

INITIATIVES & INTEGRATED LEARNING

- Environmental Education
- Foundations for a Healthy School
- Social Emotional Learning Skills

MATERIALS

- Chart paper
- Markers

ACTIVITY NAME:

I LIKE TO MOVE IT!

LEAD UP TO:

Cross Country Skiing

DIVISION:

Junior Division

CURRICULUM CONNECTIONS



Ontario
Curriculum



Health & Physical Education

A1. apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade

B1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives

B2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living

D1. demonstrate an understanding of factors that contribute to healthy development

D3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being

BEFORE YOU GO

Learning Goal

- Students will learn about the importance of balancing physical activity, sleep, and sedentary behaviour throughout their day, and how it contributes to their overall well-being.

Minds On Activity:

- According to the [Canadian 24-Hour Movement Guidelines for the Children and Youth \(5-17 years\)](#), “research strongly shows the need for a new movement paradigm that emphasizes the integration of all movement behaviours occurring over a whole day, shifting the focus from the individual components to emphasize the whole. The new guidelines encourage Children and Youth to ‘Sweat, Step, Sleep and Sit’ the right amounts for a healthy 24 hours.”
- To learn more, reference the Canadian 24- Hour Movement Guidelines.
- Lead the class in a group discussion to co-create tips and tricks students can apply in order to lead a healthy 24 hours each day:
 - SWEAT - Moderate to vigorous physical activity. Student response examples:
 - I can play active games and sports during recess time.
 - I can play at the school playground with my friends.
 - I can ask my school if they can organize intramurals during recess times so that my friends and I can have more opportunities to move and play.
 - STEP - Light physical activity. Student response examples:
 - I can find an active way to travel to school such as walking or wheeling.
 - I can ask my family or a trusted adult to go outside and explore my neighborhood.
 - If I've been sitting for a long time, I can ask the educator if the class can participate in a movement break.
 - SLEEP – Sample student responses:
 - I can follow a routine in the evening and go to bed at a reasonable time to ensure I have enough sleep.
 - When I am feeling tired, I should take the time to recognize my body cues so that I can make time to rest.
 - SEDENTARY BEHAVIOUR – Sample student responses:
 - I can use technology when it is meaningful such as helping me in learning more about a topic in my science class.
 - I can limit my time watching TV and/or playing video games.

Action Activity

- As a class, create a list of physical activities and/or sports using chart paper and markers. Ensure the list has a variety of activity/sport types including indoor and outdoor, with equipment and without, those that can be done in different seasons, etc. Example student responses:
 - Tag games
 - Basketball and wheelchair basketball
 - Skiing
 - Snowshoeing
 - Cross Country Skiing
 - Snowboarding
 - Badminton
 - Swimming
 - Figure skating
 - Hockey
 - Biking
 - Walking or running
 - Skateboarding
 - Horseback riding
 - Rock climbing
- Lead the class in a group discussion about the value of participating in a variety of physical activities. Example teacher prompts:
 - Which activities have you tried that you enjoyed? Describe what made it fun.
 - Which activities have you tried that you didn't enjoy? What made it challenging?
 - Which activities interest you? Which activities don't interest you? Why?
 - If you had to recommend an activity to a friend, which one would it be? How would you persuade them?
 - Describe the physical, mental, and social benefits of being physically active, alone and with others.

WHILE YOU ARE THERE

Schools on Snow Activity

- Experience a popular winter activity called cross-country skiing at one of the *Schools on Snow - Ontario* resorts. Learn how to move across snow-covered terrain through guided trails, while enjoying beautiful winter scenery. Resort staff will walk your class through ski rentals and equipment usage. Experienced instructors will provide an introductory lesson.

ONCE YOU GET BACK

Consolidation Activity

- Lead the class in a group discussion about their experiences during the cross-country skiing activity. Example educator prompts:
 - Describe what you were most successful with during the cross-country activity.
 - Describe what was the most challenging about the cross-country activity.
 - How did you feel before, during and after the cross-country activity? Would you recommend this activity to a peer or friend?
 - Where can you go to learn more about how you can participate in cross-country skiing?
 - What other activities can you do outside during the winter season?
 - What did you enjoy most about this activity?

ALPINE RESPONSIBILITY CODE



THERE ARE ELEMENTS OF RISK THAT COMMON SENSE AND PERSONAL AWARENESS CAN HELP REDUCE. ALWAYS SHOW COURTESY TO OTHERS. PLEASE ADHERE TO THE CODE LISTED BELOW AND SHARE WITH OTHERS THE RESPONSIBILITY FOR A SAFE OUTDOOR EXPERIENCE.

- 1** Always stay in control. You must be able to stop or avoid people or objects.
- 2** People ahead or downhill of you have the right-of-way. You must avoid them.
- 3** Stop only where you are visible from above and do not restrict traffic.
- 4** Look uphill and avoid others before starting downhill or entering a trail.
- 5** You must prevent runaway equipment.
- 6** Read and obey all signs, warnings and hazard markings.
- 7** Keep off closed trails and out of closed areas.
- 8** You must know how and be able to load, ride and unload lifts safely. If you need assistance, ask the lift attendant.
- 9** Do not use lifts or terrain when impaired by alcohol or drugs.
- 10** If you are involved in a collision or incident, share your contact information with each other and a ski area employee.

Know the Code - It is Your Responsibility

CROSS COUNTRY RESPONSIBILITY CODE



THERE ARE ELEMENTS OF RISK THAT COMMON SENSE AND PERSONAL AWARENESS CAN HELP REDUCE. REGARDLESS OF HOW YOU DECIDE TO USE THE TRAILS, ALWAYS SHOW COURTESY TO OTHERS. PLEASE ADHERE TO THE CODE LISTED BELOW AND SHARE WITH OTHERS THE RESPONSIBILITY FOR A SAFE OUTDOOR EXPERIENCE.

- 1** *Always check posted trail conditions.*
- 2** *Ski in indicated direction and obey all posted signs and warnings. Keep off closed trails.*
- 3** *Always ski to right when meeting on-coming skiers.*
- 4** *Yield the track to faster skiers and skiers calling 'track'.*
- 5** *Ski in control. On two-way trails descending skiers have the right-of-way.*
- 6** *Do not stop where you obstruct a trail or are not visible to others. Move off the track quickly if you fall or during rest stops.*
- 7** *Do not litter. Take out what you pack in. Respect all property.*
- 8** *Report all incidents.*

**Know the Code - Be Safety Conscious
It is Your Responsibility**