

INITIATIVES & INTEGRATED LEARNING

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

MATERIALS

- A material to cover the eyes (e.g. bandana, scarf, tinted glasses)

ACTIVITY NAME:

TRUST THE PROCESS

LEAD UP TO:

Tubing

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

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 participate in a variety of physical activities and engage in conversations on the benefits of being physically active.

Minds On Activity:

- Take students on a listening commute in the school community.
- Tell students that a listening commute is a way to explore the outdoors with no talking. This activity encourages the educator to take the class on a commute where students can walk, roll, hike or run.
- Provide opportunities for the class to stop at different points of the commute for students to explore the sights, sounds and feelings of the outdoors.
- Following the listening commute, as a group discuss what the students observed in the listening commute. Example educator prompts:
 - *Describe the sounds that you noticed on our listening commute?*
 - *Describe how participating in this listening commute makes you more aware of the outdoor surroundings.*
 - *How did you feel before, during and after the listening commute?*

Action Activity

- Organize the class into groups of 2. Provide each group with a blindfold.
- Have student determine the following roles in their group:
 - One student will be wearing the material to cover their eyes.
 - One student guiding their partner.
- Take students on a listening commute in the school community.
- The student wearing the material covering their eyes will be guided by their partner.
- Ensure students are physically and emotionally comfortable in their roles and understand their roles and the activity. The student who is wearing the material to cover their eyes can share how they would like to be guided (e.g. lead by holding their hand, lead by prompting at their elbow.)
- Have students switch roles in their groups.
- Following the listening commute, as a group discuss what the students observed in the listening commute. Example educator prompts:
 - *Describe what was challenging in this activity. How did you and your partner address these challenges together?*
 - *Describe what was successful in this activity. How did you and your partner work together?*
 - *Describe the sounds that you noticed on our listening commute?*
 - *Describe how participating in this listening commute makes you more aware of the outdoor surroundings.*
 - *How did you feel before, during and after the listening commute?*

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:
- Describe the sights, sounds and feelings you experienced in snow tubing.
 - What did you enjoy most about this activity and why?
 - How does participating in the snow tubing activity with others contribute to the enjoyment of this activity?
 - Describe what was most successful in the snow tubing activity.
 - Describe what was the most challenging about the snow tubing activity. How did you meet this challenge?

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