

GLOBAL SKILLS

Learning to learn/self-awareness and self-direction;

INITIATIVES & INTEGRATED LEARNING

[Foundations for a Healthy School Social Emotional Learning Skills](#)
[A. STEM Skills and Connections](#)

MATERIALS

Computer
Internet access
Projector and screen
Sport for Life - [Introduction to Physical Literacy PDF](#)
Sport for Life - [Physical Literacy Movement Preparation Guide](#)

WOODVIEW MOUNTAINTOP SKATING

Intermediate (Grades 7-8) Level

ACTIVITY DESCRIPTION

Try a new outdoor physical activity with your students this winter season. Enjoy skating along the Niagara Escarpment, while taking in a beautiful mountain-top view. We welcome both experienced and new skaters — offering skating aids for those new to this activity.

CURRICULUM CONNECTIONS

[Health & Physical Education 2019](#)



Ontario
Curriculum



B. Active Living

B1. 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;.

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: [Science & Technology 2022](#)

B1. Relating Science and Technology to Our Changing World: assess the impact of human activities and technologies on the environment, and analyse ways to mitigate negative impacts and contribute to environmental sustainability

BEFORE YOU GO

Learning Goal:

Students learn about locomotor skills and physical literacy.

Minds On Activity:

- Download the document [Introduction to Physical Literacy](#) from the Canadian Sport for Life website.
- Organize the class into small groups of 3-4 students. Provide each group with a copy of the *Introduction to Physical Literacy Handout*. Ask groups to answer the following questions using the handout provided:
 - *Why is it important to develop physical literacy in order to make healthy lifestyle choices?*
 - *How does an awareness of your own healthy living, fitness, and movement skills support the development of your physical literacy?*
 - *Why is it important to set and meet individualized goals to enhance your physical literacy levels?*
- Have groups to share their thinking with the class.

Action Activity

- Download [Physical Literacy - Movement Preparation Guide](#) from the Canadian Sport for Life website.
- Share the guide with the class using the computer, projector and screen. In a whole class activity, read through the guide and the physical activities outlined in it.
- Lead students in physical activities outline in the guide to:
 - Participate in dynamic warm-ups
 - Enhance their speed, power and agility
 - Build core strength
 - Acquire and develop the skills, confidence and motivation to overcome challenges.

WHILE YOU ARE THERE

At Blue Mountain Resort

- Students will participate in outdoor ice skating while enjoying an incredible view of the Niagara Escarpment. They will also monitor their progress and successes in relation to their physical literacy

ONCE YOU GET BACK

Consolidation Activity

- Ask students to form pairs and, as a class, stand in two circles. Pairs are to face one another with Partner A forming the inner circle, and Partner B forming the outer circle.
- Provide a question to the group for discussion - have the inner circle share responses with their partner first, followed by the outer circle.
- At the end of the discussion, have the inner circle students rotate to the left to face a new partner.
- Provide a second question for the students to discuss, then share — starting with the inner circle, then the outer circle.
- The following are sample questions to consider:
 - *Why is it important to develop physical literacy in order to make healthy lifestyle choices?*
 - *How does an awareness of your own healthy living, fitness, and movement skills support the development of physical literacy?*
 - *Why is it important to set and meet individualized goals to enhance a person's physical literacy levels?*
 - *What personal characteristics contribute to physical literacy?*