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| Title | **Mentoring Through Movement** | | |
| Challenge Question | How can involving younger students in movement activities be used to develop mentoring abilities? | Estimated Challenge Time |  |
| All outcomes in the [CTF Program of Studies](https://education.alberta.ca/media/3272955/ctf-program-of-studies-revised-sept-1.pdf) should be addressed in each CTF course. | | | |

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| ChallengeDescription | Students explore the occupational area of recreational leadership as they mentor younger students by planning, organizing and providing developmentally appropriate movement activities. These movement activities can involve traditional games and dance, individual activities and activities that occur in different environments, communities or cultures. These activities can also include warm-up, practice, active participation and cool-down. Aspects of mentoring can include working on effective relationships, communication and confidentiality.  **Note:** While this challenge involves working with younger students, ensure that the challenge focuses on students exploring mentorship in the area of recreational leadership. This challenge could involve other groups such as seniors, Elders or Knowledge Keepers. Mentoring could occur in occupational areas other than recreational leadership. |
| Scenario | Why would you choose to be a mentor? The concept of a mentor is found in Greek mythology when Odysseus, King of Ithaca, goes to fight the Trojan War and entrusts his kingdom and son to the care of Mentor. The definition of a mentor often includes words such as *trusted*, *teacher*, *guide*, *wise* and *counsellor*. Elders and Knowledge Keepers are seen as First Nations mentors. Being a mentor means helping other people by giving your time and energy. It means finding ways to support others. Would you like to develop your ability to work with others? Would you like to feel a sense of accomplishment? Do you like to be involved in movement activities? Do you like to plan games and fun activities for younger students? If your answer to these questions is yes, learn to mentor through movement! |

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| Occupational  Areas (Select at least two to explore.)  [*CTF Occupational Areas and Possible Occupations*](https://education.alberta.ca/media/3114910/ctf-occupational-areas-and-possible-occupations-final.pdf) | **BUSINESS**  Computing Science  Enterprise & Innovation | Financial Management  Information Processing | Management & Marketing  Networking |
| **COMMUNICATION**  Communication Technology | Design Studies | Fashion Studies |
| **HUMAN SERVICES**  Community Care Services  Cosmetology  Esthetics | Foods  Health Care Services  Human & Social Services | Legal Studies  Recreation Leadership  Tourism |
| **RESOURCES**  Agriculture  Environmental Stewardship | Forestry  Primary Resources | Wildlife |
| **TECHNOLOGY**  Construction  Electro-Technologies | Fabrication  Logistics | Mechanics |
| Skills, Knowledge and Technologies Related to the Occupational Areas [*CTF Occupational Area Skills, Knowledge and Technologies Lists*](https://education.alberta.ca/media/3114907/ctf-occupational-area-skills-knowledge-and-technologies-lists.pdf) | Through the CTF learning outcome “I use occupational area skills, knowledge and technologies,” students explore skills, knowledge and technologies used by professionals working in occupational areas. Skills, knowledge and technologies identified for this challenge:  **Human & Social Services**  Learn about occupations related to wellness, human development, family support and professional standards and ethics.   * characteristics and qualities of effective leaders/mentors * personal characteristics related to being a mentor and being a mentee * impact of personal mentoring relationships, including formal and informal mentoring relationships * impact of mentoring relationships on the life goals and achievement of significant individuals from history or current events * confidentiality as it pertains to mentoring relationships * communication skills within the context of a mentoring relationship   **Recreation Leadership**   * skills for coaching, fitness leadership, sport performance, athletic therapy and leading recreational activities * proper instruction of warm-up, training, practice, competition or active participation, and cool-down skills * trends in the fitness industry * community fitness opportunities * characteristics, benefits and shortcomings of a variety of fitness activities | | |

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| Safety and/or Environmental Considerations | Safety and/or environmental considerations identified for this challenge:   * Describe basic safety precautions in the context of a mentoring relationship. * Describe common causes of injuries and illnesses that may occur during recreation or sporting events and activities. * Describe risk factors associated with physical activity.   **Remember to follow your school’s and/or district’s safety and privacy of information requirements at all times.** | | |
| Grade Level | 5  6  7  8  9 | | |
| InterdisciplinaryLearningOpportunities | **[SUBJECTS](https://education.alberta.ca/programs-of-study/)**  English Language Arts  Fine Arts  French Language Arts  French Second Language | Health and Life Skills  Mathematics  Outdoor Education  Physical Education | Religious Education  Science  Social Studies  Other |

The challenge is provided as a service for teachers who may be interested in developing their own CTF challenges. The responsibility to evaluate this resource rests with the user. **Note:** Website addresses are listed for reference only and were confirmed as accurate at the time of publication. They are subject to change. Teachers are advised to review them for appropriateness prior to using them with students.