

## INITIATIVES & INTEGRATED LEARNING

- [Foundations for a Healthy School](#)
- [Social Emotional Learning Skills](#)
- [A. Literacy Connections and Applications: Transferable Skills](#)

## MATERIALS

- Chart paper
- Tape or glue
- Variety of media for students to collect pictures of animals (e.g. magazines, flyers, online pictures)

## ACTIVITY NAME:

# MEMES – FULL OF MEANING

## LEAD UP TO:

**Alpine Skiing/  
Snowboarding/Cross-  
Country Skiing/Guided  
Snowshoeing/Tubing**

## DIVISION:

**Intermediate Division**

## CURRICULUM CONNECTIONS



Ontario  
Curriculum



## Language

### **B. Foundations of Language**

**B1. Oral and Non-Verbal Communication:** apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences.

### **D. Composition: Expressing Ideas and Creating Texts**

**D1. Developing Ideas and Organizing Content:** plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics.

**D2. Creating Texts:** apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts.

**D3. Publishing, Presenting, and Reflecting:** select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics.

## BEFORE YOU GO

### Learning Goal

- Students will gather, and organize information about an outdoor winter activity, and generate a variety of perspectives through media forms to explain points of view.

### Minds On Activity:

- Provide the class with a variety of media for students to collect pictures of animals (e.g. magazines, flyers, online pictures) and display it on chart paper. Encourage students to find pictures of animals that show a variety of emotions. Consider numbering off the pictures of the animals for easier reference.
- A meme is an image that conveys thoughts and feelings from a point of view with a humorous perspective on social media. Provide example scenarios for students to match to the co-created animal pictures. Example educator prompts:
  - *How I feel about Mondays.*
  - *Ready for the weekend.*
  - *When I hear the recess bell.*
  - *How I feel about the upcoming math test.*
- As a class, co-create a list of outdoor winter activities that students have participated in and/or want to participate in. Ensure that the list of activities is inclusive, considers activities with and without equipment, cost and accessibility. Example of outdoor winter activities:
  - *Playing in the snow (e.g. building a snow fort, making snow angels or snow people)*
  - *Alpine skiing, adapted alpine skiing*
  - *Hockey, sledge hockey*
  - *Tobogganing or sledding, adapted tobogganing or sledding*
  - *Hiking*
  - *Skating*
  - *Cross-country skiing*
  - *Snowshoeing*
  - *Snowboarding*
  - *Walking*
- Invite students to work in pairs. Choose an animal meme from the displayed pictures and provide time for students to think of a winter activity scenario that matches the meme. Example student prompts:
  - *Image of an animal that looks very shocked, matched with the winter activity scenario: How I feel going down a steep hill for the first time.*
  - *Image of an animal looking exhausted, matched with the winter activity scenario: How I feel about hiking a winter trail.*
- Have students share their scenario with the class.

### Action Activity

- Students continue working in pairs.
- From the co-created list of winter activities, students will choose an activity, and then choose a piece of equipment that is used to participate in the activity. Example student responses:
  - *Hockey - Hockey stick*
  - *Hiking - Boots or shoes*
  - *Playing in the snow - Hands or shovel*
- Provide time for students to write a monologue from the perspective of that piece of equipment. Review criteria of a monologue. Example educator prompts:
  - *A 2-3 minute speech given to an audience.*
  - *Provides the audience detail about their equipment's perspective of the activity in a creative way (e.g., shows the equipment's personality, characteristics, and emotions)*
  - *Includes a beginning, middle and end.*
- Invite students to think about the following:
  - *How the weather affects the piece of equipment.*
  - *How the equipment feels about the activity and how the person is using it in the activity.*
  - *Describe the winter environment from the piece of equipment's point of view.*
- Have groups share their monologue with the class.

## WHILE YOU ARE THERE

### Schools on Snow Activity

Students will experience one of five activities at a Schools on Snow resort: alpine skiing, snowboarding, cross-country skiing, snowshoeing or tubing. Resort staff will meet your class, walk students through rentals and equipment. Experienced instructors/guides will provide lessons and/or guide students through trails depending on the activity.

## ONCE YOU GET BACK

### Consolidation Activity

- Lead the class in a discussion about the Schools On Snow activity. Example teacher prompts:
  - *Describe the feelings and emotions you were going through before, during and after trying the Schools on Snow activity.*
  - *Choose an animal meme from our co-create listed in the Minds On Activity and match it to how you felt before, during and after the Schools on Snow activity.*
  - *If you were given the opportunity to try this activity again, describe how it may or may not change how you feel about the 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**