

CLIMB WITH



**A Physical Activity Curriculum
for K - 6 Grades**

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INTRODUCTION

Dear Educator,

This curriculum guide contains an eight-lesson unit entitled “Climb with TA”. TA Loeffler is a professor in the department of Human Kinetics and Recreation at Memorial University. In April of 2010, she will embark on a journey to climb Mount Everest. “Climb with TA” is a program that was designed for educators in Newfoundland and Labrador as part of TA’s effort to share her “big adventure” with a wider community. The unit features different games, activities, and challenges centered on the theme of mountaineering. It emphasizes concepts of teamwork, goal setting, and challenging oneself.



ABOUT TA LOEFFLER

TA Loeffler is an outdoor education specialist. In the last several years, she has been pursuing big goals on big mountains. In June of 2005, she became the first woman from Newfoundland and Labrador to climb Mount McKinley, the highest peak in North America. She has since climbed Mount Elbrus, in Russia; Aconcagua, in Argentina; Kilimanjaro, in Africa; and Mount Kosciusko, in Australia en route to her ultimate goal of climbing Mount Everest. TA is passionate about sharing her training and adventures with others.

With her expedition titled “Everest 2010: Mountain of Learning”, TA’s mission is to use her journey of training and preparation to climb the highest mountain in the world to inspire the youth of Newfoundland and Labrador to become more physically active and to follow their dreams. TA has given numerous public presentations and has visited many elementary and high schools to share her experiences. She is motivated by the fascination and interest that students have had in her adventures. The “Climb with TA” curriculum is a way to teach students a little bit about climbing big mountains and setting big goals, all the while reinforcing the importance of fitness and teamwork.

CLIMB WITH TA

“Climb with TA” includes many activities that may be familiar, such as tag or warm-up games, but that have been modified to suit a mountaineering theme. Each activity description includes a short introduction that promotes talking to students about different aspects of an expedition. These introductions range from talking about what nutritious, energy-rich foods are necessary to fuel the body, to making the point of how critical teamwork is when climbers are on the mountain. Through the introductions and activities students will learn a little bit about what it’s like to climb some of the highest mountains in the world.

We have also included a list of resources for web sites and books on Everest designed and written especially for children. There are many ways in which this unit can be a cross-curricular learning experience. Many of the websites explain geographical, scientific and cultural information for children in interesting and fun ways. We encourage you to speak to other teachers in your school about it.

Please have a look through the following pages for a better idea of what this unit all about. We hope you find it interesting, fun, and useful - take from it what you like!



SOME NOTES ON THE UNIT

FOUNDATION OF THE UNIT

“Climb with TA” is based on the development of two objectives—fitness and teamwork. These two themes are incorporated into each lesson. The unit is organized so that each physical education period involves one tag game or warm-up activity followed by one cooperative game or activity. The suggested unit outline provides a sequence for presenting the unit however it is not crucial that this order be followed, as no activities are prerequisites for others. You are therefore encouraged to read over all activities and pick and choose whatever best suits your classes, equipment and interests. This unit was designed for grades 3-6, however many of the activities suit all ages.

DESIGN

A major objective in designing this resource was that it be accessible and easy to use. You may recognize many of the activities, as they are modifications of popular games. Several of the activities—with the exception of some of the cooperative team building challenges—require little or no equipment and only short explanations. It is hoped that this will encourage more use of and enjoyment from this resource.

THEME

The theme of mountaineering is incorporated into this unit in a broad way. Some activities physically relate to the challenges of climbing, such as the cooperative team activity “The Wall”. Other activities are related simply by putting a mountaineering twist on a tag game or activity. In either case, the introduction to each activity provides interesting facts and information about various aspects of mountaineering and is a key factor through which the overall theme of the unit is emphasized. You are encouraged to embellish the theme, perhaps by decorating your gymnasium, having a “Step Up to the Summit Challenge” (see pg.) ongoing throughout the unit, or through any other way that may work for you



SUGGESTED UNIT OUTLINE

CLASS	ACTIVITY
ONE	Tag Game/Warm-Up: Seven Summits Cooperative Activity: Crevasse Crossing
TWO	Tag Game/Warm-Up: Backpack Tag Cooperative Activity: Stepping Stones
THREE	Tag Game/Warm-Up: Team Training Cooperative Activity: Mountain Rescue Note: Team Training is a low organizational game as opposed to tag and may take a good majority of the class. Mountain Rescue is a shorter cooperative activity so it is a good idea to do these two on the same day
FOUR	Tag Game/Warm-Up: Frostbite Tag Cooperative Activity: The Wall
FIVE	Tag Game/Warm-Up: Lifeline Tag Cooperative Activity: 1) Frog Hold 2) Slo-Mo
SIX	Tag Game/Warm-Up: Safety in Numbers Tag Cooperative Activity: River Crossing
SEVEN	Tag Game/Warm-Up: Up and Down the Mountain Repeat of favorite activity, tag games etc.
EIGHT	Climb with TA: Step Up to the Summit Challenge

TAG GAMES & WARM-UP ACTIVITIES

SEVEN SUMMITS (SIMILAR TO "UNCLE SAM")

Equipment: none

Intro: Explain to students that a big dream a lot of mountain climbers have is to climb what is known as "The Seven Summits", which consist of the highest peak on each of the seven continents. Ask students if they know what the highest mountain in North America is. Show students the sheet listing the seven summits (see appendix).

Activity: Students line up along one end of the playing space, with one student standing in the middle of the playing space as a tagger. Each student chooses one of the 7 summits, without telling anyone else. The tagger randomly calls out the names of 7 summits from the center. When the tagger calls the mountain a student has chosen, she or he must try to run to the other side without getting touched. If they are touched, they change places with the tagger. If a tagger calls out "seven summits" at any point, everyone must run.

ROPES TAG (SIMILAR TO CHAIN TAG)

Equipment: none

Intro: Explain to students that crossing a glacier (a glacier can be thought of as a frozen river flowing slowly down the mountain) is very dangerous to climbers because of the possibility that they will fall into crevasses. What climbers usually do for safety when crossing a glacier is to 'rope up'- they physically tie themselves to one another, so that if one climber falls into a crevasse they can be pulled up by their team members. Usually climbers will tie themselves together in groups of three when crossing a glacier, and they stay attached for several hours, sometimes even all day! In this activity, students will also have to remain attached in a team as they travel throughout general space.

Activity: Have students hold hands in groups of three. Designate one group to be taggers and give other groups 5 seconds to get away. When a group is tagged, they become the new taggers. Emphasize that groups must always remain attached, or they are putting themselves at



risk. The tagger group cannot tag another group if they are not attached. If a group becomes unattached, they must sit down on the gym floor and wait to be rescued. They are rescued when another group stops in front of them and pulls them up.

Safety Note: Emphasize to students that they must work together to decide who to chase and what direction to run. Pulling too forcefully on each other's arms must be avoided.

BACKPACK TAG

Equipment: a couple of empty backpacks, any size.

Intro: Explain to students that a lot of times when climbers go on long expeditions, they have to carry everything that they will need to live- all their clothes, food, and climbing equipment- for several weeks on their backs. They end up carrying very heavy bags on their backs. Sometimes when climbers are working out or training in preparation for an expedition, they will do their regular training (such as a step class) wearing a heavy backpack. In this activity, students will also carry a backpack as they work their bodies.

Activity: This is a simple tag game. Choose a few students to be 'it' (depending on the number of backpacks you have and/or the number of students in the class). These students will wear a backpack on their backs. When they tag another student, they will give them the backpack and that student will become the new 'it'. Students will enjoy the novelty of wearing a backpack in physical education!

FROSTBITE TAG

Equipment: none

Intro: Explain to students that frostbite is a very dangerous threat to climbers. If climbers get severe frostbite, they may have to have a finger or toe cut off because it is so damaged. In this game, students will try to avoid getting 'frostbite' on different body parts. Ask students what they can do to prevent frostbite.

Activity: Choose 2-4 students to be taggers, depending on the number of students in the class. When a student is touched, they become a new tagger, and they put their hand on whatever part of their body was tagged (frostbitten) and must keep it there as they move around trying to catch someone else.



TEAM TRAINING

Equipment: one ball (volleyball is ideal), pinnies, cones for marking playing area

Note: This is a fun activity (one that will definitely warm students up!) that requires teamwork and strategy. You'll enjoy watching the students improve as they gradually grasp certain strategies. They may benefit from some 'coaching tips' the first few times they play. Elementary students enjoy the challenge of this activity.

Intro: Explain to students that mountaineers need to have their bodies in excellent physical shape in order to be able to climb some of the world's highest mountains. In fact, they train intensely, often two or more times a day, for several months leading up to their climb. This is because it is very hard to get as much oxygen as they need when they are high up in the mountains, so their body needs to be able to do as much as possible with the oxygen it does get. In this activity, students will also 'train' their bodies to be ready for physical challenges, while working together to achieve a common goal.

Activity: This game is played in a smaller area, usually half of a medium sized gymnasium (the larger the area, the more difficult it is to catch people). Two students start as taggers. The goal is to touch other students with the ball (emphasize that they must touch them with it, not throw it at them). When a student is touched, they take a pinnie and immediately join the taggers. The rule that makes this game so challenging is that taggers cannot run with the ball. Therefore, they must pass back and forth, trying to get into a position to be able to tag someone while the ball is not in their hands. It may take a while to catch the first few people, but as the number of taggers increases it becomes easier. If students step out of bounds they are considered caught. Non-tagging players are not allowed to interfere with the ball in any way. Place an emphasis on making quick passes and on moving immediately following a pass to look for a pass-back as helpful hints to students. Once there are several taggers, you may wish to introduce a second ball.

UP AND DOWN THE MOUNTAIN (RELAY TYPE GAME)

Equipment: a variety of small or medium sized objects that can be carried across the gym and placed in a hoop.

Intro: Explain to students that when mountain climbers get high up on a mountain, it becomes hard for them to consume oxygen (which they need to fuel their muscles and heart which are working hard). It therefore becomes too hard for them to carry all their equipment on their backs as they climb. So, they carry a little bit of their equipment from one camp to the next camp higher up, then walk back down and take a little bit more of their equipment on the next trip. They may do this several times to get all their equipment up to the next part of the mountain. This means that they actually walk up and down parts of the mountain lots of times before they get to the top! In this activity, students will work in teams to get their own team's equipment to the next 'camp'.

Activity set up: Divide students into teams of a minimum of three people, depending on numbers (as this is a relay, smaller teams are ideal for increased activity time). Line teams up on one end line of the gym. Place one hula hoop, or something else that can act as a 'container', directly across from each team at the opposite end of the gym. Give each team a variety of objects (3 or 4 per team member) at their starting point. These can be balls, bean bags or other gymnasium equipment. You may wish to bring in an assortment of "personal items" that one may have with them on a hike for added realism.

Activity: The activity is fairly straightforward. Students must carry one object at a time to their next 'camp' (i.e. the container on the opposing end line) then return to their team, at which point the next person can go a drop off another item (as in typical relay fashion). Once each team member drops off their last item they stay at their new camp. The activity is finished once all objects and team members are at the new camp.

Suggestions: This activity can be done a couple of times in a row. Try stipulating various locomotor movements.



SAFETY IN NUMBERS TAG

Equipment: none

Intro: Ask students if they remember some of what climbers do to be safe during their climb. Remind them that climbers will often link themselves together with ropes to ensure that someone could be rescued if they fell off a steep incline or down a crevasse. Emphasize that a “Golden Rule” of climbing is that climbers never go anywhere alone on the mountain.

Activity: Two or three ‘taggers’ attempt to tag other students. If a student is tagged, they must squat down on the ground and wait to be ‘rescued’. To rescue a tagged person, a student simply grabs their hand and helps pull them up to a standing position. However, students can ensure they are ‘safe’ and do not get tagged with a little vigilance. If a student sees one of the taggers approaching them, they can link up with another person by simply joining hands or locking elbows. If students do this, they are ‘safe’ and may not be touched. Students can only stay linked up for a maximum of five seconds. Taggers may not stand in front of two linked students waiting for the five seconds to be up, they must chase someone else.

TRAIL MIX TAG!

Equipment: none

Intro: Ask students to name nutritious foods that are good to eat before or during physical activity. Encourage not only fruits and vegetables, but nuts, granola bars, pasta, and crackers that provide lots of energy.

Game: Divide students into four equal groups. Send one group to each corner of the playing area. Each group is named a different food (within the theme of nutritious, energy-rich foods). The instructor stands in the center of the area, and starts to “make” trail mix. As they call the name of each group, that group runs to the center and starts to jog in a circle around the instructor. After each group has been called in, the instructor announces that she or he is now “mixing up” the trail mix. Students then stop running and begin to jump up and down on the spot (you can encourage different movements such as twisting and turning- they are being ‘mixed up’ after all!). When the instructor yells “SNACK TIME!”, all students must run back to their corner without being touched by the instructor. If a student is touched, they join the instructor in the center to help ‘make’ the trail mix for the next round



CO-OPERATIVE ACTIVITIES

CREVASSE CROSSING

Equipment: one scooter board for every pair, blindfolds, hula hoops.

Intro: Explain to students that when mountaineers are crossing glaciers or snow fields on the mountain, there is a very high risk that they might fall down a crevasse, which is a deep crack in a glacier. Sometimes these cracks are hidden by a thin layer of snow, making them invisible and even more dangerous to mountaineers. In order to be as safe as possible, mountaineers work together to guide one another. Often, they even tie themselves together with rope so that if one person falls into a crevasse they can be pulled out. In this activity, students will also work together to avoid dangerous areas.

Activity: Spread out hula hoops, and/or any other stationary object, randomly around the gymnasium floor. In pairs, students begin at one end of the gym and attempt to 'trek' across to the other side. One student will sit on a scooter board, while their blindfolded partner pushes them. The student on the scooter must give clear instructions (forward/backward/right/left) to their partner to avoid bumping into any piece of equipment (i.e. falling into a crevasse) as they cross.

MOUNTAIN RESCUE

Equipment: a "stretcher"- a gym mat works great as a stretcher, or anything else that can be used to support a child, such as a blanket.

Intro: Explain to students that although safety is always the number one priority in a mountaineering expedition, sometimes accidents happen and the group must be prepared to handle them. This means that everyone must work together to make sure that the injured person is brought to safety. In this activity, students will have to work together to get a team member to safety.

Activity: Each group of about 6 or 7 children has a 'stretcher'. Choose a random characteristic of the students (e.g. those wearing blue t-shirts) to decide who is the first 'injured' team member. Team members must carry that person to a designated spot in the gymnasium. Small obstacles can be set up for the team members to navigate over, around, or through to



make the route more challenging. Rotate positions so that each team member has a turn to be carried.

Safety Note: This can be a fun activity for students, however there is the obvious risk of them dropping the 'injured' person if the task is not done properly. Emphasize the importance of them working together and taking the task seriously.

THE WALL

From Glover & Midura (1992): Team Building through Physical Challenges

Equipment: a large folding crash mat (alternatively: two smaller ones, or a stack of folding mats), folding mats.

Intro: Explain to students that when mountaineers climb some of the largest mountains in the world, they never do it alone. When someone decides that they want to climb a mountain, like Everest, they usually register to do it with an expedition group. Sometimes they may not know anyone in the group they are climbing with before they get to the mountain. Imagine meeting someone for the first time, and then having to spend 24 hours a day with them, often when you are cold, tired and hungry. Climbers must also immediately trust these people they have just met with their lives, for they all work together to ensure the safety of the expedition group at all times. Climbers therefore need to be very responsible, and very good at teamwork and cooperation. In this activity, students will also have an 'expedition group', and they will have to work together to climb over a wall.

Activity set up: Students will literally be given the task of climbing over a wall of mats. The wall may consist of a large crash pad standing on end, or two crash pads tied together, depending on the thickness of the mats. Alternatively, a 5 to 6 foot stack of folding tumbling mats can be used. Place tumbling mats on the floor on either side of the crash mat(s). Set up 'the wall' adjacent to a line on the floor if possible. This line can then be used as a dividing line, and students can be instructed that they cannot cross the line unless they go over the wall.

Activity: Students must work together to get all team members over the wall. Getting tall or heavy group members over the wall challenges the whole group, and getting the last person over the wall is usually the most difficult. Some possible solutions you may see include team members trying to boost one another over the wall, or see group members on their hands and knees allowing other group members to stand on their backs.



Some group members may try to jump the wall, which could knock the wall over- monitor this type of attempt and consider eliminating it if it appears unsafe.

Some Rules:

- 1) the crash pad may not fall over (everyone must start over if this happens) and
- 2) students may not grab crash pad handles or ropes tying crash pads together (the person making the error and one other must start over).

Safety: This challenge presents few safety problems, although you should make sure the wall does not fall over due to reckless or careless behavior. Students should not jump off the wall or slide off the wall head first.

Variations:

- To make the task more difficult, require group members to remain on the mats when they are not touching the wall. This restricts movement and prevents group members from running and jumping up to the wall.
- To promote planning, prevent group members from climbing on top of the wall to help others more than once. This would make the group plan how to help others up to the wall, how to help others climb over, and how to support those on top of the wall.

FROG HOLD

From Rohnke (1984): Silverbullets- A guide to initiative problems, adventure games and trust activities.

Equipment: none

Intro: Part of being physically fit is having good balance. Climbers need to have good balancing skills, especially for when they are following narrow trails on the mountain and it is really windy. In this activity, students will develop their balance skills.

Activity: This is a low center of gravity variation of an old one-on-one activity in which partners try knock each other off balance by striking their palms against one another. Players squat in front of one another so that their balance point is the balls of their feet. If either player moves a foot, they lose. An effective strategy is to not always make contact with the

other player's palms, but to occasionally fake a thrust in order to make the opponent lose his or her balance. Contests do not last as long as when standing (and results of being knocked off balance are more entertaining).

Note: This brief activity is a functional preliminary activity for the following task, Slo-Mo.

SLO-MO

From Rohnke (1984): Silverbullets- A guide to initiative problems, adventure games and trust activities.

Equipment: none

Intro: In this balance exercise, students will compete against one another but at the same time they will rely on each other to complete the task. This is similar to how mountain climbers are pursuing individual goals when they climb mountains, but they need to help each other in order to reach their goal.

Activity: This slow motion sequence is a good cooperative/strength exercise for pairs. With a partner (same size not necessary), stand toe-to-toe and palm to palm. Each player tries to maneuver their partner off balance (without moving either foot) by pushing against each other's palms in slow motion only. No fast moves are allowed, even to gain an advantage or win. The two contestants become cooperative partners, tempering competitive urges with knowledge that cooperation is necessary to make the activity 'work'. Most contests conveniently end with both players simultaneously losing (winning?), i.e. falling off balance together.

RIVER CROSSING

From Glover & Midura (1992): Team Building through Physical Challenges

Equipment: hula hoops (variety of colors), indoor bases, any other equipment that can be used as an obstacle (cones, balance beam, etc.)

Intro: Explain to students that when climbers begin expeditions, they don't usually start from the very bottom of the mountain. They often have to hike for several days to get to the base of the mountain. Ask students if they have ever done any hiking. What is the longest hike they've done? It is not uncommon for climbers to have to trek across rivers or streams as they hike towards the base of the mountain. In this activity, student will again



work in an 'expedition group' to get all group members across the river. Remember, falling in the river could be disastrous, as wet clothes lead to hypothermia.

Activity set up: Lay out hula hoops and bases across the length of the gymnasium. Each hula hoop color will only support a certain body part, so disperse colors strategically. Cones can be placed as obstacles to confuse and deter the team. Place the hoops and bases so that team members cannot cross the river without assisting each other. Form a stepping-stone like path made difficult by the following criteria:

1. A blue hoop can take the weight of one or more people. It is a safe hoop.
2. A red hoop means danger- no one can stand inside a red hoop.
3. An indoor base supports only one foot; no other body part can touch the base. Only one person at a time can be on a base.
4. A yellow hoop supports only two hands- either two hands from one person or one and from each of two people.
5. A green hoop supports only one hand; no other body part may touch inside the hoop.

Activity: Teams are trying to get all group members across the river without falling in. The team must remember which color hoop supports which body part. If anyone enters a hoop incorrectly, that person must start over. Any team member who touches the floor outside a hoop has fallen in and must start over. The solution to this task is simple- team members must go slow, communicate, pick the best route and help each other. One or two people may be appointed by the group to watch out for color coding of hoops in case other teammates forget. The task is completed when everyone has crossed safely and correctly and is behind the end line of the river.

STEPPING STONES

From Glover & Midura (1992): Team Building through Physical Challenges

Equipment: one indoor base for each student in the class. Many alternatives can be used to act as a base- carpet squares, squares taped on the floor, or mats.

Activity set up: Lay out a straight line of bases on the floor, about 12 to 15 inches apart. You will need one line of bases per group (students will be in groups of about eight). Use one more base than you have group

members (i.e. lay out nine bases for a group of eight students). You may wish to outline the bases with tape so that student know where the bases belong and the bases are more likely to remain stationary (this also helps you set up the task for the next class or day).

Activity: Each group member stands on a base. It may be helpful for students to take a number (1, 2, 3, 4, 5 ,6 ,7 ,8) to help them remember their positions at the end of the challenge. Students move from base to base until they are in reverse order from their starting positions. The challenge is mastered when each group member is standing in reverse order from their starting position (having not broken any of the rules while attempting to do so). Give each group a copy of the rules (see following page) prior to beginning the task. This challenge has a lot of rules so they will need a few minutes to look over them. The extra base allows them to shift positions. Group members need to help one another move and maintain balance, which is vital to this task. In the most common solution, a person on one end works towards the other end by jumping or stepping over neighbors, who squat as low as possible. The student on the move needs an empty base upon which to step, so groups will have to develop some strategy. Other possible solutions include: stepping on teammates shoes (so as to not be touching their base) and then moving to next base, leap-frogging over one another, or lifting one another (less desirable due to safety risks).

STEPPING STONES RULES AND SACRIFICES

1. Only one person may touch a base at a time.
2. No one may touch the floor with any part of the body.
3. When moving from base to base, a person may move in either direction to a neighboring base.
4. Group members may touch a new base only if it is empty.
5. The bases may not be moved except for minor adjustments; no penalty if a group member gets off a base to adjust it.
6. Shoes are considered part of the person. Shoes may not be removed, put on the floor, or used as extra stepping stones.
7. If any rule is broken, the entire group must start the task again.



EVEREST CHALLENGE

Climb with TA

Small Steps, Big Results: Step up to the Summit Challenge

“Climb with TA” has partnered with Recreation Newfoundland and Labrador to launch a challenge through the Small Steps, Big Results program website. Small Steps, Big Results is an initiative where participants set a goal of walking a predetermined number of steps to complete the challenge of “climbing Mount Everest.” The “Small Steps, Big Results – Step up to the Summit Challenge” will see participants walking the equivalent of the height of Mount Everest while TA is on the mountain. Participants will log their physical activity on the Small Steps, Big Results website and each step they take will represent one foot of height on Mount Everest. You can make this a whole school challenge or a class challenge. What is in this for the students? Setting and attaining goals, physical activity where they can track their results and watch themselves move closer to the final goal, supporting TA while she is climbing and a certificate of completion (signed by TA) for those who have completed the challenge!

To register for this challenge visit the Recreation Newfoundland and Labrador web site www.recreationnl.com/smallstepsbigresults

This challenge can be a fun and spirited event. Some ideas to increase enthusiasm include having teams dress up, getting staff involved, having prizes, and taking a morning or afternoon to have classes do it simultaneously.

Note: A challenge of this sort can also be pursued through a lunchtime club if class time does not permit.



COMPLEMENTARY RESOURCES

Gordon Korman Everest Trilogy

As described by a nine year old girl: “These three books are awesome. They take you to Mt. Everest with fourteen kids. The descriptions are so realistic they make you feel like you are there. So if you want to climb Mt. Everest in your imagination, read this trilogy pack”. Further information available at:

<http://www.scholastic.ca/titles/everest/books.htm>

National Geographic (online resource)

Features an online quiz about the challenges of two characters, Edmund and Tenzing, as they head to the top of Everest.

<http://www.nationalgeographic.com/ngkids/games/brainteaser/everest/everest.html>

Everest for Kids (website)

Alan Arnette, a mountaineer who attempted to summit Everest in 2002, designed this website for children. It features the story of his journey with large text accompanying several photos. Designed for children of all ages, but especially children under 10.

<http://www.alanarnette.com/kids/kidhome.htm>

Mount Everest: Crown of the World (website).

A website for kids featuring information sections on strange but true facts, history, scientific info, a map of the route to the top, an online quiz, and more.

<http://library.thinkquest.org/5069/>

The Discovery Channel’s Everest page (website)

A great multimedia resource relating to Everest. It was created for the Discovery Channel series “Everest: Beyond the Limit”. The site contains lots of information relating to Everest including pictures, videos and some fun online games.

<http://dsc.discovery.com/convergence/everest/everest.html>



View from the Top of the World (webpage)

This 360 degree panoramic view from the top of Mount Everest gives some idea of what it is like to stand on top of the world. It also shows you the view T.A will have in just a few short weeks.

<http://www.panoramas.dk/fullscreen2/full22.html>

Yeti: Abominable Snowman of the Himalayas (website)

Does the abominable snowman really exist? The Nepalese people believe that the mythical creature known as the “Yeti” guards both Mount Everest and the villages that spot the Himalayan landscape. The Creature is described as a massive ape-like creature with a pointed head and white fur. It is often believed to be a distant cousin of North America’s own “Bigfoot”, but is it real? Who knows maybe T.A will meet one on her journey.

<http://www.unmuseum.org/yeti.htm>



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DREAM GOALS

Dream Goals

Dream goals can be thought of as one of your biggest goals- maybe not something you can do this year, or even in the next five years, but something that creeps into your mind sometimes and makes you think “it would be really cool to do that (or be that, or see that) one day”. An example of a dream goal might be to ride your bike across Canada.

A dream goal for me is: _____

Long Term Goals

Long term goals are goals that you can work towards meeting over a long period to time- maybe a couple of months, maybe even a year. To work towards this goal, you need to set smaller, short term goals along the way. An example of a long term goal could be to save a certain amount of money for one year so that you could go on a trip.

A long term goal for me is: _____

Short Term Goals

Short term goals are goals that you can work towards meeting in a relatively short period of time, such a couple of weeks or a month. Short term goals need to be measurable- you need to be able to evaluate whether you’ve been meeting your short term goals often. An example of short term goal may be to eat five servings of fruits or vegetables every day for a week.

A short term goal for me is: _____

