

## GLOBAL SKILLS

critical thinking and problem solving;  
collaboration;  
communication;

## INITIATIVES & INTEGRATED LEARNING

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

## MATERIALS

Chart paper  
Markers  
Computer  
Internet access  
Projector and screen

# CANOPY CLIMB NET ADVENTURE

Intermediate (Grade 7-8) Level

## ACTIVITY DESCRIPTION

Students reach new heights and experiences in the Ultimate Treefort. Participants scramble from tree to tree high above the forest floor using suspended rope nets, slides, treehouses and watch tower provide the perfect setting for a variety of activities.

## CURRICULUM CONNECTIONS

[Health & Physical Education 2019](#)



Ontario  
Curriculum



### A. Social Emotional Learning Skills

**A1.** Apply, to the best of their ability, a range of socio-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement competence, and Healthy Living strands;

### B. Active Living

**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;

**B2.** Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;

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

### C. Movement Competence: Skills, Concepts, and Strategies

**1.** 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;

**C2.** 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.

## Cross Curricular Connections: [Language 2023](#)

### 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.

## TEACHING NOTES

### BEFORE YOU GO

#### Learning Goal

Students will explore and learn to use their locomotor skills to enhance participation and develop social emotional skills.

#### Minds On Activity

- Use the link provided to show the class the [Canopy Climb Net Adventure](#)
- Ask students to work in pairs to identify the following:
  - key words that could be associated with this Blue Mountain activity (e.g. fun, challenging, tiring, physical, communication, joyful)
  - key locomotor activities that could be associated with this Blue Mountain activity (e.g. climbing, jumping, crawling, walking).
  - Ask the groups to share and chart the top 6-8 key words identified by the class for each category.

#### Action Activity

- Organize the class into groups of 4 students.
- Ask students to choose three words from each category charted by the class and combine them to describe a style and type of locomotion (e.g. joyful jumping, tiring climbing, challenging walking).
- Ask groups to use the 3 styles of locomotion they have described to create a motion sequence that could be executed at school to get from an identified “Point A” to an identified “Point B” and also at the Blue Mountain Net Adventure.
- Groups will have 5 minutes each to present their movements to the class.
- After each presentation, have the class debrief the activity and provide constructive feedback. The debrief could include the following questions: *What worked well? How could you modify your movements to be more efficient? How could you modify your movements to be faster? How could you modify your movements to be safer?*
- Provide groups with additional time to incorporate the feedback and present their improved locomotion sequence.

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### WHILE YOU ARE THERE

#### At Blue Mountain Resort

- Students will put into practice the locomotion sequence they created during the Action Activity while participating in the Canopy Climb Net Adventure course.

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### ONCE YOU GET BACK

#### Consolidation Activity

- In their original groups, ask students to create a written action plan for the locomotion sequence they created. The target audience is Primary/Junior teachers who are interested in a new DPA or physical education activity.
- Action Plans should include the following written information and reflect the feedback they were provided throughout the process:
  - Name of Locomotion Sequence Activity
  - Equipment/Materials
  - Description/Rules of the Activity