

INITIATIVES & INTEGRATED LEARNING

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

MATERIALS

- Chart paper
- Computer
- Internet access
- Markers
- Projector and screen

ACTIVITY NAME:

SNOWSHOEING THEN AND NOW

LEAD UP TO:

Guided Snowshoe

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

B3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

CROSS CURRICULAR CONNECTIONS:

Social Studies, Grade 4

A2. Inquiry: use the social studies inquiry process to investigate ways of life and relationships with the environment in a few early societies (to 1500), including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies

B2. Inquiry: use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada

BEFORE YOU GO

Learning Goal

- Students will learn about the history of snowshoeing, as well as the skills and concepts required to participate in this physical activity.

Minds On Activity:

- Lead the students through a KWL (Know, Want to Know, Learned) chart as a whole class activity.
- For the Minds On Activity, only complete the K and the W columns.
- Example educator prompts:
 - *What do you know about snowshoeing?*
 - *Where have you seen this activity?*
 - *Why do you think the objective of this activity was in the past when it was invented?*
 - *What interests you about this activity?*
 - *How do you think the design of the snowshoe helps people who choose to wear snowshoes in the winter?*
- Consider reaching out and connecting with your local Indigenous Peoples and communities to assist you with ensuring reputable information when learning and sharing the history of snowshoeing along with embedding Indigenous ways of learning that are brought into the classroom environment and curriculum.
- [Indigenous Land-Based Learning, Elementary Teachers' Federation of Ontario](#)

Action Activity

- Visit any of the suggested links above to learn more about the history of snowshoeing as a class.
- Create a 3 column anchor chart for each group with headings: I See, I Think, and I Wonder. Example teacher prompts:
 - *Describe what you see in the pictures of snowshoes and people using the snowshoes?*
 - *When you look at these pictures, what kind of connections are you making to other activities you are familiar with?*
 - *How do you think snowshoes improved the way of life in the past?*
 - *After learning about snowshoes, what are some questions that you may still have?*
- Have students work in groups of 4-5 to complete the sentences for the anchor chart. Example student responses:
 - *I see people wearing snowshoes on their feet to walk through heavy amounts of snow during the wintertime.*
 - *I think about what modes of transportation would be available in areas where there would be long winters.*
 - *I wonder how snowshoes are made today and the similarities and differences between snowshoes in the past.*
 - *When completed, post the anchor charts and have groups rotate around the class for students to review.*

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 about the skills and strategies required to be successful during the Guided Snowshoe Activity. Example student responses:
 - *I can dress appropriately during the winter season in order to enjoy outdoor activities.*
 - *I am learning how to move and walk on uneven surfaces with and without snowshoes.*
 - *I can sidestep on a hill/slanted surface.*
 - *I know how to keep a safe distance from other snowshoers.*
 - *I can move with control at a slow or fast pace.*
 - *I can follow a guide through a trail with a large group.*
- Review the terms 'stars' and 'stairs' with students:
 - Stars - Skills that you are successful and good at. It comes easy to you.
 - Stairs - Skills that you have a challenge with. You need more time and practice in order to get better at it.
- Provide students the opportunity to think about their experience during the guided snowshoe activity.
- Have students record on a sheet of paper their personal 'stars' and 'stairs' reflection on the skills and strategies used during the guided snowshoe 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**