

GLOBAL SKILLS

Learning to learn/self-awareness and self-direction

INITIATIVE HIGHLIGHT

Healthy Schools
Mental Health and Well-Being

MATERIALS:

Paper
Markers
Chart paper
Coloured Pencils
Computer
Internet access
Projector and screen

WIND RIDER TRIPLE ZIPS

Intermediate Level

ACTIVITY DESCRIPTION

Soar from platform to platform alongside fellow students on our parallel zip lines at a cruising altitude of 50 feet.

CURRICULUM CONNECTIONS

[Health & Physical Education](#)



Ontario
Curriculum



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 for this grade (A1.1, A.1.2, A1.3)

BEFORE YOU GO

Learning Goal

Students will learn about social-emotional learning skills that will help them gain a better understanding of: identifying and managing emotions, recognizing sources of stress, how to cope with challenges, maintaining positive motivation and perseverance.

Minds On Activity

- Show the class the [Blue Mountain Triple Zip video](#).
- Ask students to imagine themselves as a participant in the video and identify a list of emotions they experience as they watch the video.
- Once the video is complete, ask students to find an elbow partner and discuss the questions below:
 - *Can your emotions positively or negatively impact performance? Explain using personal examples.*
 - *Are you able to identify your emotions and can you communicate how you are feeling to other people?*
 - *What types of things cause you to be stressed? Do you have a personal plan that helps you to feel better in times of stress?*
 - *What types of things motivate you to make safe and healthy choices?*

Action Activity

- Organize the class into small groups (4 students maximum).
- Provide each group with sheet of chart paper and colour pencils.
- Ask each group to draw the outline of a person on the chart paper.
- Using the emotions listed in the Minds On Activity, list the negative emotions alongside the figure on the chart paper.
- List the positive emotions on the inside of the figure. This should also include any strategies the group might have to help support or change the negative items already listed.
- Ask the students to think back to the video and how it made them feel at the beginning of the class (e.g. excited, anxious, fearful, etc.).
- As a class, ask each group to share some of the strategies they identified that will help support students in managing their emotions associated with the zipline activity (e.g. deep breathing, visualizing, reframing negative thoughts, etc.).
- Record the key strategies for all class members to view and practice prior to the Blue Mountain trip.

WHILE YOU ARE THERE

At Blue Mountain Resort

Students will participate in a ziplining activity with incredible views of Blue Mountain and the surrounding area.

ONCE YOU GET BACK

Consolidation Activity

- Post the key strategies the class generated prior to attending the Blue Mountain zipline activity.
- Organize students into group of 4, providing each with chart paper and markers, then instructing groups to create a Plus/Minus/Interesting chart:

Plus (Why it was good or worked well)	Minus (Why is didn't work)	Interesting (Something unexpected about it)

- Instruct the groups to reflect on the effectiveness of the strategies in helping them manage their emotions during the experience and record their thinking in the PMI chart.
- Once completed, have groups identify their top 3 strategies and share with the class.
- Have each student individually reflect on and submit an answer to one of the following:
 - *What are some of the signs your body gives when you are feeling anxious, scared and/or stressed?*
 - *Describe how different activities can generate a range of emotions, including feelings of calm, satisfaction, energy and excitement. How did you feel after completing the zipline?*
 - *How did you demonstrate control with your emotions before, during and after the ziplining experience?*