

INITIATIVES & INTEGRATED LEARNING

- [Environmental Education](#)
- [Foundations for a Healthy School](#)
- [Social Emotional Learning Skills](#)

MATERIALS

- Selection of music songs with no lyrics
- Device to play music songs

ACTIVITY NAME:

MUSIC TO MY EARS

LEAD UP TO:

Guided Snowshoe

SUITABLE FOR:

PPL, PAF, PAI, PAD

DIVISION:

Secondary Division

CURRICULUM CONNECTIONS



Ontario
Curriculum



Health & Physical Education

- A1.** participate actively and regularly in a wide variety of physical activities, and demonstrate and understanding of factors that can influence and support their participation in physical activity now and throughout their lives
- A2.** demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living
- A3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities
- B1.** perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities
- B2.** apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities
- C3.** 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 listen to a variety of songs and learn how they provoke different thoughts, emotions, and feelings.

Minds On Activity:

- Lead a class discussion. Example educator prompts:
 - Describe the different sounds and/or instruments you heard in the songs and how it made you feel.
 - Describe the thoughts that came to your mind when listening to each of the music pieces.
 - Which song connected to you and why?
 - Which song did you enjoy and/or not enjoy, describe why.
 - How can music help you in other parts of your daily life?
 - Describe what you need in order to embrace each of the song?

Action Activity

- Students work in small groups of 4-5.
- Co-create a list of music songs with or without vocals. Encourage students to try not to judge the music by its genre, title or by the name of the artist as we want.
- Assign a music piece to each group and have them listen to the music. Encourage students to explore the music piece using focusing on the following criteria:
 - Instrumentation
 - Vocals
 - Tempo
 - Dynamics
 - Tempo
- Lead the class in a group discussion. Example educator prompts:
 - Notice and describe how your mind and body was feeling before, during and after the song.
 - Describe what skills you needed in order to help you successfully focus on listening to the song.
 - How do you describe the music that makes you feel good? How do you describe the music that gives you unwanted feelings?

WHILE YOU ARE THERE

Schools on Snow Activity

- Before participating in the snowshoeing activity, ensure that the Schools on Snow facility, school staff along with students are aware of the following:
 - [Ontario Physical Activity Safety Standards:](#)
 - Snowshoeing, Elementary; Curricular
 - Snowshoeing, Elementary, Intramural
- Students will explore the various snowshoeing trails on a unique adventure with picturesque views of the snow-covered environment. Experienced guides will walk your class through everything from snowshoe rentals and equipment, to providing opportunities to explore different trails for a variety of abilities.
- Students will be provided opportunities to practice skills that support positive interaction with others in small-group and team situations throughout the guided snowshoe activity.

ONCE YOU GET BACK

Consolidation Activity

- Lead the class in a group discussion to explore the connections made with mindful listening and their experience at the guided snowshoeing activity. Example educator prompts:
- *What sounds did you hear throughout the guided tour?*
 - *Describe the thoughts, emotions, and feelings you experienced in the guided snowshoeing activity?*
 - *Describe what distractions you may have experienced during the guided snowshoeing activity. How did you cope and/or overcome these distractions?*
 - *Describe physical and mental benefits you can experience in the outdoors and how it can benefit you throughout your day.*

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**