

INITIATIVES & INTEGRATED LEARNING

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

MATERIALS

- Chart paper
- Markers
- Optional materials for the Action Activity:
 - Device that can record video and/or audios (e.g. laptop, computer, tablet)
 - Paper and writing utensils (e.g. pencil, pen)
 - Program or app to create a social media post (for class use only)
- Prepare a collection of example social media posts from different platforms (e.g. Twitter, Instagram, Facebook) of reputable companies/organizations that creatively engage the audience.

ACTIVITY NAME:

TRENDING WINTER ACTIVITIES

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.

B2. Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing.

C. Comprehension: Understanding and Responding to Texts

C1. Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres.

C3. Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts.

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 generate, gather and organize information about an outdoor winter activity then create a social media post using appropriate words and phrases to communicate their perspective.

Minds On Activity:

- As a class, co-create a list of outdoor winter activities that they have participated in, and also want to learn more about. Ensure that the list is inclusive, considering activities with and without equipment, cost and accessibility. Consider having pictures prepared of some of the activities listed below. 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*
 - *Ice fishing*
- Show the class various examples of social media posts from different platforms (e.g. X - formerly Twitter, Instagram, Facebook) created by reputable companies/organizations that creatively engage the audience. Ensure to consult with your school board's guidelines and policies regarding use of social media for educational purpose.
- Organize class into groups of 2-3 students. Groups will choose an activity that they have never tried before from the co-created list to create a social media post about. (Note that this activity is just for class use and will not be posted on any social media platform.)
- As a class co-create the success criteria for the social media post. Example teacher prompts and student responses:
 - *Identify their point of view and use elements of various forms to engage the audience (e.g. multiple pictures, videos, audio to get the point of view across).*
 - *The written content conveys meaning and influence to engage the audience (e.g. asking questions, using emojis)*

Action Activity

- Provide time for groups to create their social media posts with various materials. Example social media posts:
 - *Instagram post: Video of students engaging with the audience by asking questions about their chosen outdoor winter activity that they have never tried. The content of the post shares why they want to try this activity, and asks the audience to share a tip or trick on what they need to successfully participate in this activity.*
 - *X (formerly Twitter) post: Pictures of the equipment used in the chosen winter activity, and where the activity takes place. The content of the posts shares their experience, and engages with the audience in a social media trend of 'This or That'.*
- Invite students to present their social media posts to 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 group discussion about their experience during the Schools on Snow activity. Example educator prompts:
 - *Describe what you enjoyed and/or what you found challenging in the activity you participated in at the Schools on Snow resort.*
 - *Would you try this activity again? Why or why not?*
 - *Would you recommend this activity to a peer? If so, how would you convince them?*
- Invite students to share their responses to the example educator prompts above by creating a social media post of the activity they participated in at the Schools on Snow resort. (Note that this activity is just for class use, and will not be posted on any social media platform.)

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**