

NAME OF THE ACTIVITY: Omnivore tag

GRADE LEVEL: Grades 3-7

RUN TIME: Initially to explain background, rules and play will take 15 minutes or more and background and rules do not have to be done together although correlating the rules with real life application to the background is advised. Subsequent games and options can be done in 5 minute increments.

EQUIPMENT NEEDED: Organism cards, copy of food web, hula hoop

HIGHLIGHTS: Omnivores, predator, prey, listening, safety in large group running

OBJECT OF THE GAME: Don't get caught (eaten)

VOCABULARY: Omnivore, herbivore, consumer, producer, prey, predator

SET UP: Designate playing area. Omnivore stands in hula hoop. Designate ½ the players as plants and ½ as animals. An easy way is anyone wearing green or brown is a plant.

PRIOR TO THE GAME EXPLAIN TO PLAYERS:

- 1) Explain the food chain and what organism eats what organism. Explain omnivore eat both plants and animals.

INSTRUCTIONS:

OMNIVORE TAG One person is the "omnivore" and stands in the hula hoop. The other players form a line facing the omnivore. Plants and animals should be interspersed. The omnivore says "I'm hungry". The other players say "Whatcha hungry for?" Omnivore replies with either plants or animals. The chosen group then runs around a selected area (to the backstop and back for example). with the omnivore giving chase.

If the omnivore catches a meal, the meal becomes the omnivore and game proceeds. If all the organisms being chased make it back to line successfully, the omnivore begins the process again

OPTIONAL PLAYING EXTENTIONS:

- A. If a member of the opposite group moves more than one step, they are out (promotes listening and not jumping the gun)
- B. Require animals to take a specific organism and move like that organism (snakes slither, rabbits and grasshoppers hop, birds "fly". Plants become apples (that roll) or clover (that can't move)
- C. Secretly designate one player as the human hunter. If the omnivore tags the hunter, the omnivore "dies".

DISCUSSION EXTENTIONS:

After trying option B: Who has the advantage and why? How does being a producer handicap the organism? (some can't move)

After trying C: How does having humans in the game affect the omnivore?

Allow students to add new rules or options to the game based on their research of organisms. Allow them to form a hypothesis of how this rule/option will affect the play of the game, then run several trials to see if their hypothesis was correct. Make a real life application of the scenario they created.