

Brightwater Predator-Prey Game

PLAYERS

Prey:

Snowshoe Hare
Grouse
Mouse
Mule Deer
Richardson Ground Squirrel
Porcupine
Sparrow
Vole

Predator:

Coyote
Skunk
Raccoon
Great Horned Owl

Other Players:

Disease/ Fire
Human
Nature

Habitat Stations – food and water stations

Time for game: app one hour (allow debrief time)

EQUIPMENT/ MATERIAL FOR GAME

- Life tokens for each player on curtain ring & Zip loc bag for collecting food and water
- Eight Habitat stations (plate with coloured crayon attached)
- Two Habitat **water token** stations for **Nature** to set up (contains 40 frozen juice lids)
- Costumes or props for each of the players ;-)

RULES OF THE GAME:

Predators, Disease/Fire and Human catch as many of the **Prey** as possible. **Prey** visit habitat stations for food and water and try to avoid predators. Lives are collected on the metal rings. **Nature** can grant new lives to predator and prey. **Habitat stations** meet basic needs of animals – food and water.

Animals	Lives	Need to Survive	Dangers
Herbivore	4	2 water & 4 different food station crayon marks on life sheet	Omnivore, Carnivores and Disease/Fire
Omnivore	4	2 water & 6 food (life sheet and or animals)	Carnivores and Disease/Fire
Carnivore	2	2 water & 8 food (2 life sheets and 6 animals)	Disease/Fire

- Two **water** stations will be set up by **Nature** for all animals to visit.
- **Herbivore** head out first. Each herbivore species will set up a habitat station. Must be visible. Ensure crayon is attached to cord.
- **Herbivore** and **omnivore** try to survive by marking life sheet with crayon at each habitat station. **Omnivore** can collect prey or food tokens as food.

- Owl and coyote can catch all the other prey, except only owls eat skunks and only coyote catches deer.
- **Disease/ Fire and Human** can kill any of the **animals**. **Lose one token.**
- Another **Predator** cannot stand by a **Prey** who's giving up a card. A tagged Prey has 30 seconds to get away before being chased again by a **Predator**. No tagging the same prey consecutively.
- Options: 1) Once player loses all life cards, decompose in designated area. OR 2) Once a player has lost all of the cards, the player can visit **Nature** (teacher) and try to obtain a few more life cards by doing the following:
 - Explain why their species is important to the natural balance of the food chain and forest life. Or sing a song or recite a poem about nature

GAME NOTES

Stress to students that they must think and act like the animals they are role-playing. Would they likely flee and hide or pursue?

Have some signal (sound) so all players know when the game is over (camp bell).

It is important to establish safe boundaries for play as well as safe choices. No entering creek trail, fenced areas by cabins, behind buildings, inside buildings or climbing trees or playground equipment. Walk boundaries with students so they are clear (or else habitat station might be hidden outside boundary!). Parents can act as boundary checkers (or cars if boundary limits seem to be unclear).

Clean up: Collect habitat stations, ensure crayon is still intact and useable; gather and re-sort all animal tokens and replace on display chart; restore water containers, Inventory all props and costumes. Launder cloth or freeze (antlers, ears). Store.

DEBRIEFING THE GAME

What strategies were successful? Unsuccessful? Possible journal reflection.

How does this game compare to research students did about the specific animal?

What did you like best about the game?

If you play this game again, how will you play it differently?

What else do you want to know about predator-prey relationships?