

GLOBAL SKILLS

Critical thinking and problem solving
Innovation, creativity, and entrepreneurship
Collaboration
Global citizenship and sustainability

INITIATIVES & INTEGRATED LEARNING

[Foundations of a Healthy School](#)
[Social Emotional Learning Skills](#)

[Eco Schools](#)

[A. STEM Skills and Connections](#)

MATERIALS

KWHLQ Handout – [Appendix N](#)
[Inquiry Based Learning in Health and Physical Education: A Resource Guide for Educators \(Ophea 2016\)-](#)

WILDERNESS SURVIVAL SKILLS

Intermediate (Grade 7-8) Level

ACTIVITY DESCRIPTION

Students will learn about outdoor survival in winter, including how to: dress properly for the elements, create a shelter, build a fire and cook outdoors.

CURRICULUM CONNECTIONS

[Health & Physical Education 2019](#)



Ontario
Curriculum



A. Social Emotional Learning

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

CURRICULUM CONNECTIONS: [Social Studies, History & Geography 2023](#)

Grade 7: A. Physical Patterns in a Changing World

A1. Application: Interrelationships between People and the Physical Environment: analyse some challenges and opportunities presented by the physical environment and ways in which people have responded to them

B. Natural Resources Around the World: Use and Sustainability

B1. Application: Natural Resources and Sustainability: analyse aspects of the extraction/harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources

B3. Understanding Geographic Context: Using Natural Resources: demonstrate an understanding of the sources and use of different types of natural resources and of some of the effects of the extraction/harvesting and use of these resources

Grade 8: A. Global Settlement: Patterns and Sustainability

A1. Application: Interrelationships between People and the Physical Environment: analyse some challenges and opportunities presented by the physical environment and ways in which people have responded to them

A2. Inquiry: Human Settlements and Sustainability: use the geographic inquiry process to investigate issues related to the interrelationship between human settlement and sustainability from a geographic perspective

A3. Understanding Geographic Context: Settlement Patterns and Trends: demonstrate an understanding of significant patterns and trends related to human settlement and of ways in which human settlement affects the environment

B. Global Inequalities: Economic Development and Quality of Life

B1. Application: Global Inequalities in Quality of Life: analyse some interrelationships among factors that contribute to global inequalities, with a focus on inequalities in quality of life, and assess various responses to these inequalities

B2. Inquiry: Development and Quality of Life Issues: use the geographic inquiry process to investigate issues related to global development and quality of life from a geographic perspective
B3. Understanding Geographic Context: Global Economic Development and Quality of Life: demonstrate an understanding of significant patterns in and factors affecting economic development and quality of life in different regions of the world

BEFORE YOU GO

Learning Goal

- Students will learn about the negative impact that human can have on the environment.

Minds On Activity:

- Create a Four Corners Activity by posting the following quotes in each corner of the classroom:
 - *'Survival is a four-letter word.'* - Unknown
 - *'Extraordinary people survive under the most terrible circumstances and they become more extraordinary because of it.'* - Robertson Davies
 - *'Survival is the ability to swim in strange water'* - Frank Herbert
 - *'To survive it is often necessary to fight and to fight you have to dirty yourself.'* - George Orwell
- Ask students to reach the four quotes, then move to the one they connect with most.
- Once the groups are formed students ask students to find a partner in their group, then discuss their thinking and reasoning for selecting that quote.
- Ask selected students to share their thinking and reasoning with the whole class.

Action Activity

- Provide each student with a KWHLQ chart
 - *What do I know?*
 - *What do I want to know?*
 - *How will I find out?*
 - *What did I learn?*
 - *What questions do I have now?*
- Divide the class into small groups (3-4 students) and instruct each group to complete the first 3 columns of the handout provided using the question: *If we were stranded outdoors in the winter, how would we survive with the least impact to the environment?*

WHILE YOU ARE THERE

At Blue Mountain Resort

- Students will learn about outdoor survival in winter, including how to dress properly for the elements, create a shelter, build a fire and cook outdoors.

ONCE YOU GET BACK

Consolidation Activity

- Lead class into a discussion about the Blue Mountain Wilderness Survival experience
 - Instruct students to individually complete their KWHLQ chart and reflect on what they learned during the experience, compared to what they knew prior to the experience.
 - Ask students to share any new questions they may have regarding how to fulfill human needs, while maintaining respect for the environment.
 - Students will submit their completed KWHLQ chart for assessment.