

GLOBAL SKILLS

Critical thinking and problem solving;
Collaboration;
Communication.

INITIATIVES & INTEGRATED LEARNING

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

MATERIALS:

Markers
Chart paper
Post-It notes
Computer
Projector and screen
Internet access

CLIMBING WALL

Intermediate (Grade 7-8) Level

ACTIVITY DESCRIPTION

Our Climbing Wall is an appealing and dynamic activity for students of varying abilities. It gives students the opportunity to apply and explore a variety of movement skills in a safe environment while supervised by fully trained staff. Harnesses and helmets are provided. A fantastic confidence booster, participants grow stronger and reach new heights as they scale and overcome challenges on the wall. Both experienced and beginner climbers are accommodated in this activity.

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 of their own safety and the safety of others as they participate in physical activities;

C. Movement Competence: Skills, Concepts, and Strategies

C1. 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

BEFORE YOU GO

Learning Goal

Students will perform a variety of controlled movements as they use a variety of body parts, at different levels, individually and within groups. Students will build Social Emotional Learning (SEL) Skills through group activity..

Minds On Class Discussion

- Lead the class in a discussion about building their Social Emotional Learning (SEL) Skills in group situations. Teaching prompts may include:
 - *Do you always effectively manage your emotions group settings?*
 - *How do you cope with stressful situations?*
 - *What is your understanding of positive motivation for yourself and/or others?*
 - *What are some strategies that you use to build positive relationships in a group setting?*
 - *When working on a team, how can you encourage critical thinking?*
- Record responses on chart paper for use in the Consolidation Activity.

Action Activity

- Introduce students to the activity by showing the Blue Mountain Rock Climbing Wall video.
- Arrange students in small groups and ask each group to create a 'horizontal climbing wall' using a badminton court area or 'grid' (floor area) of a similar size.
- Give each group different coloured post-it-notes (approximately 25 of each colour) and ask groups to place the post-it notes randomly inside their court/grid area.
- Students, one at a time, must make their way from one end of the court/grid using the following rules:
 - When moving from one post-it to another, they must lift the foot they wish to move, and hold their balance on the foot still on the floor.
 - The student must tap the toe of the moving foot 3 times on the new spot before planting the foot on the post-it note.
 - Continue until all students have moved through the 'horizontal climbing wall'.Students not moving through the court/grid are to act as spotters and communicate possible routes for the other students helping provide a team environment where all members are working to help their teammate succeed.

Accommodations and/or Modifications:

- Divide the group in half and compete to see which group can complete the task first.

WHILE YOU ARE THERE

At Blue Mountain Resort

- At the Climbing Wall, students will apply the movement skills they practiced in the pre-trip activity, and also try new movements and concepts. Students will have the opportunity to maintain and enhance trust within the group by communicating possible routes up the wall for other students.

ONCE YOU GET BACK

Consolidation Activity

- Lead the class through a discussion about their experience at the Blue Mountain Resort Climbing Wall, and how it connects to Social Emotional Learning (SEL) Skills: managing emotions, coping with stress, positive motivation, building relationships, thinking critically and creatively.
- Write each SEL Skill on a sheet of chart paper and hang throughout the room. Place students in groups and have each group work on one SEL, listing how their experience at the Climbing Wall contributed to the development of these skills.
- Have each group rotate through the room until they have contributed to each SEL skill chart.
- Have each group choose one of the SEL Skills and write a 'Public Service Announcement' about the importance of developing the chosen SEL Skill. Ask groups to present the PSA to the class.