

## GLOBAL SKILLS

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

## INITIATIVES & INTEGRATED LEARNING

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

## MATERIALS

Exit cards \*\*  
Computer  
Internet access  
Projector and screen

# TIMBER CHALLENGE HIGH ROPES COURSE

Intermediate (Grade 7-8) Level

## ACTIVITY DESCRIPTION

Students take adventure to the next level as they traverse 75 elements at heights up to 15 metres, climb ladders, cross bridges, and cruise zip lines. As their comfort zones increase, students can find creative ways to navigate the exciting elements on this challenging high ropes course. Individuals and teams will test their inner and outer strength as they overcome new challenges on their own and with a little help from friends.

## 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 will learn about teamwork in the context of a physical activity.

#### Minds On Activity:

- Introduce students to the Timber Challenge High Ropes Course with the [Blue Mountain Resort video](#).
- Lead the class in a discussion around the activity with the following guiding questions:
  - *What are your thoughts about the activity?*
  - *What individual and group strategies will be important on the course?*
  - *Do you have any concerns?*

#### Action Activity

- Lead the class in an activity to prepare them for the course physically, and to encourage active listening, cooperation and problem solving.
- Ask students to find a spot on the floor and do a physical imitation of a street lamp and hold for 2 minutes.
- Ask students to find a partner and together do a physical imitation of a wheelbarrow holding for 2 minutes.
- Call out “Street Lamp” and students should quickly return to their original position.
- Next in groups of 4 have the students do a physical imitation of a motorcycle and hold for 2 minutes.
- Call out each of the three physical positions, and have the students re-group to recreate each of the three formations. This can be done in random order, with varying speeds.

### WHILE YOU ARE THERE

#### At Blue Mountain Resort

Students will test their inner and outer strength as they overcome climbing challenges on their own and with fellow students, demonstrating communication, leadership and teamwork skills.

### ONCE YOU GET BACK

#### Consolidation Activity

- Lead the class in a reflection about their experience on the Timber Challenge High Ropes. Prompt the students by asking them to share one ‘Star’ (something positive or a highlight), and one ‘Wish’ (something they would like to change).
- Then have students consider the following questions, and record their answers on an ‘Exit Card’<sup>\*\*</sup>:
  - *Everyone brings different skills and abilities to a team. When working as part of a team, each member takes responsibility for a variety of tasks that contribute to the goals of the group.*
  - *Why is this important to the success of a team?*
  - *How can individuals use their communication skills to contribute to a team’s effectiveness?*
  - *What leadership skills do you think you possess and how can you use them to contribute to our classes learning environment?*

<sup>\*\*</sup> Exit cards: a card or sheet of paper where students respond to questions or prompts on a piece of paper that they submit to their teacher before leaving class. This gives the opportunity to quickly assess students’ understanding, and gather feedback on teaching.

# TEACHING NOTES