



Equipment	Camera phone or digital camera, hiking trail or other natural environment
Learning Outcome	Use cardiovascular endurance to participate in a hike, identify objects, and demonstrate how to respect surroundings in a natural environment.
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 written instructions to share with students about considerations for showing respect for the natural environment. This may include considerations for trees and plants, bugs and animals, and ecosystems in general. Share how moving or picking can alter the natural environment or ecosystem.



Activity Description

Share with students' considerations for respecting trees, plants, animals, bugs, and ecosystems in general. If utilizing a flipped classroom strategy, remind students to apply what they learned in advance of the activity.

Take time to review safety considerations and emergency protocol with students in advance of the hike. Ask another adult to participate in the hike to support with supervision.

At different times throughout the hike, move ahead of the students and choose an item to take a close-up picture of (e.g., knot in tree bark, flower, mushroom, crack in a rock, etc.). As students catch up, share the picture with them and communicate a boundary where the item you took a picture of is located within (e.g., a 10 x 10 metre area). Students search the boundary area trying to locate the item represented in the close-up picture. Ensure students stay within the boundaries of the trail or area. Once the item is located, take a moment to discuss it and its connection to the natural environment.

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 memorable about the hike?*
- *What different muscles did you use to participate in the hike?*



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 length of the hike or choose a hike with a flatter terrain.	Participate in a hike without taking close-up pictures of items.	Students use the required equipment for them to complete the activity successfully.	Students work with a partner to locate the items in the close-up pictures.

Observing Learning Outcomes

Consider the following when observing student learning.

- Is the student able to demonstrate respect for the natural environment throughout the hike?
- Is the student able to demonstrate cardiovascular endurance on the hike without having to take frequent breaks?
- Is the student engaged when looking for items in the close-up pictures?

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](#)