

GLOBAL COMPETENCIES

Global citizenship and sustainability
Learning to learn/self-awareness and
self-direction

INITIATIVE HIGHLIGHT

Healthy Schools
Mental Health and Well-Being

MATERIALS

Bean bags
Tennis balls
Chart paper
Markers

WOODVIEW MOUNTAINTOP SKATING

Secondary Level

Suitable for: PPL, PAF, PAI, PAD

ACTIVITY DESCRIPTION

Try a new outdoor physical activity with your students this winter season. Enjoy skating along the Niagara Escarpment, while taking in a beautiful mountain-top view. We welcome both experienced and new skaters — offering skating aids for those new to this activity.

CURRICULUM CONNECTIONS

[Health & Physical Education](#)



Ontario
Curriculum



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)

TEACHING NOTES

Learning Goal

Students learn about locomotor skills and physical literacy.

Minds On Activity

- Ask students to form groups of 4.
- Provide each group with chart paper and markers. Ask each group to draw a circle on the chart paper, and draw four equal sections within the circle.
- Ask each group member to address the following question and record their responses on the chart:
 - *What are the characteristics of physical literacy?*
- Have each group member write his/her responses in one section of the circle.
- Observe the placemat activity to assess students' prior knowledge of physical literacy.

Action Activity

- Ask students to form groups of 5 to 7 and arrange themselves in small circles.
- Ask each group to develop a passing sequence, moving a tennis ball or bean bag from one player to another without moving their feet.
- Encourage groups to add complexity to the activity and communicate using body language (e.g. arms in front means available, arms behind back means unavailable).
- Once the group is comfortable passing their object, add a second object.
- Incorporate modifications to add challenge to the activity (e.g. non-verbal, reverse order, new equipment).

WHILE YOU ARE THERE

At Blue Mountain Resort

- Students will participate in outdoor ice skating while enjoying an incredible view of the Niagara Escarpment. They will also monitor their progress and successes in relation to their physical literacy.

ONCE YOU GET BACK

Consolidation Activity

- Ask students reflect on the class definitions of Physical Literacy and their experience during the Woodview Mountaintop Skating Activity.
- With an elbow partner, ask students to discuss their understanding of the term physical literacy and their personal journey to becoming physically literate.
- Lead the class in constructing a word wall around physical literacy terms.