

## GLOBAL SKILLS

Learning to learn/self-awareness and self-direction

## INITIATIVES & INTEGRATED LEARNING

[Foundations for a Healthy School](#)

[Eco Schools](#)

[Social Emotional Learning Skills](#)

[A. STEM Skills & Connections](#)

## MATERIALS

Paper

Pencil

Chart Paper

# GUIDED HIKE

Primary (Grade 1-3) Level

## ACTIVITY DESCRIPTION

Take your class on an educational hiking adventure at Blue Mountain! Your knowledgeable guide will walk students through the highlights and history of the region. Students will enjoy breathtaking views and plenty of opportunities to capture amazing photos along the way. Duration 1.5 hours

## CURRICULUM CONNECTIONS

[Science & Technology 2022](#)



Ontario  
Curriculum



### **B. Life Systems; Needs and Characteristics of Living Things**

**B1. Relating Science and Technology to Our Changing World:** assess the importance of a healthy environment for living and non-living things, and the responsibilities of humans in contributing to a healthy environment.

**B2. Exploring and Understanding Concepts:** demonstrate an understanding of the basic needs and characteristics of living things, including humans.

### **E. Earth and Space Systems; Daily and Seasonal Changes**

**E1. Relating Science and Technology to Our Changing World:** assess the impact of daily and seasonal changes on living things, including humans.

**E2. Exploring and Understanding Concepts:** demonstrate an understanding of daily and seasonal changes and of how living things respond to those changes.

### BEFORE YOU GO

#### Learning Goal

Students learn to apply their knowledge about living things, such as plants, in a inquiry-focused walk.

#### Minds On Activity:

- As a class, brainstorm words that describe how objects in nature feel to the touch. Have students create and record a list with a partner (e.g. bumpy, rough, smooth, hot, cold).
- Tell students that they will be going on a guided walk outside in their school community. Have students predict the things they will see that match the textures from their brainstorming activity.

#### Action Activity

- Take the class on a guided walk outside in your school community. Remind students that there are textures everywhere.
- Have students observe objects and their textures during the walk. When you return, ask students to circle the matching adjectives they listed in the Minds On Activity.
- Guiding questions:
  - *What textures did you find outside on our guided walk outside?*
  - *Which textures were pleasing, surprising, unusual? Can you think of another category for your textures?*

### WHILE YOU ARE THERE

#### At Blue Mountain Resort

Students will participate in a guided hike to explore the natural wonders of the Niagara Escarpment. Ask students to make careful observations of the textures and objects they see while on the hike..

### ONCE YOU GET BACK

#### Consolidation Activity

- Create a chart with 3 columns labelled: **I see/feel, I think and I wonder.**
- Ask students to think about the textures that they explored on their school guided walk.
- **I see:**
  - *What textures did you see and/or feel during on the hiking trail at BMR?*
  - *Which textures did you like looking and/or feeling during the hike?*
- **I think:**
  - *What do you think these textures will look/feel like when the seasons change?*
  - *What creatures (animals, insects) do you think travel on the same hiking trail as you did?*
- **I wonder:**
  - *What are you wondering about after this trip?*
  - *How does the air, sun and water impact the living things and trail that you visited?*
  - *How do humans impact the living things around us?*