

## Lesson 4 of 6

## WINTER SURVIVAL SKILLS

### EQUIPMENT

2-3 pinnies » one t-shirt, long sleeve shirt » long underwear » sweat pants » mittens, and touque for each group » one long rope for each group to use as a clothes line

### RELATED RESOURCES

- Healthy U website, Active Living section, [www.healthyalberta.ca/155.htm](http://www.healthyalberta.ca/155.htm)
- Healthy Active School Communities - Winter Edition, 2007, [www.everactive.org](http://www.everactive.org)

### WARM IT UP!

#### SNOW CIRCLE

Invite students to stand in a large circle in an obstacle free area outside in the snow. Some freshly fallen snow is needed for the activity to be successful. Ask students to walk in a circle to pack down the snow and create a clearly visible circle boundary. When the circle is complete, ask students to follow your lead while walking in a way that will divide the circle into 8 equal parts, almost like the spokes on a bicycle. Choose 2-3 students to be taggers and provide each one with a pinnie. On the signal to begin, the taggers will attempt to tag any other student. Everyone must move only on the lines on the inside and outside of the circle. Should a tagger touch another student, the two students switch roles and continue play; e.g., the student who was tagged becomes a tagger.



#### Safety First!

2008 Safety Guidelines pages 23-24.



### Benefits Health

Functional Fitness	
Body Image	
Well Being	B7-6

### Clues that students are achieving the outcome...

“Students will identify and explain the effects of exercise on the body systems before, during and after exercise” *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can explain how body temperature rises when physically active
- Students can describe the importance of appropriately layering clothing to accommodate for changes in body temperature while being active in winter weather



## WHOOOP IT UP! CLOTHING ORDER

Explain to students they will be participating in an activity that includes six elements, and will allow them to learn about dressing appropriately for outdoor participation in winter activities. Divide students into groups of 4-5, and describe each of the elements that each group will complete in the same order:

1. Provide each group with a different list of 5 student-created degree locations (refer to lesson 2). At each location, post an index card with information about one aspect of layering clothing; e.g., rationale for layering clothing, about the base layer, about the middle layer, about the outer layer, tips for regulating body temperature. One student in each group follows the directions to locate one index card, reads the information, and reports back to their group.
2. Each student takes a turn summarizing the information they learned to allow group members to develop an understanding of each aspect of layering clothing.
3. Complete a clothing order relay. Group members choose and each hold onto a long rope that is placed beside a pylon. Groups move from the pylon to a hoop placed 10-meters away multiple times, using a different locomotor movement each time. When at the hoop, one group member puts on one clothing item from inside the hoop. Groups move to the pylon and back before the next group member puts on a different item (refer to Equipment section for a list of clothing to place inside the hoop). Continue until all clothing items are being worn by group members.
4. Groups take and record their individual heart rates, then figure out the average of their heart rates, and respond to the question "What changes did you feel in your body while participating in physical activity?"
5. Groups move to a designated location and tie the rope in a way that will allow them to hang all of the clothing on it. Clothing should be hung in order of the layers in which they would be worn.
6. Each student identifies an outdoor winter activity they enjoy or would like to try, and imagines they have to purchase the appropriate clothing to wear for that activity from a store that sells outdoor gear. Ask students to consider the cost (work within a budget), environmental impact (where the clothing is made, where the material comes from), and longevity (can the clothing be worn for other activities) of each item. Provide inventory lists as appropriate.



### Safety First!

2008 Safety Guidelines page 73.

## WRAP IT UP! ACTIVE AND WARM

Provide 20 seconds for students to individually consider why they were asked to record their heart rates at the end of the relay activity. Invite responses from a few students and emphasize that lower heart rates usually equate to less sweat, and that higher levels of fitness usually equate to lower heart rates. Explain to students that sweating, when in a winter survival situation, can lead to death. Ask students to share with 1-2 students beside them what they have learned about layering and staying warm in winter weather.



Benefits Health