 SHAUNAVON HIGH SCHOOL

Box 1148 Shaunavon, Saskatchewan S0N 2M0

Phone: 306-297-2733 Fax: 306-297-2680

Email: [shs@chinooksd.ca](mailto:shs@chinooksd.ca) Web Site: <http://schools.chinooksd.ca/shvnhs/>

Principal: Connie Allemand Vice Principal: Carmen Stevenson

**“Learning Today For Tomorrow's Future”**

Dear Parents/Guardians & Students, June ??th, 2014

It is with excitement that I let you know of our next opportunity to continue developing confident & competent students who understand, appreciate and engage in a balanced, healthy and active lifestyle…the aim of Wellness 10. This requires individuals who are physically literate; who can move with competence and confidence in a wide variety of physical activities in environments (land, water & air) that benefit the healthy development of the whole person.

On ***Monday June ??th***, our Wellness 10 class will be travelling for the following adventure at ***Cypress Hills Eco-Adventures*** in Cypress Hills Provincial Park. ***We are meeting bright and early at the High School at 7:00am!***

8:30 Team Building Activities 11:45 am Canopy Tour Ziplining

9:30 Wall Climbing & Slack-lining 1:15 pm Possible Ice Cream Stop

10:30 Low Ropes Course 1:45 pm Leave Cypress Hills Park

11:15 Lunch (packed from home) 3:00 pm Return To High School

Our adventure will both support and challenge all five dimensions of wellness (social, environmental, psychological, spiritual and physical) as we meet the following Wellness 10 outcomes:

***Outcome W1:*** Evaluate one’s understanding of wellness while participating in various learning opportunities that balance the dimensions of wellness (i.e., physical, psychological, social, spiritual, environmental).

**Outcome W2:** Assess, through participation in service learning opportunities and other means (e.g., interviews, discussions, observations), how service learning enhances the well-being of the volunteer and to the individual or organization/community.

***Outcome W3:*** Investigate and develop a variety of complex skills through participation in a variety of individual or small group activities (that have the potential to become life-long) from the following categories: Body Management Activities (e.g., dance, pilates, martial arts, yoga, aerobics.) • Individual Activities (e.g., snowshoeing, cross-country skiing, orienteering, hiking, cycling, weight lifting/going a fitness centre) • Target Games (e.g., bowling, curling, golf, archery, bocce ball) • Net/Wall Games (e.g., badminton, tennis, table tennis, pickleball, squash) • Invasion/Territorial Games (e.g., soccer, flag football, ultimate frisbee) • Striking Games (e. g., softball, baseball, kickball)

***Outcome W4:*** Assess the impact of mental health on overall well-being of self, family, and community.

***Outcome W5:*** Assess one’s self-awareness (i.e., one’s ability to perceive own emotions and tendencies) and self-management (i.e., ability to stay flexible and positively direct personal behaviour) for the purpose of enhancing well-being of self and others.

***Outcome W6:*** Model and promote a local culture/norm of safety and injury prevention (i.e., physical safety, emotional safety, spiritual safety) to optimize well-being of self and others.

***Outcome W7:*** Evaluate the health-related components of fitness (i.e., cardiovascular endurance, muscle strength, muscle endurance, flexibility, and body composition) as they relate to self, through a variety of individual or small group activities that have the potential for lifelong involvement.

***Outcome W8:*** Assess how interpersonal relationships (e.g., with self, peers, family, teachers, coaches, employers) influence all dimensions of wellness.

***Outcome W12:*** Investigate the connection to and importance of spirituality on optimal wellness.

Mrs. Stevenson, Mr. Olesen, Mrs. Envik and myself will be staff supervisors that day. ***Each student is required to have the attached waiver form, completed and signed by their parent/guardian, in to myself by THIS THURSDAY JUNE 14th.*** I look forward to making contact with all parents/guardians before this Thursday’s waiver deadline to answer any questions or concerns that you may have.

Thank you for the continued support of your child’s learning & wellness! Respectfully, Miss Jennifer Foley

**Wellness 10 Curriculum Excursion 2014:**

**Cypress Hills Eco-Adventures - Maple Creek, SK**

***Planned Activities: Treetop Adventure Park & Zip-lining***

**Strong Desire To Work With Chinook School Division**

This season Cypress Hills Eco-Adventures continues to design experiences with curricular outcomes in the forefront and are willing to work with teachers with regards to their programming in order to make this happen. Jori Kirk is available to any of the Division's Superintendents if need be to answer any further questions; whether it be a face-to-face meeting, skype video call, or a chat on the phone.

**Safety Standards**

Eco-Adventures carry $2,000,000 general participant liability current for 2014. They are required to additionally insure the Saskatchewan Government as they operate in their Provincial Park. All participants, both students and supervisors, will be required to complete an Acknowledgement, Release, Waiver, Indemnity and Assumption of Risk Agreement prior to participating. All supervisors will travel with Sask. Health Card and Emergency Contact #’s for both students & supervisors participating. We will have a supervisor to participant ratio of 1:5 for this experience in a higher risk environment.

Owner, Jori Kirk, was responsible for writing the new zip line canopy tour/belayed activity standards which were adopted 3 years ago, prior to their business opening. Just recently, Parks Canada also adopted the standards that Jori wrote for all future canopy tours which may open in a Federal Park across the country. As you will see, they are held to a pretty high standard being the only canopy tour that operates in a provincial, national or state park in all of the USA or Canada.  
  
**Safety/First Aid Certification**

Copies of Jori Kirk’s current fall arrest and first aid/CPR certifications are attached. In addition to these certifications Jori has also taken a Level 1 Challenge Course Practitioner certification through the Association of Challenge Course Technology (the international governing body for all belay/zip line activities).

**Staff Training**

Eco-Adventures are truly leading the industry when it comes to staff training. Each one of their guides are put through 80-120 hours of training (the standard that most commercial zip line canopy tour operators throughout North America require is 8 hours of training). They teach them canopy tour basics, canopy tour operating procedures, belay skills, rappel skills, rescues, evacuations, wilderness first aid, as well as spend a lot of time on facilitation training and experience delivery. They do keep records of their staff training but will not have them available at this current date as training for first time guides has just gotten underway with the new employees arriving. If needed, they can be supplied at a later date. All guides also hold fall arrest certifications.

***Renewed Wellness 10 Curriculum Experience Intentionally designed to connect and/or assess all 5 Dimensions of Wellness (Psychological, Social, Spiritual, Physical & Environmental)***

**Outcome: W1 Evaluate one’s understanding of wellness while participating in various learning opportunities that balance the dimensions of wellness (i.e., physical, psychological, social, spiritual, environmental).**

1. Participate in a variety of learning experiences that positively influence and balance one’s well-being (e.g., exercising, smudging, recycling, gardening).
2. Analyze and communicate the dimensions of wellness in terms of their interconnectedness (i.e., connections), interdependence (i.e., mutual benefits), and interactions (i.e., effects of one on another).
3. Examine available supports (both formal and informal) for attaining and maintaining optimal wellness and establish strategies to effectively access these supports.
4. Initiate an ongoing multi-dimensional (i.e., physical, psychological, social, spiritual, environmental) Personal Plan for Wellness based on a comprehensive analysis of personal well-being.

**Outcome: W2 Assess, through participation in service learning opportunities and other means (e.g., interviews, discussions, observations), how service learning enhances the well-being of the volunteer and to the individual or organization/community.**

1. Determine a variety of community service opportunities that would benefit the well-being of one’s community (e.g., meals on wheels, senior centres, canvasser, walking school bus, Special Olympics, coaching/officiating minor sports, Save the Planet, ditch picks, helping seniors who are housebound).
2. Investigate the impact of volunteering on the overall well-being of self and community (e.g., motivation and sense of accomplishment, sense of belonging, enhanced personal skills, career opportunities, advocacy, cleaner natural environment).

**Outcome: W3 Plan for and engage in movement activity to increase confidence, competence, and sustainability in self-selected individual and/or partner movement activities from each of the following categories:**

* **Body Management Activities (e.g., dance, yoga, pilates, martial arts, aerobics)**
* **Alternate Environment Activities (e.g., cycling, snowshoeing, cross-country skiing, swimming, hiking, skating, canoeing, trapping, weight lifting/going to a fitness centre)**
* **Target games (e.g., bowling, golf, archery, bocce ball )**
* **Net/Wall games (e.g., tennis, table tennis, racquetball, squash)**

1. Assess own level of confidence and competence in participating, in each of the four basic physical environments (i.e., on the ground, in the water, on snow and ice, in the air).

d. Analyze the impact that current personal strengths and weaknesses in health-related fitness have on personal performance of complex skills used in self-selected movement activities (e.g., I have good upper body strength so I am successful at swimming lengths in the pool).

g. Apply relevant biomechanical principles (e.g., laws of motion, friction) to enhance complex skills required for competent participation in self-selected movement activities.

h. Analyze influences (e.g., fluid intake, commitment to practice, available technology, audience, nutrition) that affect optimal personal performance during participation in movement activities.

l. Utilize visualization and other mental preparation strategies to enhance performance in self-selected movement activities.

m. Critique, after participation in self-selected movement activities, decisions made regarding the utilization of skills, tactics, and strategies.

**Outcome: W4 Assess the impact of mental health on overall well-being of self, family, and community.**

e. Discuss prior understandings of how thoughts, actions, and behaviours are all connected to brain function.

i. Investigate various personal, environmental, biological, and social influences (e.g., sports competitions, use of cannabis, support networks) on mental health and determine one’s relationship to these influences.

l. Examine the relationships among defense mechanisms, feelings, behaviours, and mental health (i.e., ways we protect ourselves from things we do not want to think about or deal with).

**Outcome: W5 Assess one’s self-awareness (i.e., one’s ability to perceive own emotions and tendencies) and self-management (i.e., ability to stay flexible and positively direct personal behaviour) for the purpose of enhancing well- being of self and others.**

1. Assess one’s emotional intelligence (i.e., the ability to perceive, control, and evaluate emotions) using a variety of measurement tools.
2. Reflect on one’s ability to recognize and manage emotions in self and in personal relationships.
3. Practise and reflect on variety of self-awareness strategies (e.g., treat feelings as good or bad, identify triggers, seek feedback, keep a journal of emotions, observe others’ reactions to your emotions).
4. Reflect on and explain the ‘what’ and ‘why’ of one’s own preference (e.g., alone, with a partner, in a group, on a team, competitive, recreational) for engagement in particular movement activity.
5. Analyze and practise effective identification and communication of feelings.

**Outcome: W6 Model and promote a local culture/norm of safety and injury prevention (i.e., physical safety, social safety, psychological safety, spiritual safety, environmental safety) to optimize well-being of self, family, community, and the environment.**

b. Investigate (e.g., communicate with safety experts in the community) factors that influence safety norms.

e. Evaluate risks and safety factors (i.e., physical safety, social safety, psychological safety, spiritual safety, environmental safety) that may affect activity choices (e.g., What are some physical activity options that are safe to participate in when one has a broken leg?) and preferences.

f. Investigate common safety risks (e.g., driving a motorized vehicle, participating in high-contact sports) for youth in local community and determine injury prevention opportunities.

h. Demonstrate respect, responsibility, and caring for own wellness by applying understandings related to the identification, prevention (e.g., investigate facts, prepare basic first-aid kit, take time outs), and management of common safety risks (e.g., wearing personal protective equipment, following recommended guidelines and instruction for use of equipment).

i. Analyze moral and ethical conduct in movement activities and sport (e.g., cheating, intentional fouls, performance-enhancing drugs) and their impact on the safety and well-being of self and others.

**Outcome: W7 Promote sustainable well-being by planning for and engaging in movement activities, alone and with others, that enhance the health-related (i.e., cardiovascular endurance, flexibility, muscular endurance, muscular strength, and body composition) and skill-related (i.e., power, agility, speed, reaction time, balance, and co-ordination) components of fitness.**

b. Investigate opportunities (e.g. walking/running groups, recreation centres, green spaces, on-line opportunities) for engagement in movement activities for sustainable well-being at school, at home, and in the community.

g. Analyze the potential for preferred movement activities and achieved engagement level in those activities that may promote sustainable well-being and lifelong involvement.

m. Examine the pressure and social implications placed on gender related to body composition and participation in movement activities.

**Optional Outcome: W8 Assess how relationships (e.g., with self, peers, family, teachers, teammates, opponents, coaches, employers) influence all dimensions of wellness.**

c. Analyze how interpersonal relationships are developed and enhanced through awareness of self, others, and by one’s overall well-being.

h. Discuss skills and behaviours that are effective in nurturing relationships and those that are identified to escalate conflict.

l. Demonstrate and evaluate personal commitment to responsible social behaviour (Hellison, 2011) while participating in and analyzing movement activities.

**Optional Outcome: W12 Investigate the connection to and importance of spirituality on wellness.**

a. Investigate various meanings of the concepts of spirit, soul, spiritual dimension and spiritual development.

c. Analyze the relationships of vision, joy, struggle, and perseverance in relationship to spiritual beliefs and practices.

d. Examine personal experience in relation to the larger questions of meaning *(e.g., Who am I? What is human nature? Why do innocent people suffer?*).

f. Investigate the value of silence, stillness, solitude, and an inward focus on one’s overall wellness.

g. Examine the role individual activities *(e.g., cooking, travelling, running)* may have in one’s spirituality and wellness.

h. Reflect on the concept of “sacred” *(e.g., family, body)* and its role in optimal wellness.

i. Determine how one is influenced by norms, trends, images, and values in various cultures, communities, and groups.

***Respectfully Submitted For Approval,***

***Miss Jennifer Foley***

Shaunavon High School

May ??th, 2014

Attached: Proof of CPR/Standard First Aid Certification

**Cancellation Policy**

As of January 1st, 2013, Cypress Hills Eco-Adventures Ltd. requires full payment at the time of booking for all tour reservations. For all Corporate/School Group reservations, a credit card is required at the time of booking to reserve your adventure.

*CANCELLATION POLICIES*

Cancellations/modifications to your adventure 72 hours prior to departure date: no charge.

Cancellations/modifications to your adventure 72 hours - 24 hours prior to departure date: 50% refund/50% charge

Cancellations/modifications to your adventure under 24 hours prior to departure date: no refund.

\*\* CHEA reserves the right to cancel tours, vary itineraries, and amend fares and days of operation. If WE cancel any trip due to poor weather, mechanical failure, or unsafe conditions, we will reschedule your tour for another time at no cost. If this is not an option that works for you, we will do our best to come up with a suitable solution.

*REFUND PROCEDURES*

There are no refunds for tours cancelled due to misrepresentation of physical abilities and/or existing or previous health conditions. If any client fails or refuses to answer specific questions put forward in Cypress Hills Eco-Adventures Ltd.'s (CHEA) waiver, CHEA maintains the right to refuse service without refund. Among questions that must be answered accurately are those referring to participant weight & age. CHEA will not give refunds for reasons involving personal conduct. No refunds are provided to unused climb cards or portions thereof. No refunds will be given for inability to complete the activities after they have commenced.

*PARTICIPANT WAIVER PROCEDURES*

All participants must arrive at our Base Camp at least 5 minutes prior to their scheduled activity. The purpose of this is to allow time to read, understand, and sign our waiver. By signing our waiver, you will waive your right to sue us and exercise other legal rights. All participants under the age of 18 years old must also have their waiver signed by a parent or legal guardian. After arriving at our Base Camp prior to your experience and reading our waiver, if you do not want to sign the agreement, you shall not be allowed to participate in any activities, but you will be given a full refund.