

# Winter Travel Post-immersion

## Teacher Package



1. Historical Evolution of Mountain Recreation
2. Future Trends in Mountain Recreation

### Lesson 1

## Historical Evolution of Mountain Recreation

**Learner outcomes: (3.1)** Examine the local historical evolution of mountain recreation to present day.

### **Part 1 – Slides 2-3 of WT Post-Immersion Powerpoint**

Using the graph on the powerpoint, students will be asked to develop an events and picture evolution of one specific Winter Mountain Recreation Activity that can be enjoyed in the Canadian Rockies.

The students must research a specific winter sport (in pairs or individually), and choose 3 important dates to include in the graph. Below, there are different websites that the students can use, if they are having difficulty finding information.

#### **Winter Sports History Websites:**

History of Alpine skiing in Canada:

<http://www.alpinecanada.org/history>

History of the snowshoe in Canada:

[http://www.gvsnowshoes.com/eng/hist\\_raq.html](http://www.gvsnowshoes.com/eng/hist_raq.html)

Canadian Encyclopedia – The History of Sports in Canada:

<http://www.thecanadianencyclopedia.com/articles/sports-history>

The Complete Guide to Canada – Canadian Sports:

<http://www.thecanadaguide.com/sports>

History of Bombardier Sports (snowmobile) in Canada:

<http://www.brp.com/en-ca/company/history>

Snowmobile History

<http://www.snowmobile-canada.com/history.htm>

British Columbia Tourism Website – information and background on different winter sports:

<http://www.hellobc.com/british-columbia/things-to-do/winter-activities.aspx>

Snowsport England, history of different winter sports that can help with research:

<http://www.snowsportengland.org.uk/history>

History of Winter Sports until 1936:

<http://www.zum.de/whkmla/sp/1011/amazon/amazon1.html>

### **Part 2 - Slide 4 of WT Post-Immersion Power point**

Using the information you researched on your winter activity, create a poster comparing two periods in time.

Students must create the poster and ensure that they only choose two dates/years. These must be clear, and they must find as much information on the people doing the activity: fashion, equipment (price, length, weight, thickness, price, colors, designs, etc.), sayings/expressions, living style (eating habits, accommodation choices, etc. Ensure that the students write as many details as possible for people to see the differences clearly. It is important that the students have a picture visually demonstrating the differences also.

The students can also use the same websites as the last activity to research and find information. They can do it all on computer, or draw, glue, design a large poster. This is up to the teacher, and the materials that you have in the classroom.

## Lesson 2

### Future Trends in Mountain Recreation

**Learner Outcomes: (3.2)** Identify and understand the trends of mountain recreation and the sustainability for future generations

#### **Part 1 - Slides 5 and 6**

**Slide 5** -This study was done in the States but mimics what is happening in Canada with participation in outdoor activities.

Ask the students what activities they are interested in and where they see their sport heading in the future. Do they see more mechanized travel or more self sufficient backcountry use in the winter.

Should Parks cater to more racing events – triathalons, adventure races. Or should these be held outside the park, where there are less ecological integrity issues? If they stay on the road, what is the impact?

**Slide 6** - These are the trends in regards to youth and their participation in outdoor activities.

Ask the students if they agree with these findings.

Did participation in the Palisades program make them want to spend more time in winter outdoor activities? Which ones?

### **Part 2 – Slides 7 and 8**

Students will make a list of all winter recreation activities that they can think of and then decide which ones would be allowed inside Jasper National Park.

Students will expand one activity to include all of the spin off activities that it would encompass.

### **Part 3 – Slide 9**

In groups, students will research videos that promote a certain outdoor activity. They will pick a worst and best video and show the class. Then they will have to sell their activity to the class through a short skit or re-enactment of the video.