

# ***EVEREST 3.0***



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## Introduction

The curriculum below is based around a mountaineering theme with a focus on Mount Everest. Each activity provides an opportunity for students to learn about the many aspects of climbing Mount Everest including life on the mountain, geography of the mountain and the environment to name a few. It provides the ideal situation for students to use their imagination while gaining knowledge about basic mountaineering principles.

We created an eight-week curriculum with a different focus each day of the week which include culture, life on the mountain, environment, geography/explorers and physical activity. These activities are designed for use by grades 4 to 6 and vary from in-class activities, outdoor activities and physical activities.

## About T.A.

Dr. TA Loeffler is an educator, adventurer, nature advocate, author, and professional keynote speaker from St. John's, Newfoundland and Labrador. TA is a professor of Outdoor Education and Recreation and the Chair of Teaching and Learning in the School of Human Kinetics and Recreation at Memorial University of Newfoundland. In 2015, TA was named to the Canada's Greatest Explorers 100 Modern-Day Trailblazers List by Canadian Geographic.

After climbing Mount McKinley, TA set a goal of climbing Mount Everest and the rest of the "Seven Summits," the highest peaks on each of the seven continents. TA is returning to Nepal for her third attempt on Mount Everest during the spring of 2016.

(<http://taloeffler.com>)

## Curriculum Outline

### Week 1:

Day	Subject	Activity
Monday	Culture	What's in a Name? Find Your Sherpa name
Tuesday	Life on the Mountain	Training to Climb Mount Everest
Wednesday	Environment	Favorite Outdoor Activity
Thursday	Geography	Where in the World is T.A.?
Friday	Find Your Fit Friday	Warm-up: Backpack Tag Activity: Stay on the Trail

### Week 2:

Day	Subject	Activity
Monday	Culture	Experience Nepal
Tuesday	Life on the Mountain	Climbing Equipment
Wednesday	Environment	Leave No Trace



Thursday	Explorers	Famous Explorers
Friday	Find Your Fit Friday	Warm-up: Base Camp Set Up Activity: Falling Rocks

## Week 3:

Day	Subject	Activity
Monday	Culture	Make Prayer Flags
Tuesday	Life on the Mountain	Climbing the Mountain
Wednesday	Environment	Community Contribution
Thursday	Geography	Plate Tectonics
Friday	Find Your Fit Friday	Warm-up: Prayer Flag Tag Activity: Base Camp Beanbag Balance

## Week 4:

Day	Subject	Activity
Monday	Culture	Everest Word Search
Tuesday	Life on the Mountain	Food on the Mountain
Wednesday	Environment	Sensory Awareness
Thursday	Explorers	Trek to Basecamp like T.A.
Friday	Find Your Fit Friday	Warm-up: Don't Sweat it! Activity: Frostbite

## Week 5:

Day	Subject	Activity
Monday	Culture	Nepali Food
Tuesday	Life on the Mountain	Acclimatization
Wednesday	Environment	Everest B.I.N.G.O.
Thursday	Geography	Geography Crossword
Friday	Find Your Fit Friday	Warm-up: Rope Tag

		Activity: Follow the Sherpa
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## Week 6:

Day	Subject	Activity
Monday	Culture	Sherpa Says
Tuesday	Life on the Mountain	Weather on the Mountain
Wednesday	Environment	Raccoon Circles
Thursday	Explorers	Explorer Scavenger Hunt
Friday	Find Your Fit Friday	Warm-up: Icefall Trail Tag Activity: Across the Crevasse

## Week 7:

Day	Subject	Activity
Monday	Culture	Storytelling
Tuesday	Life on the Mountain	Risks Climbing Mount Everest
Wednesday	Environment	T.A.s Backpack
Thursday	Geography	How far did T.A. travel?
Friday	Find Your Fit Friday	Warm-up: Avalanche Tag Activity: Mount Everest Scavenger Hunt

## Week 8:

Day	Subject	Activity
Monday	Culture	Bear Chasing Game
Tuesday	Life on the Mountain	Clothing
Wednesday	Environment	What time is it on Mount Everest?
Thursday	Explorers	Homemade Compasses
Friday	Find Your Fit Friday	Warm-up: Through the Mountain Activity: Climb Mount Everest

## Did You Know....

1. Edmund Hillary and Tenzing Norgay were the first to summit Mt. Everest in 1953
2. Last year an earthquake moved Mount Everest by 3 centimeters.
3. Everest grows by a quarter of an inch every year.
4. Mount Everest is made from shale, limestone and marble.
5. Mount Everest is over 60 million years old.
6. Sharon Wood was the first North American Woman to summit Mount Everest in 1986.
7. Apa Sherpa holds the world record for Mount Everest Summits at 21 summits. They call him Super Sherpa.
8. The first attempt to summit mount Everest was in 1922 however no one actually summited until 1953
9. There is 66% less oxygen in each breath on the summit of Everest than at sea level
10. Climbers wear thick, puffy suits filled with goose feathers to keep them warm
11. Climbers burn more calories on Mount Everest so they often have to eat more food
12. There is an estimated 50 tons of trash that has been left on everest, giving it the nickname of "The World's Highest Garbage Dump".
13. The only one person has climbed all four sides of Everest, Kishang Sherpa
14. The longest stay on the Everest summit was 21 and half hours by Babu Chiri Sherpa
15. There are 18 climbing routes on Everest.
16. In 2011 the first tweet was sent by Kenton Cool – “ Everest summit no 9! 1<sup>st</sup> tweet from the top of the World thanks to a weak 3G signal”
17. Moni Mule Pati and Pem Dorjee Sherpa, got married on top of the summit in 2004!
18. Tibetan natives refer to Everest as Chomolungma or Qomolangma meaning “Goddess Mother of Mountains”. The Nepalese people know the mountain as Sagarmatha, which means “Forehead in the Sky.” A British surveyor, Andrew Waugh named the Mountain “Everest” in 1856.
19. Marco Siffredi and Stefan Gatt were the first two men to snowboard down Everest.
20. An Indian woman named Arunima Sinha was the first female amputee to climb Everest. Arunima lost her leg after she was thrown from a moving train.
21. The world's tallest building and the tallest man-made structure at 829m high is located in Dubai. Everest is more than TEN times its height.
22. More than 5,000 people have climbed Mount Everest, where about 77% of those have reached the summit
23. There are two main climbing routes of Mount Everest; the southeast ridge from Nepal, and the north ridge from Tibet
24. There are no plants above 5,750 meter
25. First woman to summit mount Everest was Junko Tabei on May 16<sup>th</sup>, 1975
26. It takes 40 days to climb Everest to give the body time to adjust to the high elevations
27. Climbers will start using oxygen around 27,000 feet (8230 meters), which is around camp 3 on Mount Everest.
28. That it would take 60 signal hills stacked on top of each other to reach the height of Everest.

## Activities

### Week One:

#### **Monday – What’s in a name? What’s Your Sherpa Name?**

Objective: Students will discover their Sherpa name

Sherpa children are often named after the day of the week that they are born. It is said that the day of birth determines the child’s protector. Pronouncing the deity’s name reaffirms this association between the child and the deity.

Find your Sherpa name! What day of the week were you born?

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Nima	Dawa	Mingma	Lhakpa	Phurba	Pasang	Pemba

#### Other Common Sherpa Names and Meanings

Sherpa Name	Meaning
Gyaltzen	Courage
Norbu	Precious Stone
Tshering	Long Life
Sonam	Meir
Dorje	Lightening
Lobsang	Disciple
Tashi	Good Luck
Tnezing	The holder of Buddha Dharma
Lhamu	Goddess
Karma	Fate + Work = Karma
Sherab	Wisdom
chu	The Might One

#### **Tuesday - Training for Everest**

Objective: Students will learn about the importance of physical activity and being physically fit on the mountain.

Mountaineers need to have their bodies in excellent physical shape in order to be able to climb some of the world’s highest mountains. In fact, they train intensely, often two or more times a day, for several months leading up to their climb. This is because it is very hard to get as much oxygen as they need when they are high up in the mountains, so their body needs to be able to do as much as possible with the oxygen it does get.

Equipment:

- One ball (volleyball is ideal)
- Pinnies
- Cones for marking playing area

Note: This is a fun activity (one that will definitely warm students up!) that requires teamwork and strategy.

Instructions: This game is played in a smaller area, usually half of a medium sized gymnasium (the larger the area, the more difficult it is to catch people). Two students start as taggers. The goal is to touch other students with the ball (emphasize that they must touch them with it, not throw it at them). When a student is touched, they take a pinnie and immediately join the taggers. The rule that makes this game so challenging is that taggers cannot run with the ball. Therefore, they must pass back and forth, trying to get into a position to be able to tag someone while the ball is not in their hands. It may take a while to catch the first few people, but as the number of taggers increases it becomes easier. If students step out of bounds they are considered caught. Non-tagging players are not allowed to interfere with the ball in any way. Place an emphasis on making quick passes and on moving immediately following a pass to look for a pass-back as helpful hints to students. Once there are several taggers, you may wish to introduce a second ball.

### **Wednesday - Your Favorite Outdoor Activity**

Objective: Students will stimulate discussion around being active outdoors.

Worksheet: Appendix A

Explorers love being in the great outdoors. Participating in activities outdoors have many health benefits. This activity will get students thinking about what they love about being outdoors.

Instructions:

Ask your class to draw themselves participating in their favorite outdoor activity and ask them to write a sentence or two on why this is their favorite activity, using the template provided.

Ask students to share what they've drawn; this might inspire other students to try new things.

### **Thursday - Where in the World is T.A.?**

Objective: Teach students about the geographical location of all 7 continents and mountain locations where T.A. has been.

Worksheets: Appendix B

Explain to the class that T.A. has a goal to climb each of the tallest mountains on each continent, these are called the Seven Summits. T.A. is currently working on reaching the summit of the last mountain (Mt. Everest) to complete her goal of the Seven Summits.

Instructions:

1. Ask class to fill in blanks with names of corresponding continents.
2. Following this ask the students to place a star or mark within each continent indicating where they think the tallest mountain is.
3. Review student's maps with answer key.

Questions to Ask:

- What continent do we live in? (N. America)
- What continent is TA in right now? Or What continent has the tallest mountain? (Asia)
- continent has the lowest of the seven summits? (Australia)

Information to Share about Seven Summits:

When they were reached by T.A.:

North America	Denali	June 2005
South America	Aconcagua	December 2006
Europe	Elbrus	July 2009
Africa	Kilimanjaro	June 2008
Antarctica	Vinson	December 2011
Australia	Kosciuszko	October 2009
Asia	Everest	Attempting Now!

### **Friday – Seven Summits / Stay on the Trail**

Warm-up: Seven Summits

Equipment:

- No Equipment Required

Background Information: Explain to the students that “The Seven Summits” are the seven highest peaks on each of the seven continents. A big dream for many mountain climbers have is to climb all of the seven summits. For this warm-up the students will use the names of the seven summits they learn about this week from the geography lesson.

Instructions: Have the students line up along one end of the playing area, with on students standing in the middle of the playing area to be ‘it’. Each student will choose one of the seven summits, without telling anyone else. The student who is ‘it’ will randomly call out the names of the seven summits from the middle. When the tagger calls the mountain a student has chosen, that student must try to run to the other side without getting tagged. If they are tagged, they will also become the tagger. If a tagger calls out “seven summits” at any point, everyone must run to the other side without getting tagged.

Note: If the names of the seven summits are to challenging to remember you can use the seven continents instead.

Activity: Stay on the Trail

Equipment:

- Mats (2 per team)
- Ropes (skipping rope may work)
- Scooters

Set up: Lay the mats at opposite ends of the gym, as this will signify base camp (starting point) and the summit of Everest. Each team will also be given one scooter and one rope.

Background Information: When climbing on expeditions like Everest, students should understand how important it is to work cooperatively with their team members and to stay on the designated trail for safety. This activity will demonstrate these aspects, with working as a team and staying on the designated trail.

Instructions: Ideally in groups of four, each team will work together to get from base camp (starting point) to the summit of Everest (other end of the gym).



Two at a time, one student will pull the other on the scooter to the summit of Everest, while staying on the gym lines. Then they will switch role as they come back down the mountain. This will then be repeated for the next two-team members. If the team 'falls' off the trail they must start back where the puller began.

Week Two:

### **Monday - Experience Nepal**

Objective: Students will be able to view life in Nepal.

Watch this video with the class:

<https://vimeo.com/29743332>

This video takes the viewer through the streets of Nepal, the countryside, and eventually to the mountain. Take special note of the prayer flags and the narrow streets. You can ask the students to compare the streets of their hometown, to the busy streets of Nepal.

### **Tuesday - Climbing Equipment**

Objective: Teach students about common climbing equipment.

Worksheet: Appendix C

Some items that are essential to climb Mount Everest include:

1. Backpack
2. Hat
3. Ladder
4. Sunglasses
5. Crampons
6. Headlamp
7. Mask
8. Oxygen
9. Sunscreen
10. Gloves
11. Ice axe
12. Rope

Activity: Word Search. See Appendix C

### **Wednesday - Leave No Trace**

Objective: Inform students about respect for the environment through the use of Leave No Trace Principles.

Layout: Appendix D

The increase in climbers on Mount Everest has also meant an increase in debris being left behind. Climbers are now asked to bring back at least eight kilograms of their own waste to base camp (Brandlin, 2014). Respecting your environment and leaving no trace in nature is important to mountaineers and explorers. Leave no trace principles are an important part of exploring and participating in outdoor recreation. The leave no trace ethics are built on a set of seven principles.

1. plan ahead and prepare
2. travel and camp on durable surfaces
3. of waste properly
4. leave what you find
5. minimize campfire impacts
6. respect wildlife
7. be considerate of other visitors. (<http://www.leavenotrace.ca/principles>)

For this activity the class will focus in on leaving what you find and respect for wildlife. This means, take nothing from the environment and **leave nothing behind**.

Activity: Students are Everest climbers at base camp. They must tidy up the camp before making their way through the Khumbu icefall. The challenge is that a herd of yaks have made their way on to base camp and they are known for taking garbage to eat. The climbers have to stop the wildlife from eating the garbage and properly dispose of it.

Materials:

- An open space, as this activity is a tag game and requires running
- Four hula-hoops
- Small balls or bean bags, any object that can act as garbage
- Tape or four pylons, something to divide the space in half

Instructions:

Set up:

1. Arrange the space into three zones, one for the climbers, one for the wildlife and a neutral zone. Appendix D has an example of setup.
2. Divide the class into two groups and assign one as Team Climbers and one as Team Yak.
3. Each team goes to their respective sides of the space.
4. When the game begins students are to attempt to collect garbage from the opponent's hoops.
5. No one can be tagged in the neutral zone.
6. Climbers can be tagged in the wildlife zone and wildlife can be tagged in the climber's zone.
7. When someone is tagged they join the other team.
8. The team who collects all the garbage wins.
9. Reflect on the importance of respecting the environment.

### **Thursday - What did these famous explorers do?**

Objective: This activity connects famous explorers with their photos to foster connections between exploring and the students.

Worksheet: Appendix E

Instructions:

1. Use the sheets provided and ask the students what exploring accomplishments each person has made.
2. Review the answers with the students and reflect on what kinds of exploring they would like to do.

## **Friday – Base Camp Set Up / Falling Rocks**

Warm-up: Base Camp Set Up

Equipment:

- Parachute

Background Information: Tents are an important piece of equipment for climbers on expeditions as it provides them with shelter and for longer expeditions it can be their home away from home. It will also protect them from the elements (wind, rain, snow, etc) and gives them an area to take break when climbing. This warm-up you will use the parachute to make a tent.

Instructions: For this warm-up each student will hold onto a black handle of the parachute. As a group, the students will raise their parachute by lifting their arms above their head to make the parachute into a mushroom shape. When the center of the parachute has reached its highest peak, the entire group will go under the parachute and sit on the edges to keep it from deflating.

Note: You can also try doing this but instead of going under the parachute and sitting on the edges, you can have the students lie on the stomach putting just their head under.

Activity: Falling Rocks

Equipment:

- 20 tennis balls (or other small ball)
- 20 cones, 6-10 medium balls (eg. dodge balls)

Background Information: When climbing you must be aware of where you are stepping, especially for unsteady surfaces, like rocks. Unsteady rocks can be dangerous to step on and it is important for climber to be aware of this for their own safety.

Set up: On each end of the playing area (volleyball court size is ideal, or with a large group basketball court), set up 10 cones each on the back line placing a tennis ball on each cone. Place the 6-10 medium balls at the centerline.

Instructions: Begin by dividing the class into 2 teams and get them to line up on either end of the gym. On the teachers command they will race to the center to get the medium balls. They will then roll the ball to try and knock down the opponent's tennis balls. The game lasts until one team knocks down all the tennis balls from their opponent.

Week Three:

### **Monday – Prayer Flags**

Objective: Students will create Tibetan prayer flags that can be strung together and hung in the classroom.

Note to Teachers: Prayer flags are to be respected, meaning they should not end up on the floor. It is important to respect the prayer flags and the Tibetan culture during this activity.

### What are Prayer Flags?

Prayer Flags are rectangular pieces of yellow, white, red, green or blues pieces of cloth that have mantras, deity symbols, and Buddhist scriptures on them. These flags can be found on Mount Everest and throughout the Himalayan region in homes of monasteries. When the wind gusts and blows the flags, it is believed that the prayers rise to the heavens. These messages can be carried to all parts of the world.

Meaning: The colors of the flags represent the basic elements, blue for space, white for air, red for fire, green for water and yellow for earth.

### Materials:

- One sheet of paper: colored construction paper using the traditional colors blue, white, red, green and yellow or white paper
- Pencil crayons, markers or crayons
- Fishing line or cotton rope
- Clothespins or Stapler

### Directions:

1. Ask students to reflect and think about messages they would like taken around the world. What would they like to say to the world leaders? Do they have a good message that they would like to send throughout the world? Examples could include peace on Earth or the end of world hunger.
2. Students will construct a message and write it on there paper. This message can be illustrated with symbols and/or written.
3. After the prayer flags are constructed the teacher may take the flags and attach them to the fishing line, or rope using the staple or clothespin.

## **Tuesday - Climbing the Mountain**

Objective: Expose students to carrying backpacks during physical activity.

When climbers go on long expeditions, they have to carry everything that they will need to live- all their clothes, food, and climbing equipment- for several weeks on their backs. They end up carrying very heavy bags on their backs. Sometimes when climbers are working out or training in preparation for an expedition, they will do their regular training (such as a step class) wearing a heavy backpack.

### Activity: Backpack Tag

#### Equipment:

- a couple of empty backpacks, any size.

Instructions: This is a simple tag game. Choose a few students to be 'it' (depending on the number of backpacks you have and/or the number of students in the class). These students will wear a backpack on their backs. When they tag another student, they will give them the backpack and that student will become the new 'it'. Students will enjoy the novelty of wearing a backpack in physical education!

### **Wednesday - Putting Leave No Trace into Action**

Objective: Further engage students in Leave No Trace principles.

Instructions: It is time to put the Leave No Trace principles we've learned into action! We encourage you to take your class outside and spend 15-30 minutes collecting garbage from your school grounds.

Possible discussion questions:

- What types of garbage/debris did you find?
- Why is it wrong to litter?
- Who is effected when people don't care for the environment?
- Is littering a problem at our school? In our community?
- If so, what can be done about it?

### **Thursday - Plate Tectonics**

Objective: Teach kids about plate tectonics and where mountains like Everest come from.

Youtube Video:

[https://www.youtube.com/watch?v=g\\_yRnFqDwYA](https://www.youtube.com/watch?v=g_yRnFqDwYA)

or search: 'Billy Blue Hair - Where do Mountains Come From?'

Discussion Questions:

- What did you learn from the video?
- What makes mountains taller?
- Are all mountains made from plate tectonics?

Activity Instructions:

1. Show above video to the class.
2. Ask students to draw what they learned about the geography of mountains and how Mount Everest was formed.
3. Submit drawings for T.A. to show her what you've learned!

### **Friday – Prayer Flag Tag / Base Camp Bean Bag Balance**

Warm-up: Prayer Flag Tag

Equipment:

- 5 different colored pinnes (blue, red, green, yellow, and white) enough for the whole class. If you do not have enough pinnies in five different colors for the class, you can use another item that you have access to so you can distinguish the five teams (balls, beanbags, paper)

Background Information: Prayer flags have been used in Tibet for thousands of years where each color of the prayer flag represents a different element (Blue represents the sky, red represents fire, green represents water, yellow represents the earth, white represents the wind). Prayer frags are commonly seen at the different camps on Everest as will on the summit.

Instructions: Divide the class into five equal groups and assign a color (representing element corresponding to the color of the prayer flag) to each group. Have the groups then scatter throughout the gym or playing area. The teacher will then yell an element and the team who is wearing the color corresponding to that element from the prayer flags are 'it'. They must then try and tag the other students and if a student gets tagged they must sit and wait for the next round. To keep the activity upbeat keep the rounds short and yell new elements when they are not expecting it. The students must remember what the color they are wearing represents and be ready to be 'it' on a moments notice.

Activity: Base Camp Beanbag Balance

Equipment:

- Beanbags
- hula-hoops
- benches

Background Information: Explain to the students that when mountaineers climb Mount Everest they do not just climb right to the top. In order for their bodies to acclimatize to the high altitudes they gradually climb up to each of the camps and back down to base camp. When they return to base camp they will need to repack their backpacks with new resources (eg. food, water, equipment, etc.) for the next ascend up the mountain. This activity will imitate this process with climbing back to base camp and return with resources needed. While climbing they must be aware and navigate around obstacles and crevasses along the way (hula-hoop and benches).

Set up: Have beanbags placed in the middle (base camp) of the gym or playing area and hula-hoops and benches placed around the gym. Divide the rest of the gym, surrounding the middle, into four sections representing each of the four camps on Everest.

Instruction: Divide the class into four groups and assign them a cardinal direction (North, East, South, or West) in one of the four sections, as this will represent their second base camp. On the teacher's command, they will tell one or multiple groups (eg. North, east) to return to base camp. Student's will then race to base camp to get resources (beanbags) to bring back to their camp. They will place the beanbag on their head and bring it back to camp without letting it touch the floor. If the beanbag touches the floor they lost what they had and must put it back in the middle. Students must be aware and navigate around the obstacles and crevasses (hula-hoop and benches) along the way. The game will continue until all the resources at base camp are gone. The team with the most resources (beanbags) wins.

Week Four:

### **Monday - Everest Word Search**

Objective: Expose students to terms related to Mount Everest.

Worksheet: Appendix F

Instructions:

1. Provide word search worksheet to students.
2. Review worksheet answers with students.



## **Tuesday - Food on the Mountain**

Objective: Teach students about food on the mountain.

Background Information:

- Climbers burn more calories on Mount Everest so they often have to eat more food
- Most climbers eat a lot of rice and noodles for food
- Climbers pack things that they can still eat if it becomes frozen (example: chips, granola, crackers, and nuts)
- Climbers like to drink warm drinks like hot chocolate or tea to keep them warm

Activity: Trail Mix Tag!

Ask students to name nutritious foods that are good to eat before or during physical activity. Encourage not only fruits and vegetables, but nuts, granola bars, pasta, and crackers that provide lots of energy.

Instructions: Divide students into four equal groups. Send one group to each corner of the playing area. Each group is named a different food (within the theme of nutritious, energy-rich foods). The instructor stands in the center of the area, and starts to “make” trail mix. As they call the name of each group, that group runs to the center and starts to jog in a circle around the instructor. After each group has been called in, the instructor announces that she or he is now “mixing up” the trail mix. Students then stop running and begin to jump up and down on the spot (you can encourage different movements such as twisting and turning- they are being ‘mixed up’ after all!). When the instructor yells “SNACK TIME!”, all students must run back to their corner without being touched by the instructor. If a student is touched, they join the instructor in the center to help ‘make’ the trail mix for the next round

## **Wednesday - My Mountaineer Senses Are Tingling**

Objective: Promote sensory awareness and inspire outdoor recreation appreciation.

Worksheet: Appendix G

Time in nature stimulates all of our senses, sight, sound, touch, taste. For this activity the class will have the chance to think about their senses and how the outdoor environment makes them feel.

Activity: We suggest you take the class outside for 30-45 minutes and have them complete the sensory inventory form provided in Appendix G.

## **Thursday - Explore trekking to basecamp like T.A.!**

Objective: Expose the students to the same sights that T.A. may experience.

Instructions:

Follow the link below to take the class on a virtual trekking exploration from Lukla to Everest Base Camp! After opening the link choose the Trek tab and follow the recommended path below or explore on your own!

<http://explore.glacierworks.org/en/#begin>

Each of the numbered options are accompanied by voice overs while the lettered options within them are just explorations and views of that location.

**Recommended Path:**

1. Lukla – 37 seconds
  - a. Airport – 39 seconds
    - i. This airport was built on an angle to help the planes slow down while landing and increase speed when taking off.
    - ii. When taking off the land at the end of the runway drops off dramatically and the beginning starts with a steep mountain. It is considered the most dangerous runway in the world.
2. Jorsale – 54 seconds
  - a. Suspension Bridge – 1 minute
    - i. There are multiple of these bridges along the trek.
3. Namche Bazaar – 35 seconds
  - a. Market – 1:38 minutes
4. Thyangboche – 39 seconds
5. Pangboche – 26 seconds
6. Pangboche Monestary – 43 seconds
7. Pheriche & Dingboche – 35 seconds
8. Khumbu Glacier – 39 seconds
9. Gorak Shep – 30 seconds
  - a. Above Kala Patthar – View of Everest
10. Everest Base Camp
11. Pumo Ri – 15 seconds
  - a. Khumbu Glacier - Photo comparing – move to left
12. Everest Base Camp – 25 seconds
  - a. Khumbu Ice Fall
    - i. TA has to climb through this in order to reach the summit of Everest.
13. Mt. Everest - 35 seconds
  - a. Camp 3 – Zoom in below Lhotse

Approximate Running Time: 15 minutes

**Friday – Don't Sweat It / Frostbite**

Warm-up: Don't Sweat It!

Equipment:

- 4-6 pinnies

Background Information: Explain to the students that sweating is considered evil when climbing in cold temperatures and it is important to stay dry. Sweat can make your clothes wet and if not dried will make you cold. To regulate you body temperature while climbing you must layer you clothes appropriately, where you can de-layer when you start to get warm and re-layer when you become colder. This process is important and affective in staying dry in cold temperature when being active.

Instructions: Before starting the warm-up choose 1-2 players to be 'it', they will represent water, and have 4-6 students wear pinnies, this will be dry clothes. Assign playing area and when a student is tagged they have done the evil deed and become wet with sweat. You must freeze and wait for a student with dry clothes (pinnies) to give them to you so you can get back in the game.

Activity: Frostbite

Equipment:

- No equipment required

Background Information: Frostbite is a very serious condition that all climbers must be aware of. Frostbite is when tissue in the body freezes causing it to appear white or grey and will feel cold and hard to touch. Frostbite will limit the person's ability to use the affected area. This activity will imitate how losing the ability to use areas of the body affected by frostbite is very difficult in simple tasks.

Instructions: One student will be the tagger and will stand in the middle of the gym. The other students will stand at one end of the gym and try to race to the other side of the gym without getting tagged. If they are tagged they can still continue to play but they must eliminate the usage on one limb (frost bite to that limb). If tagged again they must eliminate another limb until they have been tagged five times, then they will become a tagger as well.

First Tag: Frostbite to one arm -one arm behind back

Second Tag: Frostbite to second arm - both arms behind back

Third Tag: Frostbite to one leg - hop on one foot

Forth tag: Frostbite to second leg - crawl on stomach

Note: You may want to start with more than one tagger if in a larger group.

Week Five:

### **Monday - Nepali Food**

Objective: To explore the traditional foods of Nepal.

Worksheet: Appendix H

Instructions: Students will be given a worksheet where they will need to draw a line between the picture of the food and the name. After the students finished the worksheet give the answers and talk about the traditional Nepali food. Create a discussion on how the food differs from Canadian or Newfoundland cuisine.

### **Tuesday - Clothing**

Objective: To teach students about the clothing needed on mountains.

Background Information:

- Climbers wear thick, puffy suits filled with goose feathers to keep them warm
- Climbers wear big boots to keep their feet warm

- Warm mittens, socks and a hats are important to keep hands, feet, and head warm and to fight against frostbite

### Activity: Drawing Clothes Fun

Instructions: Split your class into groups of 5 and give each student a piece of paper to draw on. Assign what each S in the group will draw: S1 will draw a hat, S2 a head, S3 a puffy snow suit, S4 mittens, S5 winter boots Also, get them to color in their drawings. Finally, give each group a piece of construction paper and get them to cut out and glue their creations to the construction paper. They will love what they have created!

### Wednesday – Everest B.I.N.G.O.

Objective: This activity will familiarize participants with explorer/ mountaineer equipment.

Worksheet: Appendix I

Each participant has the opportunity to create their own B.I.N.G.O. card using the template provided.

#### Materials:

- B.I.N.G.O card (provided)
- Scissors
- Glue stick
- B.I.N.G.O markers of any kind
- Two small containers

#### Instructions:

##### Preparation for Teacher:

1. Print blank B.I.N.G.O. cards and template cards (1 of each per participant and 1 copy of each for teacher).
2. Cut out each square from your copy of the template card. Place the letters in one container and the images in a second container.

##### Preparation for Participants:

1. Distribute a blank B.I.N.G.O. card and a template card to each participant.
2. Each participant must cut out each individual image from the template.
3. Glue the individual images into the square of their choice.

##### Activity Instructions:

1. Teacher picks one letter and one image from the respective containers and calls it out to the participants. E.g. G-Ice Axe
2. The students who glued that image in the column of that letter can mark it on their card.
3. The teacher will replace the letter and image to their respective containers.
4. Repeat steps 1-3 until the first student calls B.I.N.G.O.
5. B.I.N.G.O. can be called when a student has marked five squares in a row, vertical, horizontal or diagonal.

### Thursday – Geography Crossword

Objective: Expose students to common terms regarding the geography of Mount Everest.

## Work Sheet: Appendix J

### Instructions:

1. Supply students with the crossword supplied.
2. Review solution of the crossword with students.

## **Friday – Rope Tag / Follow the Sherpa**

### Warm-up: Rope Tag

#### Equipment:

- No equipment required

**Background Information:** Explain to the students that a rope is a very important piece of equipment used by climbers when on expeditions. A team of climbers will tie themselves to the one rope for safety, helping them stay together to prevent falls and to help a teammate if they are ever in danger.

**Instructions:** This is a simple tag game. Begin by choosing two students to be ‘it’, who will hold hands to imitate a rope and must not let go. They must work together to tag the other student who will join the chain when they are tagged. Explain to the students that when you are in the chain they must not let go of hands or it will cause a teammate to be in danger.

### Activity: Follow the Sherpa

#### Equipment:

- Different pieces of equipment to use for obstacles along the trail (hula hoops, mats, cones, hockey sticks, etc.)
- Blindfolds

**Background Information:** Explain to the students that a Sherpa is referred to an elite mountaineer as they have the ability to function in high altitudes and are experts in their local terrain. Sherpa are an ethnic group that has emerged from the mountainous regions of Nepal who work to support their family as a sherpa. The job of a sherpa requires them to work with climbers as they are on expeditions, including Mount Everest, as a guide. Tasks could include carrying equipment, fixing ropes on the trail, rescuing climber, etc.

**Set up:** Using the equipment you have, scatter it all across the playing area in the gym.

**Instructions:** Divide the student into groups of about 5 or 6 people. All but one student will be blindfolded; the one who is not blindfolded will be the sherpa. Have the student line up in a straight line at one end of the playing area. One student at a time the sherpa must guide the climbers across the trail while avoiding all the obstacles. Climbers often use cue words like ‘clear’ meaning its safe to keep moving forward, and ‘zero’ meaning stop as it is not safe to move on. Try to encourage the sherpa to use these cue words and let the climbers (students blindfolded) that if they feel uncomfortable or unsafe they can us the word ‘zero’ to stop as safety is most important. Continue until all student have made it safely across to the other side of the gym.

Week Six:

### **Monday – Sherpa Says**

Objective: Expose the students to Sherpas and their roles.

Play Simon Says using the Everest theme, change the name Simon to Sherpa and the actions/commands can be mountain themed.

Equipment:

- None Required

Background Information: Sherpa's are very experienced climbers. When climbing Mount Everest every climber will be paired with a Sherpa that will guide and assist the climber while on the Mountain. Sherpa's will also help fix some of the latter's, and ropes that are on the climbing route.

Instructions: One person will be Sherpa and they will stand at the front of the group. The Sherpa must safety guide the group up the mountain. It is important to listen to the commands of the Sherpa. However, the players must only follow when the sentence begins with "Sherpa says...". If Sherpa gives a command without saying Sherpa says first, the players must not follow.

The following are examples of directions:

Sherpa says to hold on to the ropes

Sherpa says to go up the latter

Sherpa says use small steps

Sherpa says to wave to the other climbers

### **Tuesday - Acclimatization**

Objective: Teach students about acclimatization.

Background Information:

- There is 66% less oxygen in each breath on the summit of Everest than at sea level
- Almost all climbers use bottled oxygen to make breathing easier because it is so high.

Instructions:

Have the class draw a picture of themselves reaching the summit of Mount Everest (be sure to include your oxygen mask!)

### **Wednesday - Raccoon Circles**

Objective: Promote and practice the importance of teamwork.

Teamwork is very important to mountaineers. They must be able to work well with others and practice problem solving to climb and summit mountains safely and efficiently. Today your class will be working on team work activities. The learning goal is to practice cooperation and team problem solving.

Equipment:

- Nylon rope: 4.6 meters of rope per group, we recommend groups of 6-8.
- Activity: This activity is divided into three parts; each part is explained below.



- Tying the raccoon circles:

#### Instructions:

1. Start by tying a simple (but loose) overhand knot in one end of the Raccoon Circle webbing, with a short tail (less than 2 inches is fine). Because of the flat webbing, this overhand knot will remain very flat. This first knot is the “teacher” or “mentor” knot.
2. Next travel the length of the webbing, unwinding and untwisting the webbing as you go, and hold the opposite end of the webbing. This end is the “student” end of the webbing. The student does everything the teacher does, they just happen to do it backwards. This means that (first), the student looks directly at the teacher (each tail end of the webbing nearly touches). Next, the student “doubles” the teacher by following the same path as the teacher backwards. This involves following the webbing, and finally tucking the student end of the webbing into the teacher knot, leaving about a 1 or 2 inch long tail. Now pull the opposite sides of the knot to secure it. (<http://www.teamworkandteamplay.com/resources/raccooncircles.pdf>)

#### Optional Activities:

**Over and Under:** For this activity there will groups of six participants per raccoon circle. The first person will put the raccoon circle over their shoulder like a purse. The group will then link hands. The goal of this activity is get the rope all the way around the circle without the participants letting go of each other's hands. It must travel down the arm of the first person and the next person must step through the circle and pass it down their arm to the next person and so on.

**Synchronizing:** For this activity there will be six participants per raccoon circle. For each group, number participants as follows: 1, 2, 1, 2, 1, 2.

On the group leaders command all of the “1”s will lean in towards the centre of the circle and come back to starting position. From the starting position, on the group leaders command, the “2”s will lean in towards the centre of the circle and return back to starting position. This will practice coordination and balance.

**Pizza Toss:** For this activity the goal is to make the knot in the rope make it all the way around the circle by tossing the it in the air, like the tossing of a pizza. Each group will have to coordinate to toss and turn simultaneously. Once the group is familiar with the motion the instructor can have the groups race. The first group to get their knot all the around the circle and back to the starting person wins. Try tossing the pizza in both directions.

#### Thursday - Explorer Scavenger Hunt

Objective: Teach students how they can explore in their own backyards.

Work Sheet: Appendix K

#### Instructions:

1. Take kids outside and supply them with the scavenger hunt list.

#### Friday – Icefall Trail Tag / Across the Crevasse

Warm-up: Icefall Trail Tag

#### Equipment:

- No equipment required

**Background Information:** When on climbing expeditions it is important for the climbers' safety to stay on the designated trail, like the icefall train on Everest. This trail can change every year and even several times a year. The trail is mapped out by the professional sherpa's for the safest route to climb. Staying on the designated trail can reduce the chance of coming upon dangerous situations like a crevasse (deep cracks in the ice).

**Instructions:** Choose 1-2 student to be 'it', who have to tag the other students. In this tag game (like pac man tag), the students and taggers must stay on the lines on the gym floor, representing the icefall trails. Choose 1-2 student to be 'it'; they must try to tag the other students, who then becomes the new person 'it'. Explain to the students that when changing lines it must be at an intersection, no jumping from line to line.

**Activity:** Across the Crevasse

**Equipment:**

- 2 mats per group

**Background Information:** A crevasse is a deep crack in the ice that are commonly seen on Everest that climbers' must cross over safely. Climbers' will use ladders to climb over the crevasse that go from one edge to the other.

**Instructions:** In this activity the student will imitate crossing over a crevasse with their teammates. Using 2 mats per team they must go across the crevasse (from on end of the gym to the other) while staying on the mats and not touching the floor. The team must work together to figure out how to more across the gym successfully and safely, imitating crossing a crevasse. If a student touches the floor the whole team must start over. The first team to reach the end of the gym wins, as they are the first team to cross the crevasse successfully and safely.

**Week Seven:**

### **Monday - Storytelling**

**Objective:** To get the students discussing about Nepali folk tales.

**Instructions:** Read aloud a traditional Sherpa folk tale to the class ask them to pay attention and see if they can find the moral of the story. After the story is read facilitate a discussion about the folk tale. Ask the students what they think the moral of the story is? Did they enjoy the story? Do they know of a folk tale or story that sends a similar message?

**Optional:** Did the class enjoy the folk tale activity and want to try something else? As a class try and write your own folk tale! The folk tale can be about anything the group chooses, or stay on the Everest theme.

**Befriending a Yeti:**

One night a lama was sitting at his place not far from Mount Everest. He was keeping one of his silent vigils over the moonlit world of men and creatures. While he was praying for their salvation, a huge Yeti stole up on him in order to kill him. But in the lama's peaceful presence the

yeti forgot it, and with gentle gestures the ragged monk welcomed his huge visitor. For the first time in his life the horrible Yeti felt accepted; it made his untrammelled spirit soar with an unspeakable relief.

The lama now began to treat his visitor as part of his household in order to sow some seeds of peace in his heart. Little grows so high up in the mountains, far above the treeline, but from that day on the Yeti brought fresh meat to him and tried to please him thus.

Years slipped by, and the lama grew old and infirm. But the mighty yeti continued to bring him food, collect firewood, and carry water from a nearby stream. Again and again the saintly sage prayed for his friend.

One evening, after there had been a great avalanche nearby, the Yeti did not return to the old lama's place, as he used to do. The lama went out to seek him by moonlight and found him many hours later. He lay dead at the bottom of the avalanche.

It is also told that he later gave the skull of the Yeti as a treasured relic to the monastery at Pangboche.

Story retrieved from :

TheGoldScales.(2002).TibetanFolkTales.Retrievedfrom <http://oaks.nvg.org/tibetales.html#2>

Old Sherpa Wisdom:

"There is a yeti [or fear] in the back of everyone's mind; but the blessed are not haunted by it."  
[Old Sherpa wisdom]

## **Tuesday - Weather on the Mountain**

Objective: Inform the students on the weather conditions of the mountain.

Background Information:

During the climbing season (May) the average temperature is -20C

Activity:

Using a computer search the weather is like today on Mount Everest and compare it with what the weather is like today in St. John's.

## **Wednesday – T.A.'s Backpack**

Objective: The goal of this activity is to get the class talking about packing backpacks while exercising memory. Encourage students to remember terms they have learned in previous lessons.

Instructions:

1. Arrange the class to sit in a circle. For this activity we will use the catchphrase: "To Everest I will bring..."  
The first person will finish the phrase by choosing an item that starts with the same letter as their name.  
E.g. T.A. could say "To Everest I will bring a tent".
2. The next person will repeat back "You are bringing \_\_\_\_\_, and to Everest I will bring\_\_\_\_\_".
3. This will continue around the circle until everyone has thought of something to bring.
4. For added challenge, ask participants to recall everyone's items.

E.g. We have packed \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, and to Everest I will bring \_\_\_\_\_”.

### **Thursday - How far did TA travel?**

Objective: This activity teaches students how to find distances on maps in order to find out how far TA has travelled to get to Nepal.

Worksheets: Appendix L

Instructions:

1. Use the St.John's to London map provided to show the students how you record distances on maps using scales. Use a hard copy of the map or an electronic copy opened on a smart board to demonstrate the activity. This can be completed by following these steps:
  - a. Find an object that can be used to measure the length of the scale (ie. String or a measuring stick).
  - b. After measuring the length of the scale, use the object to measure the line provided between destinations.
  - c. Count how many times this object fills the line including the left over space (ie. 10 and 3 quarters or 7 and a half.)
  - d. Then times this number by the number presented on the scale. (ex. 100km)
  - e. The resulting number is the amount of kilometers it took TA to get from one destination to another.
2. As a class or in groups try to determine the distance TA travelled on the second two maps using the same steps.
3. Add all three map kilometers together to determine how many kilometers TA travelled to get to Nepal!

### **Friday – Avalanche Tag / Mount Everest Scavenger Hunt**

Warm-up: Avalanche Tag

Equipment:

- 2-4 pinnies

Background Information: Explain to the student that when climbing mountains there is a chance that an avalanche could happen. Knowing how to stay safe if you find yourself caught in an avalanche is important for climbers. To increase your chance of being rescued they say to reach your limbs or something else long (like a ski pole, etc) up through the snow to increase your chances of being found.

Instructions: Choose 2-4 students to be 'it' and they will wear the pinnies, they will be avalanches. They must try to tag the other students in the designated playing area. If they tag someone they must lie on their back as if they got caught in an avalanche, putting hands and feet in the air to increase the chance of being rescued. If a student who is not 'it' tags them they are rescued and can continue to play. You can change taggers periodically.

Activity: Mount Everest Scavenger Hunt

Worksheet: Appendix M

Equipment:

- List of questions for each team
- 4-5 sets (depending on the number of groups) of letters that will spell out EVEREST, which has the answer to each question on the corresponding letter.

Background Information: This activity will test the student's basic knowledge of Mount Everest that they may have learned over the last 7 weeks. Each letter has the answer to one of the questions and the objective of this activity is for each team to answer all the questions and spell out Everest. The team must work together to answer each question and if they need help after thinking about it first they can ask the teacher for help. View appendix M.

Set up: Scatter all sets of letter to spell out EVEREST throughout the gym or playing area.

Instructions: Divide the student into 4-5 groups and give each team a list of questions. For each question the students will find the answer in the playing area with a letter on it. The goal is to spell Everest by getting all the questions correct. Each team must try to answer the question then go out to find the answer and the corresponding letter on it.

Note: Depending on the class you can make a rule that they must answer the questions in order and it has to be checked to make sure it is correct before they can move on.

Week Eight:

### **Monday - Bear Chasing Activity**

Objective: To work as a team, and explore Nepali culture

Background Information: This game is commonly played among Nepali children. No equipment is needed to play this game.

Discussion: After the students play the game ask if they enjoy it and ask what games they play with their friends.

Instructions: The goal of the game is for the leader to protect the other members of the team/family. This game originates from ancient times, huddling in groups would provide safety from the wild animals.

For this activity one person will be selected to be the group leader, it is this person's job to protect the group.

One student is selected to play the role of the bear.

The rest of the students stand behind the group leader in a single line holding each other's waist.

The game starts with a short dialogue between the bear and the group leader. For example group leader: "Hello Bear, we have no food for you here", Bear: " Hey, I see all those people behind you, can you spare one?"

When the bear spots the children and decides to have them for a meal. The bear then attacks (by tagging) and tries to tag all of the children. If the bear touches a child in the line, then that child is out. If the bear gets all the children, then the bear is the victor. The group

leader should try and protect all of the other children. The group should creatively try and not get tagged by the bear, otherwise the bear wins.

## **Tuesday - Risks Climbing Mount Everest**

Objective: Teach the students about the risks of climbing Mount Everest.

Background Information: There are many risks to watch out for while climbing Mount Everest. Some include;

1. Avalanches
2. Wind storms
3. Falling rocks
4. Frostbite
5. Whiteout conditions
6. Dehydration
7. Exhaustion
8. Illness

Activity: Whiteout, Wind Storm, Avalanche!!

Equipment:

- None required.

Instructions: Have the students stand at one end of the gymnasium or large area (i.e. field) Choose one student to be 'it'. Have the rest of the students choose between, whiteout, wind storm, and Avalanche. The student who is 'it' will shout out one of these risks and the students who had chosen that same risk will run to the other side trying not to be tagged by the student who is 'it'. The students who get tagged have to freeze in the place they were tagged. The student who is 'it' will then call out another risk. The game continues until all students are tagged.

## **Wednesday - What Time is it on Mount Everest?**

Objective: Teach students about time management.

When the day comes to reach the summit of Mount Everest climbers must summit by two o'clock in the afternoon. This gives them enough time to get home for dinner....Only joking! The 2:00pm turn around time is for safety reasons, "summiteers" must reach the top by that time to ensure a safe descent with as much day light as possible.

For this activity the participants will have to keep this deadline in mind.

This activity should take place in a large space.

Instructions:

- 1 Assign an "Expedition Leader", the rest of the class will be climbers.
- 2 The "Expedition Leader" Will stand at one end of the room and the climbers at the other.
- 3 The climbers will have to ask all together "What time is it on Everest?"
- 4 The "Expedition Leader" can rely with any time and the climbers will have to take that amount of steps towards the leader. For example, if the leader says "12 o'clock" the climbers will take twelve steps.



- 5 Repeats steps three and four until the leader says “two o’clock”. That’s the deadline!
- 6 When the leader says two o’clock they can chase the climbers back to their starting position and try to tag as many climbers as possible.
- 7 At two o’clock climbers will turn and run back to the starting position.
- 8 When climbers are tagged they become “frozen in time” they must stay in the position in which they were tagged.
- 9 In the following rounds “frozen” climbers can tag from their spot.
- 10 Repeat until there are no climbers left.

### **Thursday - Homemade Compasses**

Objective: Teach kids about an essential tool that is essential in exploring and in the geography field.

Background Information: Compasses are very important for all Explorers and Mountain Climbers including TA. Compasses help you know which direction North is. If you know which direction north is you will be able to navigate in the right direction and not become lost!

Equipment:

- Piece of Cork
- Needle
- Magnet
- Water
- Non-Metallic Bowl

Instructions:

1. Rub magnet against needle several times in a circular motion.
2. Pour water in bowl and place cork in bowl so it is floating.
3. Carefully balance the needle on the cork.
4. Compare to a real compass.

Discussion Questions to Ask:

- When would it be good to have a compass?
- Do you think compasses are important?

### **Friday – Through the Mountains / Climb Mount Everest**

Warm-up: Through the Mountains

Equipment:

- A variety of different pieces of equipment (hula hoops, cones, sticks, skipping ropes, etc)

Background Information: When on climbing expeditions there are always obstacles that you must be aware of at all times. Obstacle can be anything for less than ideal weather conditions to bad trail conditions or equipment malfunction. As climbers are faced with these obstacles they have to deal with it for their safety to avoid danger.

Set up: Have all the equipment being used spread throughout the gym or playing area.

Instructions: Students are to get from one end of the playing area to the other without touching any of the obstacles or they will be in danger of getting hurt. To make it more challenging you can use different locomotor skill (hop, crab walk, bear walk, gallop, skip, etc) to get to the opposite end.

Activity: Climb Mount Everest

Equipment:

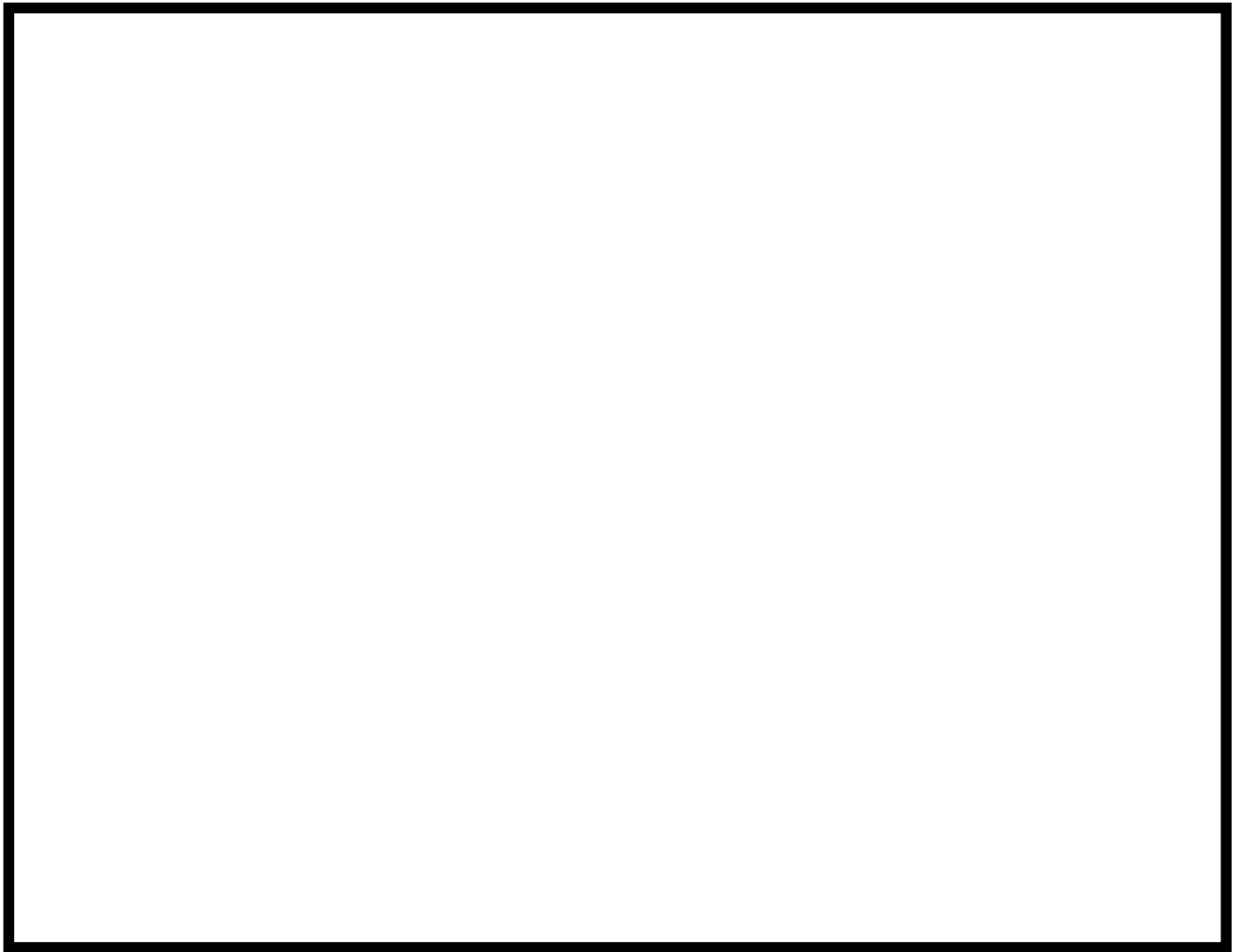
- Backpack (1 per group)
- Compass (ideally 1 per group)
- Picture of Everest cut up into puzzle pieces (1 per group)

Background Information: When on climbing expeditions proper navigation skills is important for every climber's safety. Climbers have more advanced navigation technology today but knowing and understanding how to use a compass is still a very useful skill for them to have. This activity will introduce the skill of using a compass to the students by finding the direction of north from where they are.

Set up: Have backpacks with compasses inside at starting point and puzzles at the opposite end of the gym or playing area.

Instructions: Divide students into 4-5 groups and assign them a location at one of the backpacks on the starting point (base camp). One at a time each student will put on the backpack and race to the center, where they will take the compass out of the backpack and use it to point it in the direction of north (do this by lining the red end of the magnetic needle with the orienting arrow). When confirmed by the teacher they will place it back in the backpack they must perform mountain climbers' locomotion until they reach the summit (other end of gym when puzzle is located). There they will take one piece of their puzzle and race back to base camp, where the next student will go and repeat until they have all the puzzle pieces. When they have all the pieces they must work together to put it together.

**My Favorite Outdoor Activity is...**



I enjoy \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Where in the World is T.A.?



# Where in the World is T.A.?



# Climbing Essentials

F	G	R	K	H	E	N	R	E	D	D	A	L	O	B
S	V	B	N	X	P	B	Q	Y	K	Q	A	W	A	O
P	U	F	E	L	O	W	X	O	N	L	Y	C	N	Y
S	Y	N	K	X	R	R	P	J	N	G	K	Q	Q	W
J	D	D	G	P	A	M	J	E	U	P	L	K	Z	R
Q	R	G	C	L	A	E	E	T	A	Q	S	Y	V	S
N	B	B	H	L	A	R	C	C	D	A	T	H	P	J
G	A	P	D	X	C	S	K	I	M	X	A	F	U	F
N	L	A	Z	S	X	A	S	B	X	Y	H	T	K	F
Z	E	O	N	V	V	L	K	E	T	B	C	I	M	I
H	W	U	V	N	M	X	Y	I	S	G	J	N	X	U
B	S	R	W	E	Z	C	R	A	M	P	O	N	S	R
M	V	H	D	E	S	T	T	S	A	U	B	M	W	G
E	X	H	Z	Z	T	C	P	E	H	R	T	L	N	X
M	D	Z	H	F	Q	P	F	O	R	S	N	R	E	R

BACKPACK	CRAMPONS	GLOVES
HAT	HEADLAMP	ICEAXE
LADDER	MASK	ROPE
SUNGLASSES	SUNSCREEN	

## Climbing Essentials Word Search Solution

++++E+REDDAL+B  
S++++P++++++A+  
+U+E+O++++++C++  
++N+XR+P+N+K+++  
+++G+AM+E+P+K++  
++++LAE+EA+S+++  
++++LARCC+AT+++  
G++D+CSKIM+A+++  
+LA+S++S+++H+++  
+EON++++E++++++  
H+UV+++++S+++++  
+S++E+CRAMPONS+  
+++++S++++++  
++++++  
++++++

(Over,Down,Direction)

BACKPACK(15,1,SW)

CRAMPONS(7,12,E)

GLOVES(1,8,SE)

HAT(12,9,N)

HEADLAMP(1,11,NE)

ICEAXE(9,8,NW)

LADDER(13,1,W)

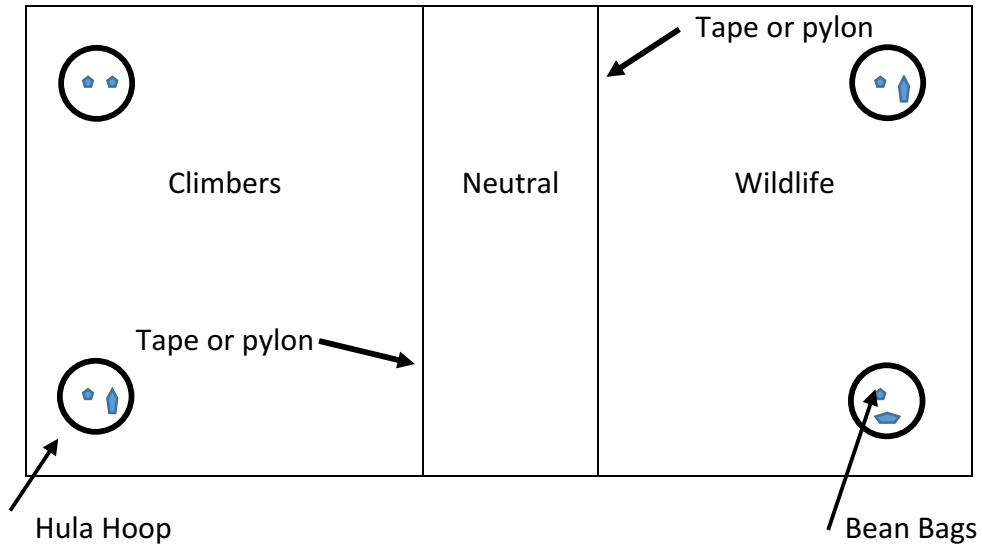
MASK(10,8,NE)

ROPE(6,4,N)

SUNGLASSES(1,2,SE)

SUNSCREEN(2,12,NE)

Leave No Trace Tag Setup





## What did these famous explorers do?



Al Hancock

---



Laurie Skreslet

---



Edmund Hilary and Tenzing Norgay

---



John Cabot

---



Neil Armstrong

---



Junko Tabei

---

## What did these famous explorers do?



**Al Hancock**  
**First Newfoundlander to Summit Everest – May 2007**



**Laurie Skreslet**  
**First Canadian to Summit Everest - 1982**



**Edmund Hilary and Tenzing Norgay**  
**First People to Summit Everest - 1953**



**John Cabot**  
**First Person to Discover North America - 1497**



**Neil Armstrong**  
**First Person to walk on the moon - 1969**



**Junko Tabei**  
**First woman to summit Everest - 1975**

Name: \_\_\_\_\_

## Everest

S	M	W	P	A	Y	H	H	L	I	S	T	A	S	H	I	D	Q
H	X	D	M	R	T	I	I	I	A	C	S	B	I	D	M	T	R
E	H	S	Q	D	A	I	S	L	M	M	J	W	P	V	Q	B	Z
R	I	E	A	S	F	Y	B	U	L	A	A	E	F	T	Q	L	O
P	A	H	V	Z	H	H	E	E	M	A	L	R	E	Q	T	K	P
A	K	F	X	E	T	E	U	R	T	M	R	A	J	O	Z	W	K
N	L	A	A	S	R	R	R	W	F	U	I	Y	Y	Q	A	D	I
E	I	M	R	Y	A	E	Q	P	U	L	Y	T	S	A	G	X	O
P	O	T	C	M	T	B	S	D	A	R	A	W	S	T	O	Q	S
A	Y	A	K	F	A	A	G	T	C	N	Q	G	C	C	E	U	I
L	G	E	T	K	S	A	M	I	X	J	I	N	W	W	G	P	E
I	C	T	J	F	J	O	N	F	E	M	V	H	R	S	V	W	I

Find the following words in the puzzle.

Words are hidden → ↓ and ↘ .

EVEREST  
HILLARYSTEP  
HIMALAYA  
KARMA  
LAMA

NEPAL  
PRAYERFLAG  
SHERPA  
SHERPANI  
SUMMIT

TASHI  
TIBET  
YAK  
ZOPKIOS

## SOLUTION

# Everest

S	.	.	P	.	.	H	H	L	.	.	T	A	S	H	I	.	.
H	.	.	.	R	T	.	I	I	A	.	.	.	.	.	.	.	.
E	.	.	.	.	A	I	S	L	M	M	.	.	.	.	.	.	Z
R	.	E	.	S	.	Y	B	U	L	A	A	.	.	.	.	.	O
P	.	.	V	.	H	.	E	E	M	A	L	.	.	.	.	.	P
A	K	.	.	E	.	E	.	R	T	M	R	A	.	.	.	.	K
N	.	A	.	.	R	.	R	.	F	.	I	Y	Y	.	.	.	I
E	.	.	R	.	.	E	.	P	.	L	.	T	S	A	.	.	O
P	.	.	.	M	.	.	S	.	A	.	A	.	.	T	.	.	S
A	Y	A	K	.	A	.	.	T	.	N	.	G	.	.	E	.	.
L	.	.	.	.	.	.	.	.	.	.	I	.	.	.	.	P	.
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Word directions and start points are formatted: (Direction, X, Y)

EVEREST (S,7,3)  
HILLARYSTEP (E,1,12)  
HIMALAYA (S,17,3)  
KARMA (E,10,2)  
LAMA (SE,1,5)

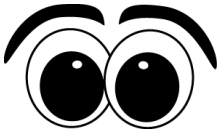
NEPAL (S,15,4)  
PRAYERFLAG (S,6,2)  
SHERPA (S,16,6)  
SHERPANI (S,8,2)  
SUMMIT (S,5,5)

TASHI (E,7,11)  
TIBET (E,13,12)  
YAK (S,3,2)  
ZOPKIOS (E,9,9)

# My Mountaineer Senses Are Tingling!



**What can you smell in nature?**



**What can you see in nature?**



**What can you touch in nature? What does it feel like?**



**What can you hear in nature?**

## Nepali Food

Connect the picture of the food to the name? Can you get all five right?



Momo



Daal Bhat Tarkari



Dhido



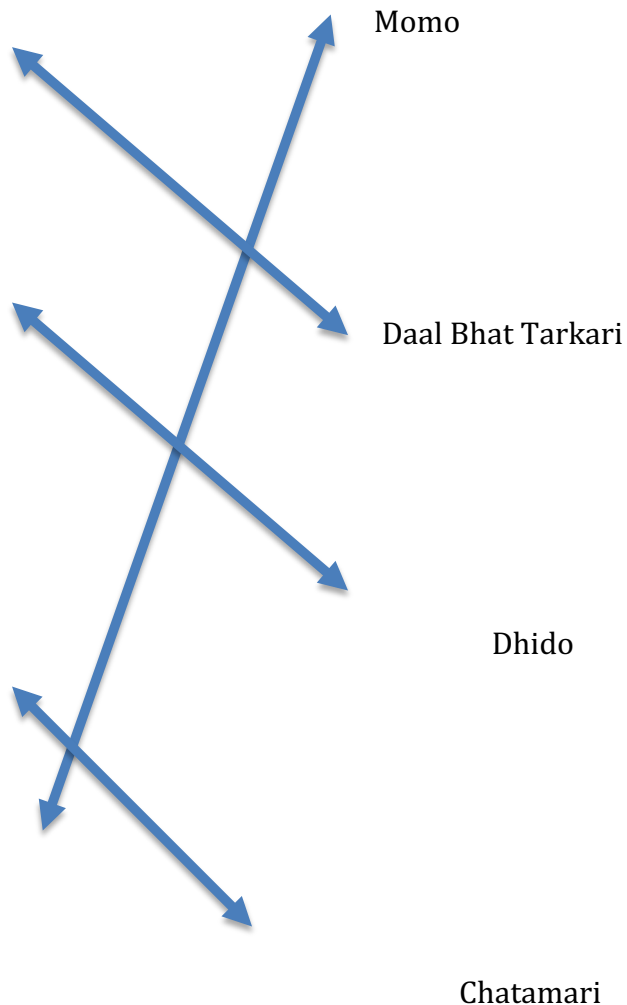
Chatamari



## Nepali Food Solutions:

**All photos taken from:** Ace Blog,(Photographer). (2013, July, 26). *Five Famous Nepali Food*. Retrieved From <http://www.acethehimalaya.com/blog/famous-five-nepali-food/>

Connect the picture of the food to the name? Can you get all five right?





Below is a description of the food.

### Traditional Nepali Food

**Dal Bhat Tarkari** usually is made up of steamed rice, lentil soup and curried vegetables.

**Momo** is a kind of dumplings, stuffed with minced meat, onion, garlic and ginger. Momo can be eaten as a main course for lunch or dinner however it is usually served as an appetizer. This dish can be paired with Momo soup or pickles.

**Chatamari** is a thin pancake made of rice flour.

**Dhido** is a mixture of water with maize (corn) flour and buckwheat flour. This is often served with curried vegetables and soup.

B



Ice Axe

I



Crampons

N



Tent

G



Ladder

O



Teamwork



Icefall Crossing



Camp 2



THERE'S T.A.!!



Oxygen Mask



Prayer Flags



Tire Training



First Everest Summitters



Sun Protection



Ladder Training



Base Camp



Climbing the Icefall



Oxygen Tanks



Avalanche



Backpack



Mountaineer



Inusuk at Mt. Everest



Mount Everest



sherpa



Map



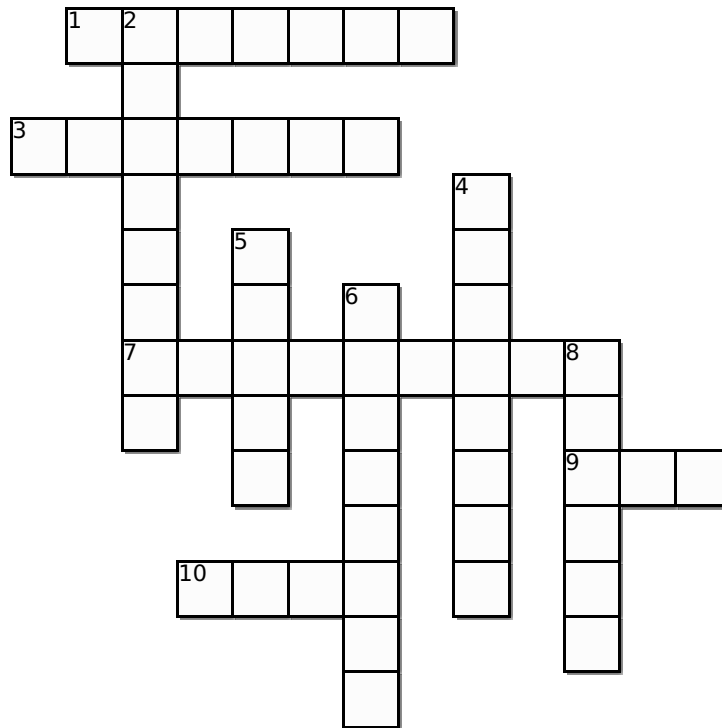
Compass

B	I	N	G	O

Name: \_\_\_\_\_

## Mount Everest Crossword

Find the words that match the descriptions below. They are all related to TA and her trip to Mount Everest!



Created with TheTeachersCorner.net [Crossword Maker](#)

### **Across**

- 1.** A slowly moving river of ice. There is one on Mount Everest!
- 3.** What is the name of the Mountain she is climbing right now?
- 7.** What TA and all of you can be called!
- 9.** A tool TA needs to navigate mountains.
- 10.** What is the continent that Mt. Everest is found on?

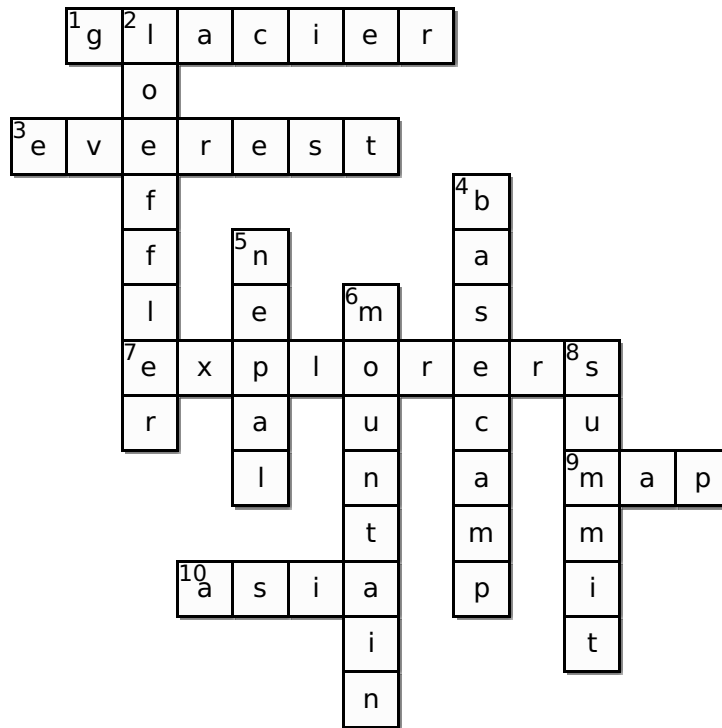
### **Down**

- 2.** What is TA's last name?
- 4.** What is the first camp on Mt. Everest that TA will visit?
- 5.** What is the country that TA is travelling to in order to climb Mt. Everest.
- 6.** What is a large landform that rises quickly from the land around it?
- 8.** What is the highest point on a hill or a mountain called?

Name: \_\_\_\_\_

## Mount Everest Crossword

Find the words that match the descriptions below. They are all related to TA and her trip to Mount Everest!



Created with TheTeachersCorner.net [Crossword Maker](https://www.theteacherscorner.net/CrosswordMaker)

### Across

1. A slowly moving river of ice. There is one on Mount Everest! (**glacier**)
3. What is the name of the Mountain she is climbing right now? (**everest**)
7. What TA and all of you can be called! (**explorers**)
9. A tool TA needs to navigate mountains. (**map**)
10. What is the continent that Mt. Everest is found on? (**asia**)

### Down

2. What is TA's last name? (**loeffler**)
4. What is the first camp on Mt. Everest that TA will visit? (**basecamp**)
5. What is the country that TA is travelling to in order to climb Mt. Everest. (**nepal**)
6. What is a large landform that rises quickly from the land around it? (**mountain**)
8. What is the highest point on a hill or a mountain called? (**summit**)

## Explorer Scavenger Hunt!

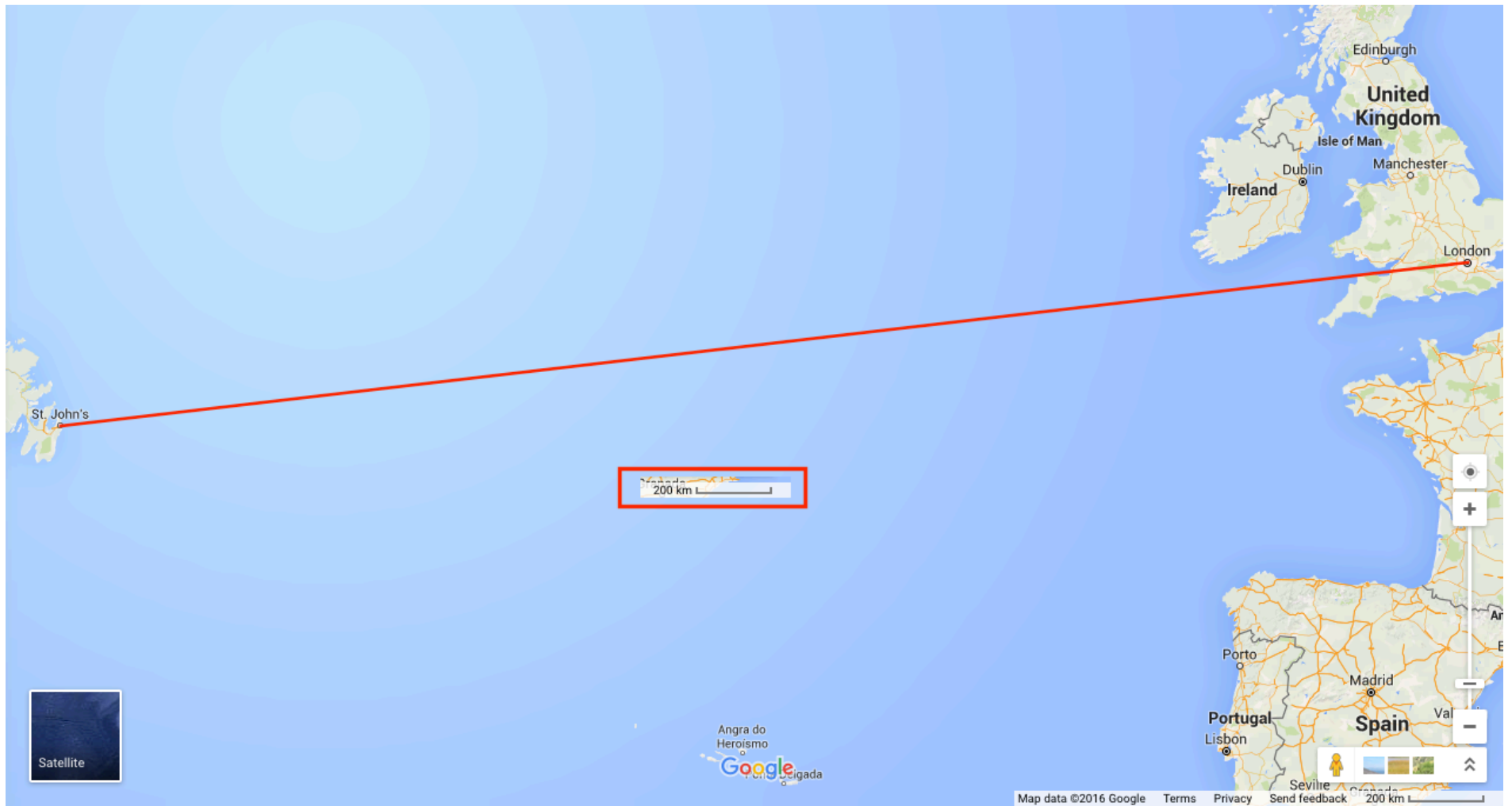
Be an explorer in your own back yard and try to find these items around your school or at home! Remember to take pictures of things instead of disturbing the environment!

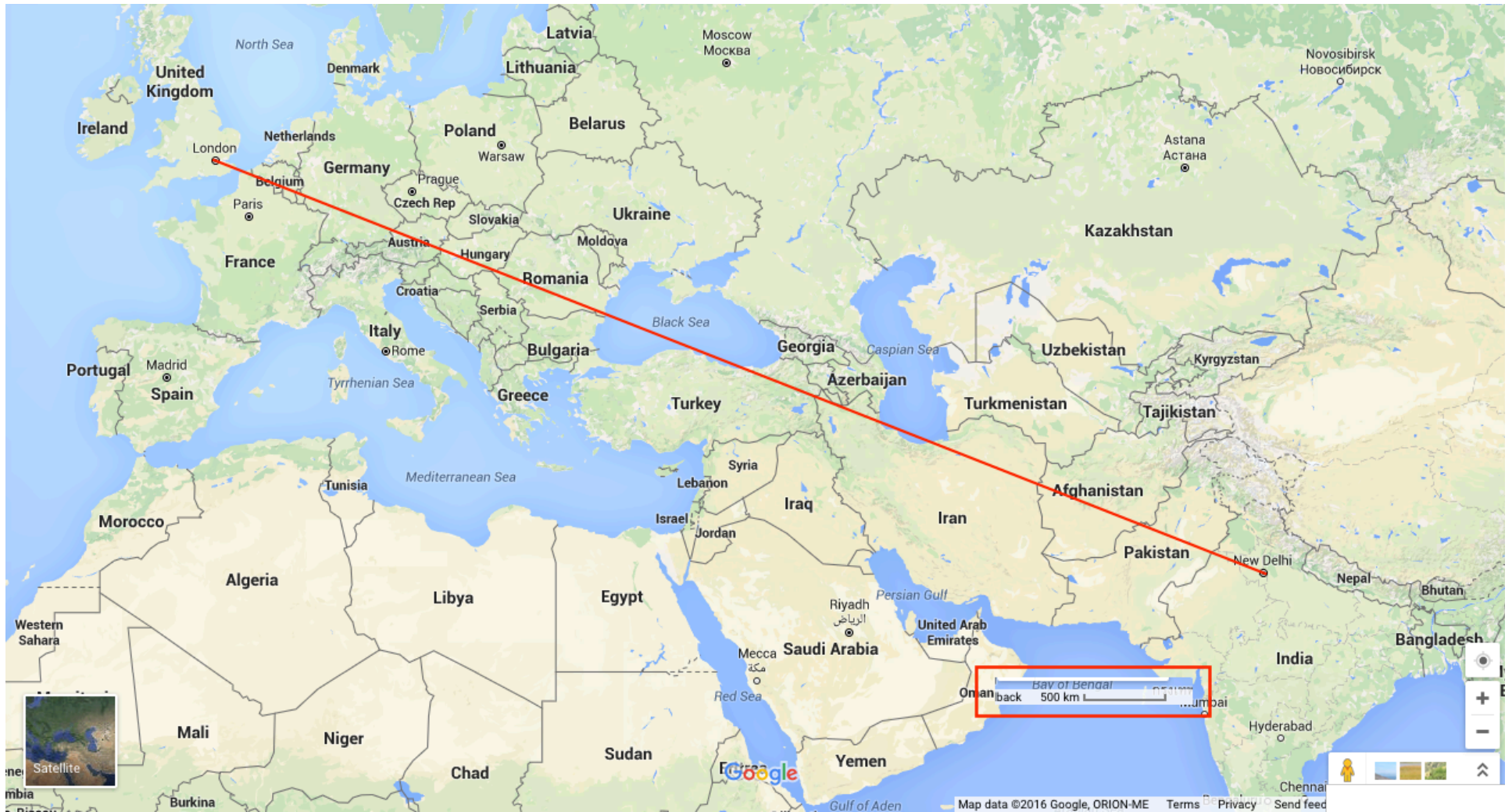
### Things to Find:

- ☐ A stick on the ground
- ☐ Smooth rock
- ☐ A funny shaped rock!
- ☐ A plant with berries
- ☐ Moss
- ☐ An evergreen tree
- ☐ A tree with no leaves
- ☐ 3 birds
- ☐ A bird feather
- ☐ An Insect
- ☐ A pine cone
- ☐ An old leaf
- ☐ Man made litter
- ☐ Squirrel

### Things Explorers Might Hear:

- Birds chirping
- Wind Howling
- The Ocean









## **Mount Everest Scavenger Hunt Questions**

- 1. Mount Everest is \_\_\_\_\_ meters high?**
- 2. It takes about \_\_\_\_\_ days to climb Mount Everest?**
- 3. \_\_\_\_\_ was the first female to climb Mount Everest?**
- 4. \_\_\_\_\_ climb Mount Everest as a job for climbing expertise and to help support their families?**
- 5. Mount Everest is located on this continent?**
- 6. Mount Everest grows about \_\_\_\_\_ inches per year?**
- 7. Mount Everest is the \_\_\_\_\_ of the seven summits?**

### **Mount Everest Scavenger Hunt – Answer Key**

1. Mount Everest is \_\_\_\_\_ meters high? **E - 8848**
2. It takes about \_\_\_\_\_ days to climb Mount Everest? **V - 40**
3. \_\_\_\_\_ was the first female to climb Mount Everest? **E – Junko Tebei**
4. \_\_\_\_\_ climb Mount Everest as a job for climbing expertise and to help support their families? **R - Sherpas**
5. Mount Everest is located on this continent? **E - Asia**
6. Mount Everest grows about \_\_\_\_\_ inches per year? **S - 0.25**
7. Mount Everest is the \_\_\_\_\_ of the seven summits? **T - Highest**