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| **Lesson Title/Focus** | **Lesson 1 – Information & Knowledge Seminar** | **Date** | Sept 17 2015 |
| **Subject/Grade Level** | Physical Education | **Time Duration** | 12:15 – 1:15pm |
| **Unit** | Urban Trekking | **Teacher** | Miss. Collier |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**  |
| **General Learning Outcomes:** | **Specific Learning Outcomes:** |
| **Outcome B:** Students will understand, experience and appreciate the health benefits that result from physical activity.**Outcome D:** Students will assume responsibility to lead an active way of life.  | **B10-6** clarify the positive benefits that occur as a result of participation in physical activity.**D10-1** demonstrate a commitment to an active lifestyle through participation in and out of class**D10-8** investigate participation in community activity programs for all ages and the influences that affect participation**B11-6** Analyze the positive benefits gained from physical activity.**D11-1** model an active lifestyle**B12-6** predict the positive benefits gained from physical activity.**D12-1** model an active lifestyle |
| **LEARNING OBJECTIVES (Students will)** | **ASSESSMENTS**  |
| * **Understand the positive benefits of physical activity**
* **Identify ways they can be physically active within the community.**
 | * Class Discussion
* Observation
 |
| **LEARNING RESOURCES CONSULTED** | **MATERIALS AND EQUIPMENT** |
| * Physical Education Program of Studies
* All City of Calgary parks - <http://www.calgary.ca>

/CSPS/Parks/Pages/Locations/All-city-parks.aspx* WeaselHead Flats Park - <http://www.calgary.ca>

/CSPS/Parks/Pages/Locations/SW-parks/Weaselhead-Flats.aspx* Fish Creek - http://www.albertaparks.ca/fish-creek.aspx
* Nose Hill Park Map - <http://www.calgary.ca>

/CSPS/Parks/Documents/Construction/Nose-Hill-Project/trail-pathways-map.pdf* North Glenmore Park Map -http://www.calgary.ca

/CS/IIS/Documents/emaps/glenmore.pdf* Suggested YYC Path loops - <http://www.calgary.ca>

/CSPS/Parks/Pages/Pathways/Pathway-routes.aspx* Calgary Parks Pathways Interactive Map <http://thecityofcalgary.maps.arcgis.com>

/apps/webappviewer/index.html?id=26f5b28aad3840ada2111fcb4c471462 | * **Paper**
* **Markers**
 |
| **PROCEDURE** |
| **Introduction** | **Time** |
| ***Attention Grabber*** | - Attendance: Take attendance. First 24 kids present in the dance studio that have paid their fee will be welcomed into the class. Inform students that attendance will be taken at the start of every class. | 7 mins9:20-9:27 |
| ***Expectations for Learning and Behaviour*** | See Below… |  |
| ***Advance Organizer/Agenda*** | 1. Attendance
2. Review rules and expectations
3. Review where we will be walking.
 |  |
| ***Transition to Body*** |  |  |
| **Body** | **Time** |
| ***Learning Activity #1*** | **Expectations**:**Clothing –** Proper **outdoor** attire must be worn. Don’t need gym strip or to change but make sure you’re wearing comfortable, warm clothing. Because we are going to be outside, keep an eye on the weather and dress appropriately.Shoes that you will be comfortable walking in for 2 hours are a must. **Change Rooms** – Change rooms will not be locked! Do not leave your stuff in the change rooms. You may bring it into the gym and leave it there. The gym will be locked. (Or Dance Studio) Probably a good idea to lock your stuff in your locker. **Participation –** Everyone will give it their all and participate. We obviously have varying levels of skill within the class and that’s great. We will work together and have fun. **Assessment** – You will fill out a self-evaluation on the last day of class. You will be evaluating yourselves on outcome a – activity, and outcomes b, c and d. You must be honest with your self-evaluations because I will also be assessing you in these areas and your mark and my mark will average out the final grade you receive. **Is there anyone allergic or scared of dogs** (Golden Retrievers)? Ms. Fabijan-Waddell will be joining us in Fish Creek Park and needs to know if she can bring her dogs. **Safety:**- Communication is key… We will be playing telephone and sending messages from the front to the back and back up to the front. It better be correct….  - Someone will be setting the pace. Ill have a leader at the front to set a pace that we all walk at. Need to be making sure that we are setting a pace that works for everyone. **Bring Water Bottles**! It’s a long walk and no where to get water if you need it. If your water bottle doesn’t clip onto your belt, bring a LIGHT back pack to carry it in. **Bring sunglasses** if you need them,**No Head phones**!!!!**Epi Pens**- I need to know who has one., or any allergies…**Buddy System!** |  |
| *Assessments/ Differentiation:* |  |  |
| **Closure** | **Time** |
| ***Feedback From Students:*** | Does anyone have any questions? |  |
| ***Feedback To Students*** | See you all Tuesday! Thanks Everyone.  |  |
| ***Transition To Next Lesson*** | Meet in the Dance studio at 12:15 on Tuesday!  |  |

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| **Lesson Title/Focus** | **Lesson 2 – Fish Creek Park** | **Date** | Sept 22 2015 |
| **Subject/Grade Level** | Physical Education | **Time Duration** | 12:15-3:00pm |
| **Unit** | Urban Trekking | **Teacher** | Miss. Collier |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**  |
| **General Learning Outcomes:** | **Specific Learning Outcomes:** |
| **Outcome A:** Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities in an alternate environment.**Outcome C:** Students will interact positively with others.**Outcome D:** Students will assume responsibility to lead an active way of life.  | **A10-13** adapt and improve activity-specific skills in a variety of individual pursuits.**C10-6** identify and demonstrate positive behaviours that show respect for self and others.**D10-1** demonstrate a commitment to an active lifestyle through participation in and out of class.**D10-8** Investigate participation in community activity programs for all ages and the influences that affect participation.**A11-7** develop and combine more challenging activity specific skills in a variety of environments.**C11-6** identify and demonstrate positive behaviours that show respect for self and others**D11-1** model an active lifestyle**A12-13** recommend a choice of activity specific skills in pursuing lifelong individual activities. **C12-6** identify and demonstrate positive behaviours that show respect for self and others.**D12-1** model an active lifestyle |
| **LEARNING OBJECTIVES (Students will)** | **ASSESSMENTS**  |
| * **Explore ways to be active in Fish Creek Park**
* **Demonstrate positive behaviours and safety that benefits themselves, others and the environment.**
 | * Class Discussion
* Observation
* Participation
 |
| **LEARNING RESOURCES CONSULTED** | **MATERIALS AND EQUIPMENT** |
| * Physical Education Program of Studies
* All City of Calgary parks - <http://www.calgary.ca>

/CSPS/Parks/Pages/Locations/All-city-parks.aspx* Fish Creek - <http://www.albertaparks.ca/fish-creek.aspx>
 | * **Tubby Bus**
* **Proper footwear for walking**
 |
| **SAFETY GUIDELINES REFERENCED**  | **SPECIFIC SAFEY CONSIDERATIONS**  |
| **Supervision-** In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.**Instructional Considerations –** Students should be informed of the route boundaries for the activity. Teacher should encourage the use of the buddy system. Do not walk in the street if traffic is present.**Equipment/Facilities -** Appropriate outdoor running and walking surfaces include sidewalks, grass, trails and pavement. Prior to initial use of a route, teacher should do a safety check “walk through”to identify potential hazards. | * Always walk on the right side of the path.
* Anyone allergic to wasps/bees should bring an epi pen if they have one as wasp stings are more likely to happen in the fall.
* Students should not use audio devices with earphones.
 |
| **PROCEDURE** |
| **Introduction** | **Time** |
| ***Attention Grabber*** | Take attendance.  |  |
| ***Expectations for Learning and Behaviour*** | 1. Students will stick together
2. Students will listen attentively when teacher is speaking.
3. Students will be in proper attire.
4. Students will participate in the activity.
5. Students will demonstrate respect, responsibility, and leadership.
 |  |
| ***Advance Organizer/Agenda*** | 1. Attendance
2. Drive to location on tubby bus.
3. Walk for allotted time frame
4. Drive back to school
 |  |
| ***Transition to Body*** |  |  |
| **Body** | **Time** |
| ***Learning Activity #1*** | Take AttendanceGet on tubby bus and head to Fish Creek Park. Walk along the pathways exploring Fish Creek Park. Discuss what kind of activities you can do within Fish Creek Park. How the flood impacted fish creek park.  |  |
| *Assessments/ Differentiation:* |  |  |
| **Closure** | **Time** |
| ***Assessment of Learning:*** | Assess students participation in discussion and on the walk.  |  |
| ***Feedback From Students:*** |  |  |
| ***Feedback To Students*** | Great job today, we will be going to Nose Hill Park tomorrow…. |  |
| ***Transition To Next Lesson*** | We will meet again in the Dance Studio at 12:15…. |  |

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| **Reflections from the lesson** |  |

**Fish Creek Park Information**

**Fish Creek Park** is a provincial park located in the southern part of [Calgary](https://en.wikipedia.org/wiki/Calgary), [Alberta](https://en.wikipedia.org/wiki/Alberta), [Canada](https://en.wikipedia.org/wiki/Canada). It is the largest urban park in Canada and one of the largest urban parks in North America, stretching 19 km (12 mi) from east to west. At 13.48 km2 (5.20 sq mi), it is over three times the size of [Vancouver's](https://en.wikipedia.org/wiki/Vancouver) [Stanley Park](https://en.wikipedia.org/wiki/Stanley_Park).

The growth of Calgary has left the park bordered on all sides by the city. It is also bordered on the west by the territory of the [Tsuu T’ina Nation](https://en.wikipedia.org/wiki/Tsuu_T%27ina_Nation) (Sarcee), a [First Nation](https://en.wikipedia.org/wiki/First_Nation).

Fish Creek flows along the length of the park and joins the [Bow River](https://en.wikipedia.org/wiki/Bow_River) at the east side of the park. Fish Creek park used to span the width of the city but Calgary has grown beyond the edges of the park.

**Contemporary Issues**

As a result of the heavy rains and floods experienced by Alberta in June 2005, half of the park's trails were washed away, and the other half damaged.[3] Seven pedestrian bridges over the Fish Creek were destroyed and seven others were rendered unsafe. The park officially reopened in September 2007 following the construction of new bridges and a redesigned pathway system.

The park's location and city growth in the south poses problems for city planners. Limited points exist to build roadways across the park. Three arteries ([Deerfoot Trail](https://en.wikipedia.org/wiki/Deerfoot_Trail)/[Highway 22X](https://en.wikipedia.org/wiki/Alberta_Highway_22X), [Macleod Trail](https://en.wikipedia.org/wiki/Macleod_Trail_%28Calgary%29) and 37th Street SW), plus a [C-Train](https://en.wikipedia.org/wiki/C-Train) [rapid transit](https://en.wikipedia.org/wiki/Rapid_transit) line, exist to connect the southern portions of the city with the north. This results in frequent rush hour traffic delays as the traffic bottle necks. A long-proposed southwest extension of Sarcee Trail (roughly following the 37th Street alignment) is expected to alleviate these bottlenecks, as is the 2013 completion of the southeastern leg of the [Stoney Trail](https://en.wikipedia.org/wiki/Stoney_Trail) freeway.

The park's trails and facilities see three million visitors a year and are patrolled by Conservation Officers designated under the Ministry of Tourism Parks and Recreation.

**Glenn's First Farm**

In 1873, John and Adelaide Glenn became the first settlers in the Fish Creek valley. They set up a small trading post and farm in 1874.  Their first homestead was on the north side of the creek (near Bow Bottom Trail crossing today).

Glenn shares credit with Sam Livingston for planting the first cereal crops in the Calgary area in 1876.  He was the first settler to develop an irrigation system in Alberta.

While farming, Glenn continued to supplement his income by trading.  He established a combined stopping house and trading store on his farm.  This served the growing traffic between Fort Benton (U.S.A.) and Fort Calgary.  The Glenn's stopping house became a popular rest area for weary travelers.

In 1879, Glenn sold his farm to Dominion Government and it became Indian Supply Farm #24.

**Fish Creek Supply Farm**

The Blackfoot Confederacy signed Treaty Number Seven in 1877.  Indians were paid cash and given reserves totaling close to one million acres.  In return, they gave up large tracts of land,

The federal government purchased places like the Glenn's as instructional farms. The ideas was to assist the Blackfoot adjust to their new way of life.  The government sold the Fish Creek Supply Farm in the early 1880's because the poor yields did not justify costs.

Quebec's Lieutenant Governor, Theodore Robitaille, purchased the farm on speculation.  He planned to sell it in smaller parcels at a good profit. By 1883 when the time the land was rightfully his, the western Canadian real estate market had collapsed.   Robitaille's plans fell through.

**The Hulls and the Golden Age of Ranching**

William Roper Hull and John Hull leased the land from Robitaille in 1887. They bought Fish Creek Supply Farm in 1892, to their holdings.  The English-born Hull brothers had learned the basics of the cattle industry on their uncle's cattle ranch in B.C.  By the time of this purchase, Hull Brothers Company had become a major force in the local cattle industry.

John Hull transferred his interests in the ranch to William in 1893, making him the sole owner. The era of William Roper Hull is an important part of the history of Bow Valley Ranch.

In 1895, Hull began irrigating the 800 acres he had under cultivation. Prior to irrigating the land in the valley, Hull said the yield was only 90 tons of hay.  Yield topped the scales at 1,200 tons by the third year of irrigation!  Such enormous yields demanded efficient handling.  Hull introduced an innovative, yet simple hay-stacking machine for the farm. Hull's farming methods became famous across Canada.

Hull's farm became a necessary stop for all visiting dignitaries.  When Prime Minister Mackenzie Bowell visited one of Hull's oat fields, his aids lost sight of him as he strolled through the grain.  Senator Lougheed, who also on the tour, happened to have a foot measure with him. Lougheed found the average height of the stalks was six feet one inch. Bowell was suitably impressed.

Hull also cultivated the social life of an elegant class of Canadian ranchers unique to that time period.  The Bow Valley Ranche, as Hull renamed the farm, became the focal point for their gatherings.  When the original log ranch house burned down, Hull built what was said to be the finest country home in the territories.  The natural brick two storey Bow Valley Ranche House still exists today.

Hull sold his meat operations and the Bow Valley Ranche to Patrick Burns in 1902. He moved to Calgary which, at that time, was a two-hour ride away.

**Bow Valley Ranch Under Burns**

Starting with nothing, Patrick Burns came to dominate the western Canadian meatpacking and dairy products industries. When Burns purchased the Bow Valley Ranch (Burns dropped the unnecessary "e"), its purpose and function changed. The Ranch was no longer the site of parties for a fashionable elite.  The only entertainment it hosted was the occasional official luncheon for visiting dignitaries and some staff functions.

Hull's progressive irrigation system was also abandoned.  To Burns, the Bow Valley Ranch was an integral but small part of his empire.  Burns bought out all the nearby ranches and farms.  He came to own all the land between the Bow Valley Ranch and his packing plant (still located in southeast Calgary on Blackfoot Trail).

Burns operated the ranch as a holding and sorting site for cattle brought in from other ranches on their way to his slaughterhouse.  Animals were fattened up there or at his feedlot (near the Calf Robe Bridge on Deerfoot Trail).

The stands of poplars at the Bow Valley Ranch site are fenced off.  There are two different explanations for this.  One story is that Burns was an environmentalist who built the fences to protect the trees from cattle.  Another story suggests that the fences were to prevent the cattle from eating locoweed. It's a tempting yellow flowered weed that is toxic to cattle.

**Establishment of Fish Creek Provincial Park**

The Bow Valley Ranch remained in the Burns family until the provincial government bought it in 1972.  Fish Creek Provincial Park opened in 1975.

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| **Lesson Title/Focus** | **Lesson 3 – Nose Hill Park** | **Date** | Sept 23 2015 |
| **Subject/Grade Level** | Physical Education | **Time Duration** | 12:15-3:00pm |
| **Unit** | Urban Trekking | **Teacher** | Miss. Collier |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**  |
| **General Learning Outcomes:** | **Specific Learning Outcomes:** |
| **Outcome A:** Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities in an alternate environment.**Outcome C:** Students will interact positively with others.**Outcome D:** Students will assume responsibility to lead an active way of life.  | **A10-13** adapt and improve activity-specific skills in a variety of individual pursuits.**C10-6** identify and demonstrate positive behaviours that show respect for self and others.**D10-1** demonstrate a commitment to an active lifestyle through participation in and out of class.**D10-8** Investigate participation in community activity programs for all ages and the influences that affect participation.**A11-7** develop and combine more challenging activity specific skills in a variety of environments.**C11-6** identify and demonstrate positive behaviours that show respect for self and others**D11-1** model an active lifestyle**A12-13** recommend a choice of activity specific skills in pursuing lifelong individual activities. **C12-6** identify and demonstrate positive behaviours that show respect for self and others.**D12-1** model an active lifestyle |
| **LEARNING OBJECTIVES (Students will)** | **ASSESSMENTS**  |
| * **Explore ways to be active in Nose Hill Park**
* **Demonstrate positive behaviours and safety that benefits themselves, others and the environment.**
 | * Class Discussion
* Observation
* Participation
 |
| **LEARNING RESOURCES CONSULTED** | **MATERIALS AND EQUIPMENT** |
| * Physical Education Program of Studies
* All City of Calgary parks - <http://www.calgary.ca>

/CSPS/Parks/Pages/Locations/All-city-parks.aspx* Nose Hill Park Map - <http://www.calgary.ca>

/CSPS/Parks/Documents/Construction/Nose-Hill-Project/trail-pathways-map.pdf | * **Tubby Bus**
* **Proper footwear for walking**
 |
| **SAFETY GUIDELINES REFERENCED**  | **SPECIFIC SAFEY CONSIDERATIONS**  |
| **Supervision-** In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.**Instructional Considerations –** Students should be informed of the route boundaries for the activity. Teacher should encourage the use of the buddy system. Do not walk in the street if traffic is present.**Equipment/Facilities -** Appropriate outdoor running and walking surfaces include sidewalks, grass, trails and pavement. Prior to initial use of a route, teacher should do a safety check “walk through” to identify potential hazards. | * Always walk on the right side of the path.
* Anyone allergic to wasps/bees should bring an epi pen if they have one as wasp stings are more likely to happen in the fall.
* Students should not use audio devices with earphones.
 |
| **PROCEDURE** |
| **Introduction** | **Time** |
| ***Attention Grabber*** | Take Attendance |  |
| ***Expectations for Learning and Behaviour*** | 1. Students will stick together
2. Students will listen attentively when teacher is speaking.
3. Students will be in proper attire.
4. Students will participate in the activity.

Students will demonstrate respect, responsibility, and leadership.  |  |
| ***Advance Organizer/Agenda*** | 1. Attendance
2. Drive to location on tubby bus.
3. Walk for allotted time frame
4. Drive back to school
 |  |
| ***Transition to Body*** |  |  |
| **Body** | **Time** |
| ***Learning Activity #1*** | Take AttendanceGet on tubby bus and head to Nose Hill ParkWalk along the pathways exploring Nose Hill Park. Discuss what kind of activities you can do within Nose Hill Park.  |  |
| *Assessments/ Differentiation:* |  |  |
| **Closure** | **Time** |
| ***Assessment of Learning:*** | Assess students participation in discussion and on the walk.  |  |
| ***Feedback From Students:*** |  |  |
| ***Feedback To Students*** | Great job today, we will be going to North Glenmore tomorrow…. |  |
| ***Transition To Next Lesson*** | We will meet again in the Dance Studio at 12:15…. |  |

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| **Reflections from the lesson** |  |

**Nose Hill Park**

**About the park**

Nose Hill Natural Environment Park lies in the northwest part of the city, surrounded by 12 residential communities. The park was created in 1980 and covers over 11 square kilometres. The hill most likely gets its name from the fact that, from certain locations and with a little imagination, it looks like a nose.

Nose Hill Park is the 2nd largest urban park in Canada (Fish Creek is 1st), and one of the largest urban parks in North America.

Unlike Fish Creek (A provincial park), It is a municipal park.

**Experience nature in the city**

Take a hike on the hill, but slow down to appreciate the Rough Fescue grassland that you are passing through. Nose Hill Park contains one of the most significant examples of this grassland ecosystem left on the Canadian prairies. From the plateau, there are vistas including the Rocky Mountains, Bow River Valley and the vast plains to the east.

**Plant life**

The trees, shrubs and wildflowers in the coulees are very different from the species found in the fescue grassland. Apart from the native grasses, one of the dominant species in the park is the Trembling Aspen. The aspen, along with the willows occupy the north-facing slopes of the coulees and provide a refuge for many of the wild animals living in the park.

**Wildlife**

Large mammals such as deer and coyotes can be seen roaming the grasslands and coulees. The park is home to porcupines, northern pocket gophers, Richardson's ground squirrels and several species of mice and voles. These smaller mammals are the main prey for the northern harriers and Swainson's hawks, which are often seen in the skies above the park.

Please note: although coyotes also mainly feed on small mammals such as mice, they have on a few occasions attacked and killed pets in Nose Hill Park. If you want to ensure the safety of your pet, keep it on a leash at all times (even in the designated off-leash area on the top of Nose Hill). Coyotes are generally no threat to people but should be treated with respect and never approached or fed. For more information (or to report coyote sightings/encounters), visit [Living with Coyotes](http://www.rockies.ca/coyotes/).

**History**

Nose Hill and Broadcast Hill, which lies on the other side of the Bow River Valley, are the two remaining examples of the high plains which once covered this area. Ancient rivers, successive glaciers and their run-off have eroded the landscape producing the surrounding valleys and lowlands, leaving the two hills towering over the area. The most recent glaciers left their mark in the form of "glacial erratics" which consist of rocks and debris carried from other places and deposited in the park. One such erratic is on the east side of Nose Hill and was once a part of Mount Edith Cavell in Jasper National Park.

The park contains significant archaeological sites, including stone circles. These were formed by using stones to hold down the edges of tipis and are called "tipi rings". Because of it's height, the hill was also a sacred place used for ceremonies and burials. European settlers began using the area in the late 1800's for farming and ranching.

Large areas of the plateau have been ploughed and planted to agricultural crops. Some of these areas are being returned to native grassland. There is an old gravel pit on the plateau which is slowly being reclaimed by nature. In the '80s, much of the park was destined for residential development. However, vigorous citizen action saved the land for the magnificent park we have today.

A large river flowing from the mountains to the west deposited gravels on top of [sandstones](https://en.wikipedia.org/wiki/Sandstone) and [shales](https://en.wikipedia.org/wiki/Shale) that formed the hill's bedrock. During the last [ice age](https://en.wikipedia.org/wiki/Ice_age), about 15,000 years ago, ice sheets wore away the rock and gravel. At the end of the ice age, retreating ice left [glacial till](https://en.wikipedia.org/wiki/Glacial_till) on the hill's top. Glacial Lake Calgary was formed in the area and deposited sediments on the side of the hill. A river, later to be known as the Bow, eroded the sediments and helped shape the south side of the hill.

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| **Lesson Title/Focus** | **Lesson 4 – North Glenmore Park / Weaselhead Flats** | **Date** | Sept 24 2015 |
| **Subject/Grade Level** | Physical Education | **Time Duration** | 12:15-3:00pm |
| **Unit** | Urban Trekking | **Teacher** | Miss. Collier |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**  |
| **General Learning Outcomes:** | **Specific Learning Outcomes:** |
| **Outcome A:** Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities in an alternate environment.**Outcome C:** Students will interact positively with others.**Outcome D:** Students will assume responsibility to lead an active way of life.  | **A10-13** adapt and improve activity-specific skills in a variety of individual pursuits.**C10-6** identify and demonstrate positive behaviours that show respect for self and others.**D10-1** demonstrate a commitment to an active lifestyle through participation in and out of class.**D10-8** Investigate participation in community activity programs for all ages and the influences that affect participation.**A11-7** develop and combine more challenging activity specific skills in a variety of environments.**C11-6** identify and demonstrate positive behaviours that show respect for self and others**D11-1** model an active lifestyle**A12-13** recommend a choice of activity specific skills in pursuing lifelong individual activities. **C12-6** identify and demonstrate positive behaviours that show respect for self and others.**D12-1** model an active lifestyle |
| **LEARNING OBJECTIVES (Students will)** | **ASSESSMENTS**  |
| * **Explore ways to be active in North Glenmore Park**
* **Demonstrate positive behaviours and safety that benefits themselves, others and the environment.**
 | * Class Discussion
* Observation
* Participation
* Self Evaluation
 |
| **LEARNING RESOURCES CONSULTED** | **MATERIALS AND EQUIPMENT** |
| * Physical Education Program of Studies
* WeaselHead Flats Park - <http://www.calgary.ca>

/CSPS/Parks/Pages/Locations/SW-parks/Weaselhead-Flats.aspx* North Glenmore Park Map -http://www.calgary.ca

/CS/IIS/Documents/emaps/glenmore.pdf | * **Tubby Bus**
* **Proper footwear for walking**
 |
| **SAFETY GUIDELINES REFERENCED**  | **SPECIFIC SAFEY CONSIDERATIONS**  |
| **Supervision-** In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.**Instructional Considerations –** Students should be informed of the route boundaries for the activity. Teacher should encourage the use of the buddy system. Do not walk in the street if traffic is present.**Equipment/Facilities -** Appropriate outdoor running and walking surfaces include sidewalks, grass, trails and pavement. Prior to initial use of a route, teacher should do a safety check “walk through”* to identify potential hazards.
 | * Always walk on the right side of the path.
* Anyone allergic to wasps/bees should bring an epi pen if they have one as wasp stings are more likely to happen in the fall.
* Students should not use audio devices with earphones.
 |
| **PROCEDURE** |
| **Introduction** | **Time** |
| ***Attention Grabber*** | Take Attendance |  |
| ***Expectations for Learning and Behaviour*** | 1. Students will stick together
2. Students will listen attentively when teacher is speaking.
3. Students will be in proper attire.
4. Students will participate in the activity.

Students will demonstrate respect, responsibility, and leadership.  |  |
| ***Advance Organizer/Agenda*** | 1. Attendance
2. Drive to location on tubby bus.
3. Walk for allotted time frame

Drive back to school  |  |
| ***Transition to Body*** |  |  |
| **Body** | **Time** |
| ***Learning Activity #1*** | Take AttendanceGet on tubby bus and head to North Glenmore Park. Walk along the pathways exploring North Glenmore Park. Discuss what kind of activities you can do within North Glenmore ParkHow the flood impacted North Glenmore Park.  |  |
| *Assessments/ Differentiation:* |  |  |
| **Closure** | **Time** |
| ***Assessment of Learning:*** | Assess students participation in discussion and on the walk. Have students complete a self evaluation and green slips on the bus back to the school.  |  |
| ***Feedback From Students:*** |  |  |
| ***Feedback To Students*** | Great job today. Thanks for coming out for urban trekking! |  |
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| **Reflections from the lesson** |  |

**Glenmore Reservoir**

The **Glenmore Reservoir** is a large artificial [reservoir](https://en.wikipedia.org/wiki/Reservoir_%28water%29) on the [Elbow River](https://en.wikipedia.org/wiki/Elbow_River) in the southwest quadrant of [Calgary, Alberta](https://en.wikipedia.org/wiki/Calgary%2C_Alberta). The **Glenmore Dam** is the concrete structure that holds back the reservoir. The reservoir is a primary source of drinking water to the city. Built in 1932, with a cost of $3.8 million, the [dam](https://en.wikipedia.org/wiki/Dam) controls the downstream flow of the Elbow River, thus allowing the city to develop property near the river's banks with less risk of [flooding](https://en.wikipedia.org/wiki/Flood).

The reservoir has a water mirror of 3.84 km2 (1.48 sq mi) and a drainage basin of 1,210 km2 (470 sq mi).

In 2014, the city announced plans to upgrade the dam at a cost of $81 million.

**History:**

Calgary pioneer [Sam Livingston](https://en.wikipedia.org/wiki/Sam_Livingston) originally settled at the location of the reservoir, and he gave the name *Glenmore* (Gaelic for "big valley") to this area.

The dam was completed on January 31, 1933[1] and was designed by William Gore and Bill Storie. When the area flooded (by the summer of 1933), part of the Livingston house was preserved and now stands in [Heritage Park](https://en.wikipedia.org/wiki/Heritage_Park_Historical_Village), which borders on the reservoir.

**2005 flood**

Although the dam usually provides effective flood protection, a major [flood](https://en.wikipedia.org/wiki/Flood) in June 2005 caused the reservoir to exceed its capacity. The excess spilled over the dam and into the river. The flow downstream increased from its normal average of 20-30 cubic metres per second up to 350 cubic metres per second. As a result, some roads were closed and 2,000 Calgarians who lived downstream were evacuated. The Glenmore water treatment plant had difficulty treating the heavily silted water, which caused the municipal government to issue water restrictions. The [Alberta government](https://en.wikipedia.org/wiki/Politics_of_Alberta) estimated the floods in the area to be the heaviest flooding in at least two centuries.

**2013 flood**

In June 2013, heavy rainfall west of the city caused the reservoir to exceed its capacity. As it did in 2005, excess water spilled over the dam and into the Elbow river with downstream flows up to 544 cubic metres per second. 75,000 people[5] from 26 neighbourhoods in the vicinity of the Bow and Elbow rivers were placed under a mandatory evacuation order as the rivers spilled over their banks and flooded neighbourhoods. City officials urged Calgarians, particularly the 350,000 people who work downtown, to stay home and limit non-essential travel. Unlike the 2005 flood, the Glenmore water treatment facility had no difficulty treating water. City officials did, however, implement municipal outdoor watering restrictions to ensure water quality remained high throughout the incident. Government officials called the flooding the worst in Alberta's history. This flood prompted local Erlton resident to propose the Heritage Drive Tunnel Spillway as a way to divert 500 cubic metres per second of water around the downtown core and into the lower Bow River.

**Weaselhead Flats**

**About the park**

Weaselhead Flats lay at the mouth of the Elbow River in the southwest part of the city. The park was created in the early 1980s and occupies about 237 hectares. The origin of the name is uncertain but it is likely named after the Tsuu T'ina Chief Weaselhead who was in power at the time of European contact.

**History**

Along with the delta, the Weaselhead Flats contain a fast flowing river, the Elbow, which was once called the "Swift River". There are also "oxbow wetlands" which are formed when the river takes a shortcut, thereby isolating a bend. The bend is maintained as a wetland by spring flooding or rainfall. The cliff face on the north side provides an excellent view of the silts deposited on the bottom of "Glacial Lake Calgary", which covered much of this area at the end of the last glaciation.

The flats as we know them started developing in 1933 when the Glenmore Dam was created. Before becoming a park they were used by the military for training purposes. Evidence of this use, such as foxholes, are scattered throughout the park.

**Plant life**

The dominant White Spruce forest is on the south shore but very impressive individual trees are found interspersed in the predominantly deciduous forest on the flats and valley walls. The more moist deciduous forest areas are primarily Balsam Poplar while dryer areas are Trembling Aspen. Also on the flats is an extensive tall shrub community consisting mainly of Sandbar Willows and Water Birch.

**Wildlife**

The diverse habitats allows for a correspondingly wide range of birds and other wildlife. In the open waters, look for Common Loons and Tundra Swans, species you are unlikely to see in other parks. The mud and sandbars are the haunts for shorebirds such as Lesser Yellowlegs and American Avocet.

The coniferous forest is home to both Red and White-winged Crossbills who specialize in feeding on cones. The mixed forests provide the opportunity to see all three species of hummingbirds, Calliope, Rufous and Ruby-throated, found in Alberta. The flats' proximity to the countryside provides the best opportunity to see Black Bears in The City's park system.

**Experience nature in the city**

Delve into the only delta in the city. As the Elbow River flows into the Glenmore Reservoir it slows down, thus depositing sand and gravel creating a network of bars, channels and marsh areas. This type of habitat is called a delta and is host to a relatively unique array of plants and animals. Weaselhead Flats also contain one of the largest stands of coniferous forest in the city.

From 1908 to 1998, the Canadian Armed Forces (CAF) conducted training operations on the Harvey Barracks, Weaselhead Park, and Sarcee training area. Sarcee training area and Harvey barracks is now known as Tsuu T’ina Nation reserve close to Calgary, Alberta. Manoeuvre trainings were carried out using high explosive, pyrotechnic or inert filled projectiles, shoulder fired and air launched rockets, grenades and various other munitions.