

## INITIATIVES & INTEGRATED LEARNING

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

## MATERIALS

- Chart paper
- Paper and writing utensils (e.g. pencil, pen)
- Variety of equipment for students to explore locomotion skills. For example:
  - Pylons
  - Scooters
  - Skipping ropes
  - Variety of items to use as obstacles e.g. buckets, chairs, balls

## ACTIVITY NAME:

# LET'S MOVE IT!

## LEAD UP TO:

**Tubing**

## 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 explore different combinations of locomotor movements along and with others. Students will explore different speeds, levels and pathways with and without equipment.

### Minds On Activity:

- Create a T-chart on a chart paper and as a class, co-create a list of locomotor movements and ways to move.

Example Educators Prompts	Example Student Responses
In our playing area, describe some locomotor movements or ways you can travel to get from one place to another?	I can run, hop, skip, jump, gallop, walk. I can slide, crawl and even roll.
Describe some ways you can perform the locomotor movements alone and/or with others.	I can jump low and I can jump high. I can walk forward, backward and also in a zig-zag shape. When I am on a scooter, my friend can gently push me so that I glide further and faster. I can roll down a snowy hill.
Describe some surfaces that are easy to move on.	I can easily move on a hard and smooth surface such as pavement, the gymnasium floor, and an accessible pathway. I love skating and I am good at gliding on ice.
Describe some surfaces that are challenging to move on.	I find it challenging to move on sand because my feet sink into it. I use a wheelchair and in the winter, it is hard to move in the snow because the snow gets caught in my wheels.

### Action Activity

- Organize class into groups of 4-5 students. Provide each group with the following materials:
  - Paper and writing utensils (e.g. pencil, pen)
  - Variety of equipment for students to explore locomotion skills. For example:
    - Pylons
    - Scooters
    - Skipping ropes
    - Variety of items to use as obstacles (e.g. buckets, chairs, balls)
- As a group, students work together to create an obstacle course using the equipment provided. Once the obstacle course is created, they have to duplicate it onto a map that identifies:
  - The start and finish line.
  - At least 3 locomotor movements of how to travel within the obstacle course
- Provide groups the opportunity to trial their own obstacle course.
- Provide the opportunity for groups to trial each other's obstacle courses.

### WHILE YOU ARE THERE

#### Schools on Snow Activity

- Enjoy gliding, sliding and laughing down a hill on a snow tube! Take in the fresh chilly air and relish the amazing snow-white scenery and landscape before you slide downhill. Take a seat on an inflatable inner tube downhill and let gravity take you on a fun and thrilling ride downhill. Snow tubing is a great way to embrace an outdoor winter activity!

### ONCE YOU GET BACK

#### Consolidation Activity

- Lead the class in a group discussion about their experience in the snow tubing activity. Example educator prompts:
- *What locomotion skills were used in the snow tubing activity?*
  - *Describe what was most successful in the snow tubing activity.*
  - *Describe what was the most challenging about the snow tubing activity.*
  - *What did you enjoy most about this activity and why?*
  - *Describe how you would persuade a friend and/or family member to try this outdoor winter activity with you.*

# 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