

GLOBAL SKILLS

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

Computer
Internet access
Projector and screen
Paper 8.5 X 11
Chart paper
Post-it notes
Container labelled 'Fear'
Container labelled 'Hope'
Floor markers (e.g. poly spots, carpet pieces, pylons, tape)

WOODLOT LOW ROPES

Secondary Level

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

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](#)



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

Minds On Activity

- Show the class the [Blue Mountain Woodlot Low Ropes Course](#) video.
- Ask students to reflect on the video and identify any hopes or fears they have about the activity, then record each on a post-it note.
- Ask students to use the “Fear” and “Hope” containers provided and place their post-it notes into the appropriate container.
- Ask each student to take turns selecting a hope from the container and reading it aloud to the class. Then repeat the process with the student identified fears.

Action Activity

- Organize the class into 4 groups.
- Provide each group with a floor marker for each group member, plus one additional marker.
- Ask the groups to place the markers on the floor in a straight line with about 2 feet between each marker.
- Ask groups to divide themselves in half and for each half to stand on opposite sides of the line, each student on a marker, facing each other. There should be only one empty marker between the 2 halves of the group.
- Have students in the two lines switch, applying the following rules:
 - Players can only switch with one other person at a time.
 - Players can only move into an empty spot.
 - Only one player can move at a time.
 - Players may move around another player if they are facing opposite directions.
- Following the activity, lead the class in a discussion using the following prompts:
 - *What strategies did you use in this activity?*
 - *What signs of success did you observe while engaged in the activity?*
 - *How well did your teams communicate?*

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 to reflect on their Blue Mountain Low Ropes Course experience and identify any personal hopes and/or fears they have related to the experience. Students should write each of their thoughts on a post-it note, labelling as a “hope” or “fear.”
- Post 4 sheets of chart paper around the room with the following headings: Pre-Trip Hopes, Post-Trip Hopes, Pre-Trip Fears, Post-Trip Fears.
- Post the pre-trip and post-trip post-it notes on the appropriate sheet of chart paper.
- Lead a class discussion about the students’ feelings before and after the trip. Explore how the class can work together to realize their hopes and alleviate their fears.