The Mush Rush

Physical Education

At School Activities

Winter Activities

K-3 Grade Level

Equipment	Snow
Learning Outcome	Demonstrate locomotor skills, how to follow instructions, and how to respect the space of others.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other.

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of* and *before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video to share with students providing an overview and movement skills cues for running, skipping, jumping, and hopping. Refer to the to the _Movement Skills Cues_ document to support you. If access to internet or technology is not available, consider providing students with a paper copy of the _Movement Skills Cues_ document to practice the skills. Encourage students to practice performing these locomotor skills the snow in a safe space available to them.

Activity Description

If utilizing a flipped classroom approach, remind students to apply the movement cues they learned or reviewed in the video or document. If not utilizing a flipped classroom approach, review the movement skill cues for running, skipping, jumping, and hopping and ask students to practice the skills in the snow.

Introduce students to dogsledding explaining that dogsledding is a form of transportation to help people travel across the snow. Dogs wear a harness and are usually lined up in twos and attached by a rope to a sled. Each pair of dogs has a role to help the sled travel as fast and safely as possible. Dogs can act as:

- Leader(s): 1-2 dogs that guide the team
- Point dogs: Provide encouragement and are training to be leaders
- Wheel dogs: Strongest dogs that keep the sled on its track
- Swing dogs: Maintain team organization while rounding corners

Ask students to stand in a large circle at a safe distance from each other. Assign each student a role randomly – Leader, Point dog, Wheel dog, or Swing dog. Only one student will be appointed the Leader. Begin by asking students to march on the spot The Leader calls 1 of the 3 roles: point dogs, wheel dogs, or swing dogs. The students that have been assigned the role of the dog that is called move in a clockwise or counter-clockwise and take the next vacant place in the circle. For example, when the leader calls, "point dogs," all "point dogs" move to the next vacant "point dog" place in the circle. Students are permitted to move *through* the circle to find a vacant spot.

Along with calling out roles, the Leader can also choose *how* students move from one spot in the circle to another. For example, the Leader can call out "point dogs – skip" and point dogs must skip tot the next vacant place in the circle. Other ways to move include running, skipping, jumping, hopping, crab walking, galloping, karaoka, etc. Encourage the Leader to be creative with choosing different movements. Remind students to march on the spot throughout the activity. Alternate Leaders and other dog roles throughout the activity.

For older students, explain that the command of "Mush" is often used by the person driving the sled to make the dogs go or move faster. Add a challenge of having the Leader to call out "Mush!" and then pick a role and movement, so the call would be for example, "Mush, point dogs, hop!", and students who are Point dogs run as fast as they can to a sport in the outer perimeter of the playing area, touch it, run back to their spot and then hop around the circle until to take the next vacant place in the circle. Another challenge is for the Leader to call multiple roles at once.

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Physical Education Competencies

MOVE
Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.

THINK
Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.

FEEL
Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.

ACT
Practice behaviour skills and strategies that facilitate movement competence and confidence.

Reflection Questions

Reflection is important to support learning during physical education. Consider asking students the reflection questions below and discuss the answers together.

- *What did you enjoy most about this activity?*

- *Which mode of transport was the most challenging to perform? Why?*

Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S Space	T Task	E Equipment	P People
Reduce the size of the circle by splitting students into two groups to play the activity.	Student choose the mode of transport they would like to use throughout the activity.	Outline the circle with coloured water for students to follow and do not allow students to move through the middle of the circle.	The teacher acts as the Leader throughout the activity.

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Observing Learning Outcomes

Use the running, skipping, jumping, and hopping cues provided in the _Movement Skills Cues_ resource to observe student learning. Sample questions to observe learning outcomes include:

- Does the student listen successfully for their role to be called without being prompted?
- Does the student show awareness and respect the space of others throughout the activity?

Connecting to PHE At Home Learning

The following PHE At Home Learning activity can be utilized by students at home or modified for use during instructional time in order to extend learning.

Do the Locomotion