

Follow up Teacher led lessons for Radar the Rescue Dog

Dear Teachers/Parents:

We hoped you have enjoyed the reading of Radar the Rescue Dog. Learning is facilitated by repetition so we have created follow-up activities for you and your class. We have provided a basic frame-work below with lots of options in hopes that you will find something that will work with your class. Please note: you will need to photocopy enough copies of the activity in part 1 for your class. We are always looking for feedback to make things better. Please do send your comments & feedback to info@avalanche.ca
Thanks & Enjoy!

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| Topic: Mountain Safety Grade level: 3-5 | Time needed: 40+ minutes. |
| Lesson Objectives: Review the major points highlighted in Janet Love Morrison's book <u>Radar the Rescue Dog</u> . (Focus: Mountain Safety, Alpine Responsibility Code, Peer Pressure) | |

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| <p>PLO's –British Columbia</p> <p>Grade 3 Health & Careers: -Describe why it is important to recognize and avoid potentially hazardous situations in the community Additional PLO's can be met depending on what is chosen for part 3 in Drama, Visual Arts and Language Arts.</p> <p>Grade 4: Health & Careers: -Identify the steps in a decision-making model (e.g., identifying the decision, listing alternatives, selecting a course of action, assessing the results). -Describe the potential risks for injury in a variety of settings. *Additional PLO's can be met depending on what is chosen for part 3 in Drama, Visual Arts and Language Arts.</p> <p>Grade 5: Health & Careers: -Demonstrate strategies for responding to social pressures that can contribute to risk taking (e.g., state an opinion assertively, make an excuse to leave). -Describe how to remove or reduce hazards and risks for injury in a variety of settings. *Additional PLO's can be met depending on what is chosen for part 3 in Drama, Visual Arts and Language Arts.</p> |
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Upon completing reading "Radar the Rescue Dog" please select from the following activities to review key points.

Part 1: Introductory Activity (approx. 10 minutes)

Please choose one (you may choose more if time allows) of the following*: Mountain Safety Crossword Puzzle, Mountain Safety Word Scramble, Mountain Safety Word Search, Radar the Rescue Dog Quiz, or My Mountain review.

Have students do these in pairs.

*All of these can be found in “Handouts” on the CAC web under www.avalanche.ca/cac/community/educators/curriculum-ideas under handouts and Radar the Rescue Dog.

Purpose: To get students talking about and using the vocabulary used in Radar the Rescue Dog.

Part 2: Class Discussion (10-20 minutes)

As a class review some of the main ideas/messages from the reading/introductory activity. There are some suggested leading questions & key answer points with grade levels for you to cover that can be found below on P. 3-7.

Purpose: To check for age appropriate understanding of main points and to clarify any misunderstanding. (eg. Grade 3’s go to the ski hill so ensure understanding on Alpine Responsibility Code)

Part 3: Culminating activity/assignment. (20+ minutes)

Have students complete one of the following activities in order to demonstrate learning. Choose one (or two) that you feel appropriate for your class.

Purpose: Individual or group demonstration of learning in a fun way.

1. Cartoon strip (humorous or serious) focus on any of the following:

*Alpine Responsibility Code

*Ski Area Boundary

*Buddy system

*Mountain Safety

*Rescue

2. Newspaper Article Write the events of the Radar the Rescue Dog Story into a news story, include the facts, an appropriate date, title etc... Teachers, you may want to bring in an example article that is at your student’s level and talk about the important parts/elements of an article.

3. Write in Role

Choose ONE from the following three options.

A) A day in the life of a patroller - Write a short story/journal entry on what a day of patrolling would be like.

B) Pick a character from the book (Bruce the patroller, Chris/Kate siblings, cousin from out of province –Claudette), and write the story completely from their perspective, including their emotions/feelings

C) Rewrite the ending from the perspective of any one of the kids from the point where they are at the ski area boundary. They may want to do this in written format or more like a graphic novel.

4. Skit/Drama Activity/Puppet Show

Have students role play/puppet role play where they change the ending from one of these points in the story:

- >Parents choosing to let kids ski on their own
- >Skiing in a group situation (listening to group members)
- >Physically at the boundary and deciding to duck the rope/cross the line or not
- >Realization of being lost and should they keep going or not (can't go back up)

*If you choose to do puppets you will need material to create puppets, coloured paper finger puppets or paper puppets on popsicle sticks are easy. Have students write out/plan out their skit/show before creating their puppets so the focus is on content not on the creation of puppets.

END of Lesson: A printout of the Alpine Responsibility Code and the Winter Backcountry checklist are great handouts for the students to take home to share with family. They can be found at www.avalanche.ca/cac/community/educators/curriculum-ideas, under handouts.

Thank you for taking part in these activities and helping make Mountain Safety a priority!

Part 2: Lead -in discussion questions

Grade 3:

1. What is the Alpine Responsibility Code and why do you think it was created?

To keep everyone safe on the mountain.

For reference the Alpine Responsibility Code can be found as a handout on the CAC web (www.avalanche.ca/cac/community/educators/curriculum-ideas).

If time allows it is good to discuss individual rules of the code.

2. What is the purpose of the ski area boundary and how is this marked?

The area within the boundary is patrolled, groomed, avalanche controlled and signed so skiers/boarders can use the area safely.

Going outside of the boundary puts you at risk – avalanches, getting lost and other terrain challenges.

The boundary is marked with a rope line and signs. Please refer to the boundary photos (on the CAC web at www.avalanche.ca/cac/community/educators/educational-photos) to help understand what fencing and signage of ski area boundary looks like.

3. What should you do if you need help on the mountain?

Contact ski patrol – (via phone call to dispatch – dispatch’s # is on the back of passes and can be gained through asking guest services, flag down a patroller, ask someone around you to get patrol, get a lifty to radio patrol, go into the patroller/bump huts usually found at the top of chairlifts/gondolas.)

4. Why is it a good idea to have a buddy/adult with you at all times?

Safety & good decision making. For example to help you if you are injured, stuck in a tree well, or lost on the mountain and to discuss terrain choices with.

5. (a) Why might you see tracks going out of bounds?

- backcountry users, carrying the proper equipment and having knowledge*
- a ski patroller looking at snow conditions*
- some hills have cat ski operations just out of bounds*
- people making poor decisions! Eg. The person who got lost.*

(b) Should you be going out of Bounds?

No! Unless you are with your parents, or an adult your parents have said is good, and you have the equipment (Transceiver, probe, shovel+ self sufficiency) and knowledge.

6. How do you think the parents felt when the kids didn’t show up at the designated meeting point?

Idea that their decisions affect others.

Grade 4:

1. What is the Alpine Responsibility Code and why do you think it was created?

To keep everyone safe on the mountain.

For reference the Alpine Responsibility Code can be found as a handout on the CAC web (www.avalanche.ca/cac/community/educators/curriculum-ideas). If time allows it is good to discuss individual rules of the code.

2. What is the purpose of the ski area boundary and how is this marked?

The area within the boundary is patrolled, groomed, avalanche controlled and signed so skiers/boarders can use the area safely.

Going outside of the boundary puts you at risk – avalanches, getting lost and other terrain challenges .

The boundary is marked with a rope line and signs. Please refer to the boundary photos (on the CAC web at



www.avalanche.ca/cac/community/educators/educational-photos) to help understand what fencing and signage of ski area boundary looks like.

3. (a) What are some of the hazards on the mountain?
Avalanches, Cliffs, Run Junctions, Ice, Weather, Rocks, Trees, Tree Wells, Run Closures, other skier/boarders
- (b) What can you do to reduce these hazards?
Obey signage, ski/ride to your ability, always be in control.
- (c) How are some of these hazards marked?
Signs, Poles, Fencing, Rope lines.

4. (a) What did the kids in the story do that showed poor decision making? –why?
-going outside ski area boundary, not following expectations/rules of parents (green runs, meeting point), following someone's tracks under the rope, not stopping as soon as they felt lost, not listening to group members.
- (b) Good decision making?-why?
-stopping and staying put when they knew for sure they were lost & stuck, carrying a quick snack in pocket, stayed together, yelled for help when they thought someone was near by, worked on staying warm
- (c) What could they have done better?
-listen to group members, stay with the plan, follow rules/expectations laid out by parents, not leave the ski area.

5. List three different ways to get help on the mountain.
Contact ski patrol – (via phone call to dispatch – dispatch's # is on the back of passes and can be gained through asking guest services, flag down a patroller, ask someone around you to get patrol, get a lifty to radio patrol, go into the patroller/bump huts usually found at the top of chairlifts/gondolas.)

6. Why is it a good idea to have a buddy/adult with you at all times?
Safety & good decision making. For example to help you if you are injured, stuck in a tree well, or lost on the mountain and to discuss terrain choices with.

7. (a) Why might you see tracks going out of bounds?
 - *backcountry users, carrying the proper equipment and having knowledge*
 - *a ski patroller looking at snow conditions*
 - *some mountains have cat ski operations just outside their boundaries*
 - *people making poor decisions! Eg. The person who got lost.*
- (b) Should you be going out of Bounds?
No! Unless you are with your parents, or an adult your parents have said is good, and you have the equipment (Transceiver, probe, shovel + self sufficiency) and knowledge.

8. How do you think the parents felt when the kids didn't show up at the designated meeting point? *Idea that their decisions affect others*

Grade 5:

1. What is the Alpine Responsibility Code and why do you think it was created?
*To keep everyone safe on the mountain.
For reference the Alpine Responsibility Code can be found as a handout on the CAC web (www.avalanche.ca/cac/community/educators/curriculum-ideas).
If time allows it is good to discuss individual rules of the code.*
2. What is the purpose of the ski area boundary and how is this marked?
*The area within the boundary is patrolled, groomed, avalanche controlled and signed so skiers/boarders can use the area safely.
Going outside of the boundary puts you at risk – avalanches, getting lost and other terrain challenges
The boundary is marked with a rope line and signs. Please refer to the boundary photos (on the CAC web at www.avalanche.ca/cac/community/educators/educational-photos) to help understand what fencing and signage of ski area boundary looks like.*
3. (a) What are some of the hazards on the mountain?
Avalanches, Cliffs, Run Junctions, Ice, Weather, Rocks, Trees, Tree Wells, Run Closures, other skier/boarders
(b) What can you do to reduce these hazards?
Obey signage, ski/ride to your ability, always be in control.
(c) How are some of these hazards marked?
Signs, Poles, Fencing, Rope lines.
4. How do you think each character in the story felt at the point when the kids got to the ski area boundary and had to make choices?
*Talk about the peer pressure and competition that happened here as well as listening to all group members. Also the hesitancy Claudette and Kate showed before being persuaded to go under the rope.
Discuss the following remarks. Claudette's remark " I like adventures" and "She was thinking about the story she would have to tell when she got back to Quebec." Or Chris's remarks "Look, someone else has already gone this way. I've been here before, it's not a problem. Besides, we can just follow those tracks." Or Kate's remarks "Don't call us chicken! We can out ski you any day. Just lead the way."*
5. (a) What did the kids in the story do that showed poor decision making? –why?
-going outside ski area boundary, not following expectations/rules of parents (green runs, meeting point), following someone's tracks under the rope, not stopping as soon as they felt lost, not listening to group members
(b) Good decision making?-why?



-stopping and staying put when they knew for sure they were lost & stuck, carrying a quick snack in pocket, stayed together, yelled for help when they thought someone was near by, worked on staying warm

(c) What could they have done better?

-listen to group members, stay with the plan, follow rules/expectations laid out by parents, not leave the ski area

6. List three different ways to get help on the mountain.

Contact ski patrol – (via phone call to dispatch – dispatch’s # is on the back of passes and can be gained through asking guest services, flag down a patroller, ask someone around you to get patrol, get a lifty to radio patrol, go into the patroller/bump huts usually found at the top of lifts and gondolas.)

7. Is there a time/situation where an adult/parent is more appropriate than a buddy/sibling?

- when exploring new terrain*
- when at a new ski hill*
- when conditions are poor (foggy, icy, storming...)*
- when going down a difficult run eg. Black or double black run*
- when feeling peer pressured by friends to ski/ride areas you are not comfortable with*
- when not feeling well (maybe shouldn't be there at all?)*

8. (a) Why might you see tracks going out of bounds? Should you be going out of Bounds?

- backcountry users, carrying the proper equipment and having knowledge*
- a ski patroller looking at snow conditions*
- some mountains have cat ski operations just outside their boundaries*
- people making poor decisions! Eg. The person who got lost.*

(b) Should you be going out of Bounds?

No! Unless you are with your parents, or an adult your parents have said is good, and you have the equipment. (Transceiver, probe, shovel + self sufficiency) and knowledge.

9. How do you think the parents felt when the kids didn't show up at the designated meeting point? *Idea that their decisions affect others*