

Animal & Human Winter Activities

The students in my classroom have emotional and behavioral disabilities that affect their ability to work together and often affects their ability to make healthy choices, and this project introduced them to a new health activity. The students learned to work as a team and to depend on each other. They also learned a great deal about the eco-systems of southeastern Vermont and winter survival.

Curriculum/State Standard

3.5 Students will learn to work as a cooperative team.

7.11 Students analyze and understand living and non-living systems as collections of interrelated parts and interconnected systems.

Overview

This project included four student-based skills, the ability to work as a team, learning about Southern Vermont eco-systems and animal tracks, winter survival skills, and learning to snowshoe. The activities in this project took place both in the classroom and outside.

Objectives

- The students will learn to work as a cooperative team.
- The students will understand the winter eco-systems of Southeastern Vermont.
- The students will learn to identify a variety of animal tracks.
- The students will learn about fitness and how it effects survival of both humans and animals.
- The students will learn and participate in a healthy outside winter activity.

Materials

Books and information on the area's eco-systems and wild life; snowshoes for both students and staff

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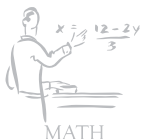
GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

On-Going

MONTHS

\$792

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

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“Animal & Human Winter Activities” project continued...

Readiness Activity

Students participated in three main readiness activities.

1. Students learned about fitness and winter survival in health class.
2. Students learned about local eco-systems and native animal tracks in science class.
3. Students learned teamwork skills by doing team activities with the guidance counselor and learned to generalize the skills they learned.

Strategies/Activities

Students learned teamwork skills, fitness and winter survival skills, and about local eco-systems and native animals during December, January, February, and March. These units were all teacher designed by the staff.

Because of a lack of snow, the class was not able to start snowshoeing until late February or early March. Students started very slowly, first learning to put on the snowshoes, and then practicing in the school yard before going into the woods on brief trips and reporting what they saw.

After a full day snowshoe trip, students wrote a report on what they had done and the animal tracks they had seen and identified. The final reports include graphs of the animal tracks they saw and those they could identify and those they could not.

Culminating Activity

Because of a lack of snow, we scheduled our culminating activity to be at The Farm and Wilderness Camp, in Plymouth, VT, where they had more snow and where there was an increased likelihood of seeing animal tracks. Students spent a day snowshoeing and identifying any animal tracks they found. We were led on this trip by camp staff who added to students' learning by discussing the interaction of local animals with specific species of trees.

Students spent the week after the trip writing and illustrating their final reports, and writing thank you notes to the staff of The Farm and Wilderness Camp.

Evaluation

Students were evaluated on their daily class participation, their behavior on the culminating trip, and their final reports.