GLOBAL COMPETENCIES

Learning to learn/self-awareness and self-direction

INITIATIVE HIGHLIGHT

Healthy Schools
Mental Health and Well-Being

MATERIALS

Computer
Internet access
Projector and screen

WIND RIDER TRIPLE ZIPS

Secondary Level
Suitable for: PSK4U

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

C1. Demonstrate an understanding of the phases of movement and of the physical laws and biomechanics principles related to improving movement (C1.2, C1.3)

TEACHING NOTES

Learning Goal

Students will gain a better understanding of types of motion and how they relate to human performance, as well as the impact they have on the body.

Minds On Activity

- Show students this video about Types of Motion.
- Using the information presented in the video, ask students to create a Venn diagram to compare and contrast linear motion and angular motion. Ask students to share their thinking with the class.

Action Activity

- Ask students to answer the following questions:
  - *What are the 3 defining characteristics of linear motion?*
  - *Give 3 examples of linear motion in the context of human movement in sport and human movement in everyday life.*
  - *Describe two different ways in which human physical activities can involve angular (rotational) motion and give examples from your own experiences.*
  - *Identify the type of motion associated with the following movements:*
    - *A diver twists in the air.*
    - *A skier glides down the hill in a crouch.*
    - *A dancer performs a pirouette.*
    - *A player pivots on one foot before making a pass.*
    - *A lawn bowler bowls towards the target.*
  - *Describe how linear movements such as walking and running involve angular motion as well?*

WHILE YOU ARE THERE

At Blue Mountain Resort

- Encourage students to experiment with various body positions (e.g. pike, tuck, layout) and the impact that varying amounts of force can have on human motion while participating in the ziplining experience.

ONCE YOU GET BACK

Consolidation Activity

- Ask students to reflect on and answer the following questions:
  - *How can a participant's experience in a wide variety of physical movement opportunities be enhanced through an applied knowledge of biomechanics and the associated principles?*
  - *Identify and explain how you were able to change speeds on the zipline. Why do you think this was the case?*