

# Gould Lake Outdoor Centre

## **KINDERGARTEN or GRADE 1**

[Primary Eco-Adventure](#) (Pond Study and Hike)

## **GRADE 2**

[Hide and Seek](#) (Growth & Changes in Animals and Mapping Activity)

## **GRADE 3**

[Soiling Your Plants](#) (Choose 2 of the following: Plants or Soils or Mapping Activity)

[Busy Beaver](#) (Beaver Activity and 1 of the following: Plants or Soils or Mapping Activity)

## **GRADE 4**

[Habitats Rock](#) (Rocks & Minerals and Species at Risk)

## **GRADE 5**

[Voyageur for a Day](#) (North Canoe and Visit our Voyageur Cabin)

[Avengers](#) (Structures & Fire Building and Team Building)

## **GRADE 6**

[No 'I' in Team](#) (North Canoe and Team Building)

[No 'I' in Pond](#) (Pond Classification and Team Building)

## **GRADE 7 or GRADE 8**

[Can-You-Canoe](#) (Introduction to Canoeing)

[Lost and Found](#) (Choose 2 of the following: Orienteering or GPS or Survival)

## **GRADE 8**

[Kayaking 101](#) (Kayak and Hike)

## **ALL GRADES**

[Cookout Adventure](#) (Hike, Cookout Lunch and Games)

## **SECONDARY SCHOOLS**

*Contact our office to see what program(s) would best suit your class.*

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***For split grade classes, the Gould Lake Outdoor Centre is able to mix and match parts of our grade-specific programs to suit your curricular needs.***

***For early fall and late spring, feel free to book in time for a swim. We have NLS lifeguards on staff that are happy to supervise. Don't forget to get administrative and parent permission for swimming as an activity.***

# PRIMARY PROGRAM OUTLINES

## Primary Eco-Adventure (Kindergarten and Grade 1 – Pond Study and Hike)

### **Minimum Supervision Requirements: Teacher + 2 Supervisors**

*Curriculum Reference: Characteristics and Needs of Living Things – Science and Technology*

*Curriculum Reference: Daily and Seasonal Cycles – Science and Technology*

This introductory program for primary students is highly adaptable and experience driven. Students will be introduced to pond ecology (including food webs and life cycles). Using scoopers, magnifying glasses and picture identification charts, students will scoop and identify creatures from our diverse pond ecosystem. Once we have studied our creatures, we will release the pond life back to their habitat. We will also hike in the wilderness of Gould Lake and get students focusing on the diverse environment that surrounds them. Our staff will choose elements of ecological interest and play games which are age and class appropriate.

**Resources:** [Pond Identification Sheet](#)

## Hide and Seek (Grade 2 – Growth & Changes in Animals and Mapping Activity)

### **Minimum Supervision Requirements: Teacher + 2 Supervisors**

*Curriculum Reference: Growth and Changes in Animals – Science and Technology*

*Curriculum Reference: Canada and World Connections – Social Studies*

This program will begin by focusing on growth and changes in creatures living in our pond. Students will scoop to learn the various locations, habitats and life cycles of our invertebrates. At our tepee, students will participate in our animal treasure hunt, which gets students using a map to locate clues. Using their clues, students must determine their animal. Students will also get an opportunity to be involved in a show and tell of animal furs and skulls and go for a hike focused on Gould Lake's animal habitats.

**Resources:** [Pond Identification Sheet](#)

## Soiling Your Plants (Grade 3 – Choose 2 of the following: Plants or Soils or Mapping)

### **Minimum Supervision Requirements: Teacher + 2 Supervisors**

*Curriculum Reference: Growth and Changes in Plants – Science and Technology*

*Curriculum Reference: Soils in the Environment – Science and Technology*

This curriculum driven program takes students on a hike of the Gould Lake Canadian Shield to identify and see how different features of plants help them to survive. Students will observe and investigate a wide variety of local plants, from trees to mosses in their natural environment. Students will also collect and study various Canadian Shield soils. Investigations will include: determining soil composition, permeability, appropriate use, organisms living within the soil, and the importance of soil within an ecosystem. There is also an optional mapping program where students will learn to draw maps and take part in an outside treasure hunt that is linked to the morning curriculum.

**Resources:** [How Soil Is Made](#), [Types of Soil](#), [Soils Worksheet](#), [Tree Identification](#), [Parts of a Flower](#), [Photosynthesis](#)

## Busy Beaver (Grade 3 – Beaver Activity and 1 of the following: Plants or Soils or Mapping Activity)

### **Minimum Supervision Requirements: Teacher + 2 Supervisors**

*Curriculum Reference: Growth and Changes in Plants – Science and Technology*

*Curriculum Reference: Soils in the Environment – Science and Technology*

*Curriculum Reference: Understanding Structure and Mechanisms: Strong & Stable Structures – Science and Technology*

Students will hike out to a designated location to learn about North America's largest rodent, the beaver. Students will have an opportunity to see a real beaver lodge and dam and hold real examples of beaver sticks, fur and teeth! The staff will discuss the multiple physical adaptations that allow beavers to function and survive in the wild. Students will then be introduced to a building activity which will require the students to work in small groups to build a model beaver dam in order to stop a flowing stream. The class will then hike back to the outdoor centre where, time pending, they will be introduced to a final group game, "Builders and Beavers". The second half of the day will include a portion of the Grade 3 "Soiling Your Plants" program.

**Resources:** [How Soil Is Made](#), [Types of Soil](#), [Soils Worksheet](#), [Tree Identification](#), [Parts of a Flower](#), [Photosynthesis](#)

# JUNIOR PROGRAM OUTLINES

## Habitats Rock (Grade 4 – Rocks & Minerals and Species at Risk)

**Minimum Supervision Requirements: Teacher + 1 Supervisor**

*Curriculum Reference: Habitats and Communities / Rocks, Minerals and Erosion– Science and Technology*

Our staff will lead the class on a hike to the various Gould Lake mines where students will have a chance to search for their own specimens to test and identify. They can classify the various minerals within the Canadian Shield, distinguish between rocks and minerals, and see evidence of the rock cycle in action. Students will also have the chance to take on the role of a *Species at Risk* (animal), or an *Enemy* (habitat loss, over harvester, pollution, climate change or invasive species) or the *Wildlife Officer* who tries to sway the ecosystem's balance in our *Species at Risk* game.

**Resources:** [Minerals of Gould Lake](#), [Worksheet \(blank\)](#), [Worksheet \(answers\)](#), [Owl Food Chain](#), [Species at Risk](#)

## The Avengers (Grade 5 – Structures & Fire Building and Team Building)

**Minimum Supervision Requirements: Teacher + 1 Supervisor**

*Curriculum Reference: Forces Acting on Structures and Mechanisms – Science and Technology*

For half of the day, students will focus on survival basics – fire and shelter. Students will learn how to make small shelters from the natural surroundings that are able to withstand direct forces. They will also learn primitive fire-making techniques such as flint and steel or bow and drill. The remainder of the day will be filled with a progression of initiative and group problem solving activities which require students to work together as a team and concentrate on group participation. We have a wide range of activities from very demanding group challenges to games of low organization.

**Resources:** [Fire Building](#)

## Voyageur For a Day (Grade 5 – North Canoe and Social Studies)

**Minimum Supervision Requirements: Teacher + 1 Supervisor (\*please see note below)**

**\*Due to capacity of our two North Canoes, we are only able to accommodate a field trip roster of 26 people (including students, teachers and supervisors) or less. If this is going to be an issue for your class, please contact our office.**

*Curriculum Reference: Social Studies*

This program has students learning about the life of the Voyageur. Students will learn to paddle our 24-foot North Canoes. They will paddle down Gould Lake to see if they can live up to the expectations of a Voyageur. At our Voyageur trading post, students will bake bannock on an open fire and play a game to introduce them to the concept of the fur trade. A practical and fun program that makes Canadian history come alive. **\*Due to paddling activity restrictions, this program would need to be modified for grade 4/5 classes. Please contact our office for more information.**

## No 'I' in Pond (Grade 6 – Pond Classification and Team Building)

**Minimum Supervision Requirements: Teacher + 1 Supervisor**

*Curriculum Reference: Diversity of Living Things – Science and Technology*

*Curriculum Reference: Health and Physical Education*

This program will provide an opportunity for students to go to a pond, scoop and identify creatures from the diverse pond ecosystem. This program will have a focus on the process of classification. The remainder of the day will be filled with a progression of initiative and group problem solving activities which require students to work together as a team and concentrate on group participation. We have a wide range of activities from very demanding group challenges to games of low organization.

**Resources:** [Pond Identification Sheet](#)

## No 'I' in Team (Grade 6 – North Canoe and Team Building)

**Minimum Supervision Requirements: Teacher + 1 Supervisor (\*please see note below)**

**\*Due to capacity of our two North Canoes, we are only able to accommodate a field trip roster of 26 people (including students, teachers and supervisors) or less. If this is going to be an issue for your class, please contact our office.**

*Curriculum Reference: Social Studies and Health and Physical Education*

This program focuses on your class working as a team. For part of the day, students will learn to paddle our 24-foot North Canoes, where paddling in unison is a must. We will paddle down Gould Lake to challenge their paddling abilities. The remainder of the day will be filled with a progression of initiative and group problem solving activities which require students to work together as a team and concentrate on group participation. We have a wide range of activities from very demanding group challenges to games of low organization.

# Intermediate Program Outlines

## Lost and Found (Grade 7 and Grade 8 – Choose 2 of the following: Orienteering or GPS or Survival)

### Minimum Supervision Requirements: Teacher

*Curriculum Reference: Social Science*

*Curriculum Reference: Interactions within Ecosystems – Science and Technology*

*The Orienteering Program:* Students learn orienteering fundamentals and enjoy the challenge of completing our various courses. Our courses range from beginner to advanced and our instructors can provide a program tailored to suit your class. Optional activities include map and compass use and team orienteering.

*The GPS Program:* Students will learn the basics of using a GPS receiver. They will work together in groups to learn how to navigate using a GPS unit by participating in a trivia course and then advancing their skills to navigate a wilderness course. The students enjoy learning the pros and cons of the technology behind GPS, and find it both interesting and challenging.

In the *Survival* game, after discussing how "real life" survival situations occur every minute of every day in nature (with no timeouts!), students will become carnivores, omnivores and herbivores dealing with disease, a poacher and fire. They simulate real life food web situations in our special "Survival Area" in this fun and energetic game.

## Can-You-Canoe (Grade 7 and Grade 8 – Introduction to Canoeing)

### Minimum Supervision Requirements: Teacher + 1 Supervisor

*Curriculum Reference: Health and Physical Education*

Upon arrival, our instructors will be fitting the students with PFDs and paddles, introducing canoe strokes, carries and canoe safety. Without further ado, students are taken onto the lake to practice their skills. Before noon, students collect their lunches and belongings and head out for a trip down the lake to a lunch spot. After lunch, they are able to continue the canoe trip to other parts of the lake, or they may play canoe games that are sure to please all students.

**\*If your students wish to swim during the day, please ensure you have included this on the student permission form. We have staff with the necessary certification so students can swim.**

## Kayaking 101 (Grade 8 – Kayak and Hike)

### Minimum Supervision Requirements: Teacher + 1 Supervisor

*Curriculum Reference: Health and Physical Education*

Our instructors will fit students with PFDs and paddles, introduce kayak strokes, carries and kayak safety. Half of the class is then taken onto the lake to practice skills, play games and paddle to the lunch spot. The other half of the class will go on a hike to the lunch spot. After lunch, the groups will switch and those who haven't kayaked will do so. The kayaks that students use are very stable and if students happen to tip over, safe exiting of the kayak is easy. No spray skirts are worn. Students must have sturdy footwear for the hiking portion of the day (no flip-flops please). It is recommended that students bring a change of dry clothes for the end of the day as the drips from their kayak paddle will get them wet.

**\*If your students wish to swim during the day, please ensure you have included this on the student permission form. We have staff with the necessary certification so students can swim.**

# Additional Program Outlines

## Cookout Adventure (All Grades)

### Minimum Supervision Requirements: Teacher

*Curriculum Reference: Health and Physical Education*

The schedule for the day begins with lessons on fire building, tracks and scat, and flora and fauna. This is followed by a quick snack and bathroom break before heading out on a hike. The hour-long hike will take us to a lunch spot where we will have a cookout lunch on open fires. The hike will be geared in length and difficulty to the age and ability of the group. The students will get a chance to build their own fires and prepare their meal in **small groups of 4-6 students** (each group should have an adult supervisor). After cleaning and packing up from lunch, we will hike back to the barn, and if time, we will play a variety of games which are age and grade appropriate.

**Resources:** [Fire Building](#), [Tracks 1](#), [Tracks 2](#), [Winter Adventure Package \(for cookout ideas\)](#)