

## **Kandalore Outdoor Education Centre: Post-Visit Program Resource**

After your visit to Kandalore, you can use the following suggestions to extend the Kandalore outdoor education experience back to the classroom, workplace, home, or organization.

### ***Journals (continued from Pre-Arrival resource)***

Encourage the students to continue writing in their journals; perhaps writing reflections on leadership or communication tools they learned while at Kandalore. Perhaps students will be inspired to write about the way they interpreted their team building skills or how they can transfer lessons back to the classroom, playground, or home. You may also want to collect the journals, returning them to students several weeks or months after the trip to revisit exciting memories, goals, or achievements.

### ***Sharing the Experience***

Some schools that visit Kandalore have been doing so for many years. The students in younger grades look forward to the trip for many years, hearing stories from older siblings and friends. Older students could prepare speeches, performances, or presentations for the younger classrooms, highlighting components of their experience at Kandalore.

One major focus at Kandalore is to encourage a passion for the outdoors. Participants are introduced to a variety of activities that may not be readily accessible in your home town. However, there are many games the students play at camp that can be easily adapted for your school gym, playground or community centre. Help establish a time for students to teach these games to younger students or encourage this interacting during recess. Several leaders of a classroom group could lead a Physical Education class for other students in the school incorporating Kandalore games and activities.

If there are organizations that run outdoor activities for students in your area, you may want to identify these organizations to your students.

### ***Learning and Sharing about Kandalore's geographic Area and Wildlife (continued from Pre-Arrival resource)***

Have the students create posters or large display boards for the classroom or hallways to share their knowledge about Kandalore's site and wildlife. Students could use research they have collected prior to the trip as well as any knowledge or experience obtained during their camp adventures. Encourage students to use photographs or sketches from their trip to support their research, findings, and presentations. These posters and display boards can excite the students from younger grades who may be looking forward to their school trip to camp in upcoming years.

### ***Inclusiveness and Communication Skills***

The Group Period at Kandalore is designed to meet the needs of every activity group and to promote and develop soft skills like communication, teamwork, leadership, cooperation, and acceptance of others. These skills are certainly important components of a positive classroom environment. The following list identifies games and strategies

we use at Kandalore that may be useful and easily transferable to your classroom or community, encouraging communication, teamwork, and cooperation within the group:

- Counting Concentration – in groups of 6-10, ask students to count from 1-10 with their eyes closed. Each student must say at least one number, and if two people speak at the same time, they must restart.
- Hello, I'm Listening – This is to be a type of dialogue between partners, best used when people are having trouble listening to one another.
  - *Speaker*: “Hello”
  - *Listener*: “I’m Listening”
  - *Speaker*: “.... One participant will tell the story of their night, recess period, personal experience, etc.....” (this description must be uninterrupted)
  - *Listener*: “I heard you”
  - Then the pair switches roles of speaker and listener
- Rope Tangle (you will need 5 or 6 different coloured ropes/strings for this activity). Tie each rope end to end to make several circles of rope. With the last piece of rope, link together all of the other rope and tie the ends of this final rope together. You should have a pile of different coloured ropes, attached together by one rope. Spread the ropes out on the ground and ask small groups of students to come to a consensus as to which rope is holding the others together.
- Blind Art – This task is an excellent way to begin a conversation regarding communication skills. Ask one participant to draw (or sculpt) a design. When the designer is finished, ask them to describe the design to the other group members for them to draw/sculpt. The designer may not say exactly what the objects in the design are but rather describe their shapes. A sun for example could be described as a circle with four lines sticking out of it, pointing to the north, south, east and west.
- 5 minute interviews – Ask students to interview someone in the group that they got to know a little better while on their trip at Kandalore. Participants can present their findings to the rest of the group in a variety of ways including verbal presentations, skits, interpretive dances, or in rhyming phrases.

### ***Favourite Kandalore Games for your Gym Class or Recess Periods***

- Gaga ball – Create an enclosed area with benches lying on their sides as walls. The object of the game is to be the last person remaining in the game. Players attempt to hit a ball along the ground trying to eliminate the other players by hitting them below the knees with the ball. There are several ways in which you can be eliminated
  - 1) if you are touched below the knees at ANY time with the ball
  - 2) if you hit the ball and it goes out of bounds without hitting anyone below the knees on the way
  - 3) if you touch the ball two times in a row (including a block and hit)When there are two players remaining, they may ‘dribble’ the ball (touching it more than once at a time)
- Catch the Camper - The point of the game is for the two teams to bring all their pieces of paper from their full bucket to their empty bucket, which are placed on the opposite sides of a playing field. The staff and teachers will be placed in the middle of the playing area with boffers (pool noodles). When the staff hits one of the players

the player must then surrender their piece of paper and go back to get another piece. The staff will then place the paper back into the team's full bucket.

On each side of the playing area there should be a full bucket and an empty bucket for each team. The first team to fill their empty bucket and empty their full bucket wins.

- **Kunken**- The object of this game is for the offensive team to kick over a boot / pylon and return to their starting line without being tagged by someone on the defensive team. Divide the group in half and have them line up facing each other along designated lines. One team will be offensive (O), the other defensive (X). The teams should be about 20 meters apart, with the boot (b)/pylon roughly 2 meters in front of the defensive team line (see diagram).
  - If a defensive team member leaves their line at any time, they are committed to tagging an offensive player before that player returns past their line, or they are out.
  - If two defensive players leave the line and tag only one offensive player, one of the defensive players is out.
  - If an offensive player is tagged in the playing area, they are out.
  - If an offensive player manages to knock over the boot, all offensive players must return to the line without being tagged to have a successful point scored.
  - Teams switch sides when: 1) a point is scored by successfully kicking over the boot and returning to the line; 2) all of the offensive players have been tagged out – this is a point for defense; 3) all of the defensive players are out (remember if the defensive player leaves the line at any time and does not tag anyone, they are out) – this is a point for the offense

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|---|---|--|---|---|
| X |   |  | O |   |
| X | b |  |   | O |
| X |   |  | O |   |

### ***Suggestions on Debriefing your trip***

When you arrive at Kandalore, the Kandalore staff will be eager to ask teachers what they would like the students to get out of their outdoor education experience. Answers to this question vary and include such things as a fun experience, developing new friendships, experiencing new things, communicating with others, group dynamics, leadership and communication skills, and getting to know each other a little better. The Kandalore staff will work hard to cater each visit to meet the goals of the supervisors. Once the trip is over and the students have returned to the classroom, you may find it beneficial to debrief your trip using some of the following methods.

#### ***1. Group Discussion***

Encourage and direct group discussions with the students. Ask them to reflect upon the skills they developed at camp and discuss ways that these skills can be incorporated into their daily lives. For example, Marc realized that he is a natural leader and that his

fellow students listened to him with respect. Perhaps this quality would be useful on the playground with Marc choosing to act as a mediator between arguing friends.

## 2. *Photos and Videos*

Use the students' photos and any of your own to generate conversations on group dynamics. Discuss the photo of the Inuit Blanket Toss and how group was challenged as a team in order for the activity to succeed. Where else in their lives do the students come across similar situations? Perhaps there is a photo of the waterfront. How important is it to these students to preserve their natural environment and what can they do to ensure that Canada's natural spaces are preserved?

## 3. *Letters to self*

Have the students open the letters they wrote to themselves before the trip outlining their goals and expectations. Did they meet or surpass their goals? Why or why not? Allow students to share their letters in groups or in front of the class.

## 4. *Roses, thorns and roots*

Ask each student to describe one thing they really enjoyed about the trip (rose), one thing they didn't like or would change (thorn) and one idea/moment/memory/skill that will stick with them now that the trip is over (root). This exercise can be very useful for supervisors who organize the Kandalore trip. If there is a general lack of interest in a Kandalore activity, the program can be adapted the following year to better suit your group

## 5. *Giving advice*

Have each student to write down one or more pieces of advice that they would give a new student coming to camp. Each piece of advice is then placed in a hat or bowl which is then passed around the classroom. One at a time, each student picks out a response and reads it allowed to the group. This activity allows the students to write about their experience and their thoughts without having to directly share them with the whole group. Discussions about fears, favorite activities, cooperation and participation can stem from this activity as well.