
 - Disease and Elements -yellow
- Easel, white board and markers.
- Large map of playing area.

Procedure:

Students will take on the roles of animals in their struggle for survival and come to a **new** understanding of the impact of human activities on the natural world during this exciting simulation game. (6th grade will attend Camp Friedenswald Outdoor Ed. session in Michigan.)

Created by:

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