

Spring Camp - Curriculum Connections  
Youth University Leadership Camp  
Relevance to Ontario Curriculum



Brock University

Activities: Team Building Initiatives, Low Ropes and High Ropes Challenge Course, Co-operative Games, Nature Hike, Orienteering, Campus Tour

Grades 5 - 8

Health and Physical Education (2010 Revised Edition Ontario Curriculum)

Overall Goals

1. Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.
2. Demonstrate personal and interpersonal skills and the use of critical and creative thinking processes.

Personal Skills

*Although we encourage participants to question their perceptions of what they believe they can accomplish, we would never seek to push anyone into an anxious state where learning is replaced by fear. To support this, Youth University operates under the policy of "Challenge by Choice". This means that individuals pick their method of challenge. Picking their challenges does not mean that individuals buy out of the activity; it means they can take on a role that fits their needs. For example, on the high ropes course, some participants don't feel comfortable climbing but are happy supporting their team members by learning how to be part of the belay team from the ground.*

- 1.1 Use self-awareness and self-monitoring skills to help students understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

Interpersonal Skills

*Students will use a wide variety of communication, collaboration and critical thinking skills to work together to solve team-building challenges. These challenges are facilitated by our instructors and will help students develop their interpersonal skills.*

- 1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence and acquire knowledge and skills related to healthy living
- 1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living
- 1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members
- 1.4 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education

### Active Participation

*Participants are encouraged to discover and challenge themselves to be their very best. Instructors work with participants to find varying roles for student participation through multiple activities.*

A 1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part

### Safety

*Our program strongly emphasizes the need for the physical and emotional safety of the students. Our instructors work with students to ensure they are completing an activity using the safest possible practices. Students learn the necessary movements to safely and effectively participate on the low-ropes and high-ropes challenge courses.*

A 3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity

### Movement competence: skills, concepts and strategies

*Our ropes courses and rock-wall challenges students to perform novel movements and climbing manoeuvres that require controlled transfers of weight and balance.*

B 1.1 Perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment

B 2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities

Grades 5 - 8

Growing Success (September 2009)

### Learning Skills and Work Habits

#### **Collaboration**

In groups of approximately 12, students are consistently challenged to apply their interpersonal skills and knowledge as leaders to a group task. Students will perform various roles within their group, communicate different ideas, share information and work to resolve conflicts.