



Equipment	Snow, hiking poles (optional)
Learning Outcome	Demonstrate concepts and strategies to participate safely and knowledgeably in outdoor physical activities during the winter.
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 providing an introduction to outdoor physical activity in the winter time, as well as Indigenous survival in the winter. Consider sharing the outdoor tips from [9 Tips to Stay Active During the Winter Months](#) and [Surviving Canada's Coldest Season](#) with students.



## Activity Description

If utilizing a flipped classroom approach, review what students learned from the video or written instructions they viewed before the activity. If not utilizing a flipped classroom approach, provide students with an introduction or review of outdoor physical activity in the winter time, as well as the Inuit way of life.

On a snowy day, invite students outside to go on a winter hike. This hike could take place around the school yard, along a local community trail, or on the sidewalk throughout your school community. During the hike, ask the students to observe their surroundings. Ask them to pay attention to what they hear, see, smell, feel, and touch. On the hike, ask students the following questions:

- How can people be physically active outside during the winter months?
- What does one need to consider before engaging in physical activity outside during the winter?
- What are some of the health benefits of spending time outdoors during the winter?
- How can spending time outdoors in the winter support mental well-being?
- What are the risks associated with spending too much time outside in extremely cold weather?
- What are some of the signs and symptoms of frost bite and/or hypothermia to look out for when being physically active outside during the winter?
- Historically in Canada, how have groups survived the cold climate in the winter?

Encourage students to share what they have learned from the readings and/or their personal opinions on the subject matter. Consider pausing at some point in the hike to encourage students to reflect on the discussion on their own as well as to be present with their surroundings.

## 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.

- In what ways were you present during the hike
- What is one goal you can set for yourself to be physically active outside this winter (use the SMART strategy: set a goal that is specific, measurable, attainable, relevant, and timely)?



## 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
	Use an outdoor classroom to host the discussion before the hike.		Shorten the distance of the hike.		Students use sleds or snowshoes.		Students walk in pairs or small groups and discuss their answers.



### Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Does the student demonstrate engagement in the conversation?
- Is the student able to keep up the hiking/walking pace of the group?
- Does the student contribute their ideas and opinions about winter physical activity and safety?

### 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](#)