

Do You Want to Build a Snowperson?

Physical Education



At School Activities



Winter Activities

K-3

Grade Level

Equipment	Snow, decorations for the snowperson (twigs, rocks, leaves, etc., or other equipment if natural materials are not available), dividers
Learning Outcome	Demonstrate teamwork, problem-solving skills, and locomotion skills.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. If utilizing other equipment, 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 to share with students providing an overview and movement skills cues for running, skipping, and jumping. 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 the movement skills in the snow in a safe space available to them.



Activity Description

Before the activity, create a snowperson and decorate it with various natural items or pieces of equipment. Shield the snowperson with pieces of cardboard or a gymnastics mat so students cannot see it. Ensure students have access to enough natural materials to decorate their snowperson in a similar way. If there are not enough natural materials in the space, use equipment like cones, plastic gemstones, buttons, and similar items to decorate the snowperson. Scatter similar equipment throughout the playing area for students to collect and use to decorate their snowperson.

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, and jumping. Encourage students to find a safe place away from others and practice these movements in the snow.

Divide students into pairs. Explain to students that they will work together to re-create a snowperson that was built by the teacher. One person in each pair will be a *Memorizer*. *Memorizers* use locomotor skills to actively transport themselves to the teacher's model snowperson to observe its features in order for the team to replicate it. The *Memorizers* instruct their partner, known as the *Gatherer*, which materials they will need to search for (twigs, rocks, leaves, etc.) in order to re-create the snowperson. As the *Memorizers* travel to and from the model snowperson and their snowperson, and the *Gatherers* travel around the playing area to find the materials needed, they must use the form of locomotion determined by the teacher (e.g., running, skipping, and jumping).

Once all the materials are collected, the students in each group will work together to build the snowperson. The *Memorizers* can continue to travel back and forth to ensure that they have included every detail. Change the type of locomotion throughout the activity. Consider playing subsequent rounds and pausing to decorate the model snowperson differently each round.

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.

- Which form of active transport was the hardest to do in the snow? Why?
- What did your team do to successfully work together to build the snowman?



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
	Complete the activity in an area with minimal distractions.		Pairs take turns designing a snowperson while another group re-creates the snowperson.		Use sleds or snowshoes to maneuver through the snow.		Increase the group size to three people with two Gatherers.

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Observing Learning Outcomes

Use the running, skipping, and jumping cues provided in the [Movement Skills Cues](#) resource to observe student learning. Sample questions to observe learning outcomes include:

- Does the student demonstrate teamwork skills by working cooperatively with their partner?
- Does the student demonstrate problem-solving skills demonstrating their ability to re-create the snowperson?

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](#)