

Move Your Rump

Adaptations

Played like Fruit Basket Upset. Stand in a circle with one person in the middle. Each person should pick an animal that they would like to be (local animals encouraged). Share chosen animals with the group to minimize cheating. The middle calls out one of the lines below. Whoever has that adaptation moves to a different spot in the circle. The last to find a spot is now the middle person. Have everyone be an animal and throw in nature themes (you can give each participant a card):

- o Move your rump if your animal has fur
- o Move your rump if your animal has big teeth
- o Move your rump if your animal is smaller than a dollar bill
- o Move your rump if your animal can fly
- o Move your rump if your animal has wings
- Etc.



Adaptation Tag

Adaptations

Make a large rectangular playing field. Send one half of the group to one end, the other to the opposite end. Pick 1-2 people to be “it”. “It” stands in the middle of the field. Instruct each person to think of an animal they would like to be (local animals encouraged). To minimize cheating make them tell you their animal. The “it” person calls out an adaptation. If the animals have that adaptation they should run/fly/hop/etc. to the other side of the playing field (kids are running both ways... crazy!) If they get tagged they are also “it” and should stand where they were tagged to try and tag others; they cannot move besides their arms.

Adaptation ideas:

- | | | |
|---------------|---|------------------------------|
| ✦ Have fur | * Have scales, slimy skin, feathers, etc... | * Walks on four feet |
| ✦ Sharp claws | * Camouflaged | * Has six legs |
| ✦ Large teeth | * Webbed feet | * No legs |
| ✦ Swims | * Has wings | * Has eyes (good ending one) |

Possibilities are endless..... !



Shrinking Habitat

Habitat loss/biodiversity

Everyone represents an animal/plant. Allow the kids to pick something and share with the group. They all stand on the tarp which represents a natural area. Does everyone fit? Now have everyone get off. A developer comes in and builds ____ (let group pick something). Now fold the tarp so it's smaller. Now does everyone fit? Off again.

Developer builds _____. Fold tarp so it's even smaller. Does everyone fit? Keep going..... What happens as habitats shrink? There is not enough room for animals/plants – they die or move to other locations. You can also go into how for some animals moving is not an easy option: turtles, mice, worms, etc. Some animals face hazardous barriers such as roads to cross or rivers to get around.

(may want to start with a no pushing/kicking/biting/sitting/hair pulling/touching/poking rule)

- When it starts to get tight you can choose a few kids to move to “Wisconsin” and leave the tarp
- They can also choose to leave on their own but must still pay attention to what is happening



Decomposer Tag

Food web/ decomposers

Set up a playing field ahead of time. All the students should line up on one end of the playing field. Choose one person to be the “tree destroyer” (Asian bark beetle or Dutch elm disease). This person is “it” in the middle of the field. All the other kids are trees that will run back and forth. (Even though trees can’t run!). Play begins when the beetle says go. If the beetle tags a tree the tree becomes a snag because it has been killed. The snag can try to get other kids but cannot move. A snag is a standing, dead tree.

After two rounds a decomposer comes into play (slug or centipede).

The slug cannot be tagged by the beetle but can free snags by tagging them so they are decomposed and become sprouts. These trees are free to run again.



The slug must walk heel to toe because they are slow.

A centipede is three kids with their hand on each other shoulders walking around.

Play a few rounds to illustrate how decomposers help trees.

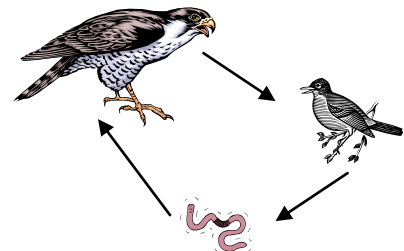
Predator, Prey, Decomposer

(Giants, Wizards, Elves)

Predator/prey

Participants are split into two opposing groups each with its own starting line. These two groups will meet in the middle, slightly out of arms reach of one another, and pretend (as an entire group) to be a predator, prey, or decomposer. (establish an action/sound for each of these as a large group before play begins). Predators take Prey, Prey take Decomposers, Decomposers take Predators. If the winner tags a loser then they join the winner’s team.

Ex: Hawks eat Robins, Robins eat worms, worms “eat” or breakdown predators when they are dead



*This is like a large scale paper rock scissors game.

Variations: Mosquito, fish, mink or fisherman

Predator/Prey Circle

Predator/prey

Have the group sit in a circle. Choose one person to be the Prey Protector. This person should sit in the middle of the circle with their legs crossed. They should also be blindfolded. Place an object in their lap. They cannot hold the raccoon but they can place their hands six inches above. While everyone else is sitting quietly in the circle point to one person to be the predator (coyote, fox...). The predator should sneak up to the prey protector and try to snatch the raccoon without getting caught (tagged) by the Prey Protector. Switch roles with the rest of the group. Everyone must be quiet as they are trees in the forest.



Fox Hunts Squirrel

Predator/prey

Your group will be divided into trees, squirrels, and foxes. The trees should set-up first. Two people become a tree by standing face to face and holding hands with arms raised over their heads. Next, the squirrels find a tree to stand underneath. If a squirrel has no home he goes to another squirrels home and taps them on the shoulder. That squirrel must leave his home out the other side of the tree and find a new home. (You want 2-3 less trees than squirrels). After a minute, send in the foxes. The foxes should tag the squirrels. Tagged squirrels sit out. After a few squirrels are gone remove some of the trees. Play until a few squirrels remain. Play again and switch roles so kids are not trees the whole time.

Forest Chaos

Animal sounds

Instruct group to spread out and then freeze. Go around to each player whispering an animal in their ear. On “go” they should make their noise as loud as possible and move to find their match. Once they’ve found their match they should be quiet and stand still. You may want to start by listing all the animals and providing an example of their sound.

Animals to use:

- | | |
|------------------------------|-----------------------------------|
| ✦ Frogs – ribbit | Bluejay – Jay, Jay, Jay |
| ✦ Coyote- howl | Chickadee – chick-a-dee, dee, dee |
| ✦ Bee – Bzzz | Owl – Hoot |
| ✦ Chipmunk: chip, chip, chip | Mouse: squeak, squeak |



This is easier if you can write down pairs of the above sounds and hand each person a card with their animal and the noise to make.

Hawk Predator Game

Predator/prey

Divide the group into opposing teams of 4-5 people each.. Each team should make a line out from a central point (looks like wheel spoke from above). At the end of each line there should be an item to grab (stuffed animal, ball, etc.) The last person in each line is blindfolded. Each line holds hands to connect the first person with the last. These lines are hawks. A dice is tossed at the center of the spoke.



If the dice rolls to a prey animal (rabbit, fish, mouse, frog) of a hawk the first person squeezes the seconds hand and so on until the last blindfolded person feels the squeeze. They then grab the object. Whichever groups gets their object first wins. If the dice roles to a dangerous animal to eat (snake) hands should not be squeezed. For the next round the first person moves to the back and everyone moves up. Continue

so everyone gets a chance to be in front and back.

Oh Deer! (Project Wild)

Animal needs

Divide the group into two equal groups. Set-up a playing field about 10-20 yards in length. Half of the children are deer and line up at one end of the playing field. The other half will be habitat components; Food, water, and shelter, at the other end of the field. Have each side turn around so they are not facing each other and display a symbol: food (arms on stomach), water (arms on mouth), shelter (hands above head), or space (arms up and out). They should show the symbol and not change it until the next round. *The deer are picking one of those things because they need it, the habitat components are choosing something to represent.* After “Oh Deer” is said everyone turns around and the deer run to get a matching habitat component and bring their match to the other side. These habitat components become deer and the game continues; anyone not getting a matching symbol dies but may reenter as a baby in a good year. Record the number of deer at the beginning and end of each round. After several rounds discuss what happened and the needs of the deer.



Channel Variations

To make *Channels* have a nature theme try the following variations:

- **Food chain:** Each tube represents a part of the food chain, when one is missing, energy (marble) cannot flow properly through the system
- **Migration:** The marble represents a monarch butterfly, bat, or bird that migrates. It needs a proper and easy route to follow to make the trip. It also needs to come back (go backwards) in the spring.
- **Water drop:** Each tube represents a place where water would go such as a lake, pond, river, ocean, cloud, ground, animal, or plant. The marble is the water drop traveling through the water cycle to all of these places.
- **Animals:** The marble represents an animal trying to make it to its home. A bee to the hive, beaver to the lodge, etc.
- **Trees:** The marble is a drop of sap making its way up from the roots to the leaves so they can begin to grow in the spring.
- Endless possibilities!!

Bat and Moth

Adaptations

Form a circle with the students. Explain that bats use something called “echolocation” to find their prey. Everyone in the circle represents a tree in the forest. Trees cannot talk or move. Choose one person to be the bat and one to be the moth. They stand in the middle of the circle. The bat should be blindfolded. When the bat says “bat” the moth must say “moth”. The bat’s goal is to tag the moth by listening to the sounds. Give them as much time as you’d like. Change roles so other trees get a chance to be a bat or moth.

