

# Snowy Treasure Hunt

Physical  
Education



At School  
Activities



Winter  
Activities

4-6

Grade  
Level

Equipment	Snow, one sand shovel per group, containers, small treasures (pencils, erasers, stickers, pedometers, etc.), plastic baggies, paper, pen
Learning Outcome	Demonstrate problem solving skills and develop or maintain cardiovascular endurance.
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 or document providing students with different types of clues to practice interpreting and solving clues (hint: search *brainteasers for kids*). Encourage students to ask a family member or a friend for help interpreting clues if needed.

## Activity Description

Before the activity, prepare a treasure container for each group containing items such as stickers, erasers, pencils, pedometers, etc. Create clues about the playing area. Sample clues include:

- The next clue can be found where you can sit and sway. **ANSWER: Swings**
- The next clue shouldn't throw you for a loop, you will be sure to find it if you stand under the hoop. **ANSWER: Under the basketball hoop**
- If you search around the front door, your search for this clue will be no more. **ANSWER: Front doors of the school**
- If the next clue could shout and yell, it would say to you "You will find me directly under the outdoor bell!". **ANSWER: Under the outdoor school bell**
- The treasure is soon to be seen! Search for it in the open area that, in the summer, is quite green! **ANSWER: The largest green space at your school.**

Modify the clues to match your school environment or create your own. Make duplicates of the clues so each group gets the same set of clues. Assign each group a colour and hide the clues in the snow and place an object or coloured water on the snow over each clue to signify to each group where to dig for their clues. Plan for groups to start at different clues and be sure to bury the treasure container after the last clue for each group.

If utilizing a flipped classroom approach, remind students to apply the skills they learned or reviewed in the video or document. If not utilizing a flipped classroom approach, discuss strategies for solving clues with students and try a few examples as a group.

Break students up into groups of four. Explain to students that they must stay together as a group throughout the activity and must be moving at all times. This means that if they are working as a group to solve a clue, they can jog on the spot, hop on one foot, bound from side to side, etc. Provide each group with a small shovel to help them with digging for clues. Groups work together to solve the clues and unbury their treasure to share among the group.

## 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 was most challenging about this activity? Why?
- What is one thing your group did well? What is one thing your group could work on?



## 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 playing area.		Students solve numeracy problems at numbered stations until they find the treasure.		Students use the required equipment to complete the activity successfully.		Provide hints if students have trouble figuring out a clue.



## Observing Learning Outcomes

Consider the following when observing student learning.

- Is the student able to stay focused on the task and support their group members?
- Is the student able to maintain their cardiovascular endurance throughout the activity without having to take frequent breaks?
- Does the student demonstrate problem solving skills when solving the clues?