

Equipment	Photocopied pages of a read-aloud book (ideas below), tape, sticks/stakes, 3-2-1 Reflection Sheet (one per student – included below), pencils
Learning Outcome	Follow instructions, participate in an outdoor walk and reflect on a story about diversity.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. Clean and sanitize the equipment before and after the activity.

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 written instructions to share with students providing an introduction or review of story trails. Share that story trails place the pages from a story along a trail in an outdoor area. Explain that story trails encourage individuals to be physically active in nature while also enjoying a story. Introduce or review the definition of diversity: understanding that each individual is unique and recognizing our individual differences. Encourage students to read a story book about diversity and reflect how the story makes them feel, what they learned, and other questions they have after reading the story. If students do not have a book available to them, consider sharing a read aloud story such as [Shi-shi-etko](#) by Nicola I. Campbell or [Pink is for Boys](#) by Robb Pearlman.

Activity Description

Choose a story about diversity that students can read along the story trail. Suggested stories include:

Black is a Rainbow Color

By: Angela Joy

An overview of Black culture and history through the eyes of a child.

I Didn't Stand Up

By: Lucy Falcone

An anti-bullying book that tells the story of a bystander who doesn't stand up for the innocent targets of bullies.

Red: A Crayon's Story

By: Michael Hall

This story is about a crayon labelled red that is really blue.

We are Water Protectors

By: Carole Lindstrom

A young Ojibwe girl tells the story of a community coming together to protect water sources.

Photocopy the pages of the story and tape them onto sticks or stakes. Number each page in order of the story. Depending on the story, consider if page spreads (versus individual pages) should be included on the same stick or stake. Before the activity, walk along a trail or natural area, placing the stakes or sticks in order and them spread out at a logical distance from each other so the first page of the story is at the start of the trail and the last page is at the end of the trail. If a trail or natural area is not available, consider placing the sticks in an outdoor area of the schoolyard or in the community.

If utilizing a flipped classroom approach, remind students to utilize what they learned and reflected about before the activity. If not utilizing a flipped classroom approach, provide an introduction or review of story trails. Share that story trails place the pages from a story along a trail in an outdoor area. Explain that story trails encourage individuals to be physically active in nature while also enjoying a story. Introduce or review the definition of diversity: understanding that each individual is unique and recognizing our individual differences.

Take students to the trail or natural area and review the 3-2-1 Reflection Sheet with them before the walk. Encourage students to start the story trail walk and move along at their own pace or start groups of students at intervals. After students have completed the walk, provide them with the 3-2-1 Reflection Sheet and time to complete it. After students have completed their reflection, ask them to stand or sit in a circle and have a class discussion about the story and the walk.

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.

- How did reading the story while walking outdoors feel different compared to reading a story while sitting indoors?
- How can you support others that may be different than you?



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 distance between the story stakes or sticks.		Students do not complete the reflection sheet but reflect on the story in small groups after the walk.		Students use the required equipment to complete the activity successfully.		Students complete the activity in pairs.

Observing Learning Outcomes

Consider the following when observing student learning.

- Does the student follow instructions successfully moving along the trail in the right order of the story pages?
- Does the student demonstrate empathy and consideration for others when reflecting about diversity?
- Does the student demonstrate engagement and interest in 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.

[Tell the Tale of your Wellness Walk](#)

3-2-1 Reflection Sheet

Name: _____

Title and Author: _____

3 Things I Learned While Reading...

1.

2.

3.

2 Interesting Facts...

1.

2.

1 Question I Still Have...

1.