

# Resource Game



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**Activity Name: Resource Game**

**Ages: Grade 3 - 12**

**Activity Energy: Medium**

**Length of time: 30 minutes**

**Number of Participants: 2 – 30**

**Indoor/Outdoor: Outdoor**

**Concept:** This is a scavenger hunt for local resources where participants search for things that will help them survive in the wild. This game pairs well with a conversation about local first nations resource use.

**Materials Required:** none

**Introduction:**

Imagine a time when there were no grocery stores or pharmacies - what would you do to survive? How would you use natural resources to sustain life?

This activity is a thought experiment that encourages students to situate themselves as a part of the local ecology. Thinking about what it would take to sustain life using only the natural materials and resources that surround us provides a conceptual framework for the interdependence of ecological systems. This experiential approach allows participants to see just how venerable they would be if key resources are unavailable and encourages a connection between their imagined experience and the reality of beings that depend directly on their surrounding ecology to survive.

This activity also highlights the reliance we have on industrial scale systems to provide the necessities of life. First nations all over the globe use local resources to help them prosper. This activity can serve to demonstrate the incredible wealth of local knowledge and the necessity of social organization that is required to live successfully in a non-industrial or small-scale society.

**Methods:**

- Bring participants to an area that is resource rich and discuss what they may need to survive here (fire, water, shelter, food). 5 minutes
- Lay out an area with clear boundaries where the search can take place and allow them to look over the area.
- During their search, have them choose an object to discuss with the group. If the object is alive, such as a plant, ask them let it remain where it is but note its location. If the object is not alive, such as a shell, ask them to bring it back to the group.
- Go around the circle and have each participant say what their object is and how it would help us survive. Optional: have the entire group tour the live objects that people found and discuss them at each location.
- Add known first nations uses of each object to the discussion.

**Tips for Teachers:**

- Use an area that is resource rich so there will be multiple options.
- When repetitive items and uses appear ask the group if they could think of anything else what the item could be used for. For example if the repetitive item is a stick for fire then you could ask what tools can made from this stick? Add information as necessary to keep the discussion interesting. If the stick is a species that was commonly used like western red cedar add some additional points about how it can be used for medicine, totem poles, housing, canoes and woven into hats, clothing and mats.

**Background facts and information:**

- First nations people have been on the land that is now considered Canada for +10,000 years.
- Coastal people were very reliant on the sea for transport and most of their food.
- Plants of coastal British Columbia by Pojar and Mackinnon (1994) is an excellent book for first nations use of plants.