

GLOBAL COMPETENCIES

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

INITIATIVE HIGHLIGHT

SHSM - Sports, Health and Wellness
Healthy Schools

MATERIALS

Bean bags
Bucket
Exit Cards **
Computer
Internet access
Projector and screen

TIMBER CHALLENGE HIGH ROPES COURSE

Secondary Level

Suitable for: PPL, PAF, PAI, PAD, PLF4M

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](#)



Ontario
Curriculum



1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for the grade

A1. 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 (A1.1, A1.2)

A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living (A2.1, A2.2, A2.3)

A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (A3.1)

B1. 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 (B1.1)

B2. 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 (B2.1)

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

- Organize the class into groups of 6 - 8 students, then provide each group with a bucket and 10 - 15 bean bags.
- Have each group select a volunteer to stand from 5 - 10 metres from their bucket, with their back towards it.
- Then task the volunteer with tossing 3 bean bags into the bucket, over their shoulder, without turning around.
- The rest of the group will provide the volunteer with comments and directions to assist them with hitting the target.
- After several tosses, pause to discuss which comments were most helpful and why.
- Continue until the volunteer has successfully thrown 3 bean bags into the bucket.
- Each group should debrief by discussing the following with the volunteer:
 - *What feedback was most/least helpful? Why?*
 - *How did it feel to receive feedback from many people at once?*
 - *What else could your group have done to increase the success in completing the task?*

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).
- Have students consider the following statement and questions, recording their answers on an 'Exit Card'^{**}:
 - *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?*

****Exit cards:** a card or sheet of paper used to capture student responses to questions or prompts and intended for submission to the teacher before leaving class. This gives the opportunity to quickly assess students' understanding and gather feedback on teaching.