



# Survivor Island

Here is an activity to be done during **Week 3** of the 2019 *Health Challenge (Défi Santé 2019)*, which is themed **Let's play outside!**. The goal of this game is to work as a team to survive a crash on a desert island through fun activities.



## Age group:

Multiage. More difficult variations are offered for the 2<sup>nd</sup> and 3<sup>rd</sup> cycles.

## Required material:

- Posters for stations (see following pages)
- Bibs or scarves to identify team members
- 10 balls (tennis or other) by team
- 1 fabric storage bag (reusable bag) per team, to keep balls in
- 2 tennis or badminton rackets per team
- Bean bags, sticks (Cosom hockey or other), scarves or balls, etc. (for the S.O.S. station)
- Benches, cones, baskets or empty milk crates, etc. (for the obstacles of the coconut picking station)
- 1 target or tape to make one on the wall
- 2 strings approximately 20 feet (6 meters) long

## Skills

### Aspect of the overall skills developed by the student:

- Affective
- Cognitive
- Moral
- Psychomotor
- Social

### Educative intent:

At the end of this activity, the student will have collaborated to overcome the challenges.

### Professional expertise put forward by this activity:

- Planning and organization of activities for children and groups of children
- Planning predominantly socioaffective activities

# Survivor Island

## Approach

### 1. Prepare the survival stations

- There are 4 different survival stations, and each team will perform the challenges of each station (see the description of the stations below).
- You can use the posters of the following pages to identify the stations.

### 2. Create the teams

- Ideally, the group of students should be divided into a maximum of 4 equal teams (maximum of 6 to 8 students per team).
- The members of each team may be provided with an identical scarf or bib.
- Give each team a storage bag containing 10 coconuts (10 balls).

### 3. Play the game

- Explain to the students that their plane has just crashed on a desert island and that they must try to survive as a team.
- Each team is placed at a different station and has 5 minutes to complete the challenge of the survival station. The teams then move to the next station, and so on until each team has visited each station.
- There are no points to score: the game is one of cooperation.

- Ask some questions on the activity at the end: Was it difficult? Which station was the most difficult? How did you work as a team?

### 4. Tell us about your experience

Don't forget to take a picture of the activity and send it to [info@defisante.ca](mailto:info@defisante.ca)!



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Être bien, actif.

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SURVIVAL  
STATION  
NO. 1

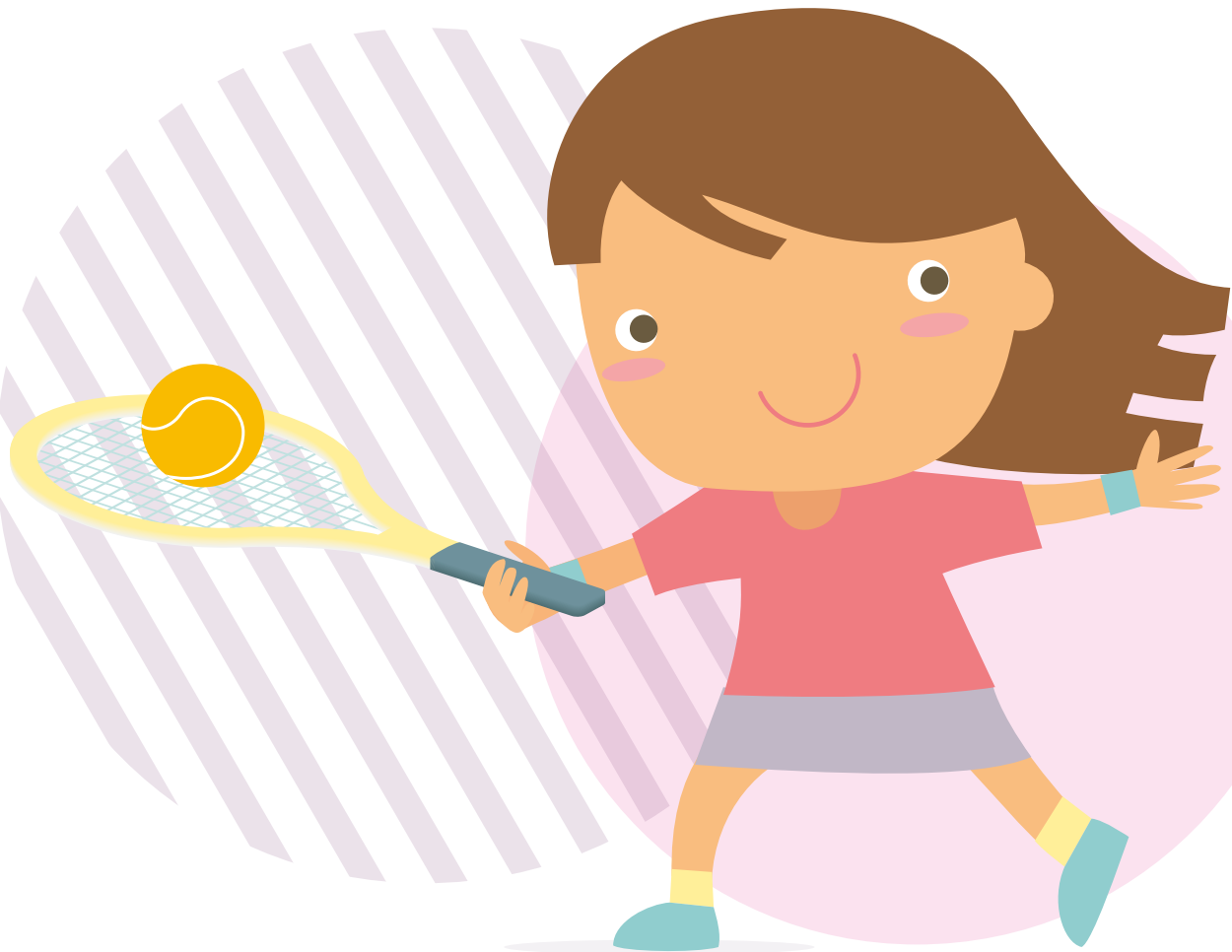
S.O.S



Using equipment (bean bags, cosom hockey sticks, scarves or balls, etc.), students spell out SOS so the rescue plane can see them.

**ALL THE CYCLES DO THE SAME ACTIVITY.**

# PICKING COCONUTS



## CYCLE 1

- Using a tennis or badminton racket, taking turns, students carry a coconut (ball) from line A to line B (about a 20-metre distance) walking backwards.
- Students have to move as many coconuts as possible in 5 minutes.

## CYCLES 2 AND 3

- Using a tennis or badminton racket, taking turns, students carry a coconut (ball) from line A to line B (about a 20-metre distance) by crossing obstacles in the forest (created using benches, cones, baskets or milk crates, etc.).
- Students have to move as many coconuts as possible in 5 minutes.

# WAKING UP THE ANIMALS



## CYCLE 1

- Students have to wake up the animals by throwing coconuts (balls) through the doorway of the animals' house (target on the wall made using tape).
- The students throw with their dominant hand (hand they write with) to wake up as many animals as possible.

## CYCLES 2 AND 3

- Students have to wake up the animals by throwing coconuts (balls) through the doorway of the animals' house (target on the wall made using tape).
- The students throw with their non-dominant hand (the hand they don't write with) and try to wake up as many animals as possible.
- The target can be smaller for older students or the distance can be increased between the target and the students.

The teams have to count the number of animals they wake up (target hit). They can throw every coconut more than once.

# CROSSING THE SUSPENSION BRIDGE



- A rope is tied between two posts or two trees, or two students take turns holding it at a height of about 1 metre (4 feet). Another rope is placed on the floor, just beneath the other one.
- Taking turns, the students cross the suspension bridge by walking on the bottom rope and holding on to the top rope. They carry one coconut at a time in their bag to the other side of the bridge.

**ALL THE CYCLES DO THE SAME ACTIVITY.**