Smells like Trouble in Great Slave Lake



# Topic

* Ecology and Animals

# Objective

* Help students make connections between human actions, animals, and the environment.
* Get them up and moving, and listening carefully to the story.

## Environmental Education Activity

# Age/Grade Range

* Age 5-12

# Group Size

* In pairs or small groups
* Up to 30 students

# Time

* Prep time: 30 minutes
* Set-up: 5-10 minutes
* Activity: 1 hr
* Time modifications available

# Materials

* Trouble in Great Slave Lake Story Handout
* Costumes (optional)

# Set Up

1. Try to clear a large space where students will be able to gather in a large horseshoe formation and move around with the actions of the story.

# Delivery Tips

* By switching up the “characters” (animals and plants) you can easily focus the story on a specific theme or species. In this way the activity can be paired with many different ecology and animals activities.
* This version of the activity has been tried with kids as young as 5 and it worked pretty well. The age group that got the most into it was between 7 and 12.
* For a group of really little kids (aged 3-5) the story can still work, however it’s best not to divide them into groups, and just do the actions for all the characters and have them copy after you.

# Activity Directions

1. Gather round in a circle and divide the class into 5 groups. Give each group a role, and you can get them to dress up if you have some costumes.
2. Explain the rules of the game. Each group will be assigned an action, which can be anything active, and they will have to listen carefully to the story to know when to do their action: “*When I say your name you do the action I tell you to. Let’s try it out. Black bear hop on one foot, moose do jumping jacks, etc*.”
3. This story was adapted from one that was originally put together by a Katimavik student. The way it can work is that you assign different groups of kids to the different parts. For example, if you have 20 kids, you can have 4 grasses, 4 moose, 4 black bears 4 ‘Lovely Family’ members and 4 ‘Stench family’ members.
4. The first 3 characters can easily be replaced by other animals/plants, depending on the theme of the session.
5. Then you read, or better yet- tell, the story and the kids have to listen for their characters in the story and do the actions that they are told. It works best if you are in somewhat of a circle so everyone can see all their fellow ‘actors’.
6. The groups will often need prompting from you for their actions.
7. It’s good to have a bit of a debrief after the story. Ask them what it was about and what we can learn from it about how human actions affect the animals and the environment. What kind of things can they do to help protect the water, land, and animals around them?

# Questions/Points of Discussion

* Has anyone been out on Great Slave Lake?
* What other kind of animals/ plants live in the lake or on the land around here?
* Why can plants and animals get sick if the lake or land are polluted?
* What are some things that pollute the lake?
* What do you think we can do to protect the lake and the land around it?

# Print Outs

* Trouble in Great Slave Lake Story