

GLOBAL SKILLS

Collaboration
Communication
Critical thinking and problem solving
Innovation, creativity, and entrepreneurship
Learning to learn/self-awareness and self-direction;

INITIATIVES & INTEGRATED LEARNING

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

MATERIALS:

Blindfolds
Masking tape
Chart paper
Markers

WOODLOT LOW ROPES

Intermediate (Grades 7-8) Level

ACTIVITY DESCRIPTION

An exciting aerial climbing challenge for all levels of ability. Woodlot's three self-guided courses consist of 25 different elements, including ropes, logs, beams, cables, cargo nets and more. Climbers will gain greater confidence as well as utilize their critical thinking and problem-solving skills to find creative solutions to unique challenges. Harnesses and helmets provided.
Duration: 1 hour

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

- 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 learn how to identify and work together through a variety of physical challenges.

Minds On Activity

- Divide the class into 2 groups. Have one group of students put on blindfolds.
- On your signal, have the blindfolded students create bumpers by placing both hands in front of their face with palms facing away, then begin slowly walking around the room.
- Through verbal communication the seeing students will help the blindfolded students line up in order of their birthday month.
- The activity provides an opportunity to discuss fears, frustrations, trust, leaders, and followers. Debrief with the following guiding questions:
 - *What was the most difficult aspect of this activity?*
 - *Did you have a sense of teamwork during the activity? Why/Why not?*
 - *How does this activity relate to working in groups?*

Action Activity

- Use masking tape to create an inner 4'X4' square on the floor and an outer 8'X8' square.
- Ask a group of students to gather around the outer circle.
- On the signal to begin, advise students to move into the inner square without touching the area between the inner and outer square.
- Once the group is inside the inner square, they must hold the position for 10 seconds. To increase challenge impose a time limit to complete the task.
- Following the activity, lead the class in a discussion using the following prompts:
 - *What strategies did you use to solve this problem?*
 - *What signs of success did you see while engaged in the activity?*
 - *How well did your teams communicate?*
- Repeat with the remaining groups.

WHILE YOU ARE THERE

At Blue Mountain Resort

Students will be taught in progression the skills that are required to move safely through the low ropes challenge course. They will then have the opportunity to go through a series of self-guided courses that showcase 25 different elements, applying the skills and strategies they were taught in the pre-trip activity.

ONCE YOU GET BACK

Consolidation Activity

- Ask students are to reflect on the following questions related to their Blue Mountain Low Ropes Course experience:
 - *What were some of the communication challenges you faced during the activity?*
 - *What were some of the strategies you used to overcome these challenges?*
 - *What can you do to ensure communication is clear within your group?*
 - *How do you build trust within a team?*
- Using the ideas generated from the questions above, ask students to write a letter to their Future High School Self. The letter should identify the concerns the student may have about transitioning to high school. Then explore strategies that can be put in place to alleviate these concerns. Have each student share their letter with the class, then as a group discuss how students can support one another during times of stress.