

GLOBAL COMPETENCIES

Collaboration
Learning to learn/self-awareness and
self-direction

INITIATIVE HIGHLIGHT

Healthy Schools
Mental Health and Well-Being

MATERIALS

Markers
Bean bags
Tennis balls
Chart paper
[Canada's Physical Literacy Consensus
Statement \(June 2015\)](#)

HIKE N TUBE

Secondary Level

Suitable for: PPL, PAF, PAI, PAD

ACTIVITY DESCRIPTION

A gentle introduction to the Mountain, snow tubing provides students with an authentic downhill experience in a safe outdoor environment without the speed and equipment associated with skiing and snowboarding. This physical activity is a great introduction to other winter sports such as downhill and cross-country skiing.

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)

BEFORE YOU GO

Learning Goal

Students learn about the concept of Physical Literacy and how it applies to their own personal journey.

Minds On Activity

- Introduce students to the concept of Physical Literacy and the five Core Principles – referencing [Canada's Physical Literacy Consensus Statement \(June 2015\)](#).
- Discuss the Elements of Physical Literacy from the document and ask the students about the role of these elements in own personal journey:
 - *Motivation and Confidence (Affective)*
 - *Physical Competence (Physical)*
 - *Knowledge and Understanding (Cognitive)*
 - *Engagement in Physical Activities for Life (Behavioral)*

Action Activity

- Students form groups of 5 to 7 and arrange themselves in small circles.
- Ask each group to develop a passing sequence from one player to another. Group members do not move from their starting positions in the circle.
- Groups are encouraged to communicate using names, body language (e.g. arms in front – available, arms behind backs – unavailable) to complete the pattern.
- Once the group is capable of passing with one ball, add additional balls one at a time.

Modifications

- Teachers can incorporate modifications (e.g. non-verbal, reverse order, different types of equipment) into the activity based on the skill level and experience of the group members.

WHILE YOU ARE THERE

At Blue Mountain Resort

During the Hike N Tube activity, ask students to monitor their progress and successes so they can reflect on their physical literacy upon returning to school.

ONCE YOU GET BACK

Consolidation Activity

- Ask students to reflect on the Minds On Activity discussion about the elements of Physical Literacy and their Blue Mountain tubing experience.
- Ask students to discuss with an elbow partner both their understanding of the term physical literacy and their personal journey to becoming physically literate.
- Review the criteria for a 'physically literate' individual and ask students to establish 3 goals to improve their own physical literacy.