

Lesson 5 of 6

WINTER SURVIVAL SKILLS

EQUIPMENT

10 hoops » 10 pylons » 10 old sleeping bags or blankets » task/rule cards » laminated paper cut-outs of a person with scenarios » maps of the activity area » pencils » props as available

RELATED RESOURCES

- Outdoor Action Program at Princeton University website, [http:// www.princeton.edu/~oa/safety/ hypocold.shtml](http://www.princeton.edu/~oa/safety/hypocold.shtml)

WARM IT UP!

JUMPING JACK AND SLIDING SALLY

Place 8-10 hula hoops in a line on the ground in the activity area, and a pylon 10-15 meters away from each hoop prior to the learning activity. Challenge students to line up alphabetically by first name as quickly as possible. Starting from one end of the line, create groups of 3-4 students and instruct each group to choose one sleeping bag or blanket and stand beside a hoop. On the signal to begin, the first student in each group pulls the second student, who is sitting on the sleeping bag, to the pylon and back. The remaining students in each group perform a dynamic stretch that incorporates the hoop. When the first two students return, they each hold one end of the sleeping bag and slide it under the feet of the remaining group members, who jump over the sleeping bag as it passes under their feet. Repeat the relay ensuring every student takes a turn in each role. Continue for 5 minutes.



Safety First!

2008 Safety Guidelines pages 11-17.



Do it Daily...For Life!

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Effort	
Safety	D(8-9)-3
Goal Setting/ Personal Challenge	
Active Living in the Community	

Clues that students are achieving the outcome...

“Students will select and apply rules, routines and procedures for safety in a variety of activities” *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can articulate rules for safe participation in outdoor winter activities
- Students can describe signs, symptoms, and treatments for hypothermia



WHOOOP IT UP!**HYPOTHERMIA HOOPLA**

Ask the students in each group to read a card that has been placed on the inside of their pylon. Each card will describe a task that the group will have; e.g., to locate a 'person' who has gone missing and treat the symptoms the person is having before returning to safety, and ask students to brainstorm 3 rules/routines that will help ensure everyone participates safely in the activity. Invite each group to share one rule at a time and record the agreed upon rules on a portable white board. Rules might include; stay together as a group, three loud whistles indicates everyone should return immediately, or stay within the designated boundaries.

When the rules have been identified, explain that each group will be looking for a laminated paper cut-out of a person. Written on each cut-out will be the description of a scenario that includes the symptoms the person is having and information for how to effectively handle the situation. A sample scenario might be; "You and your friends (including Wil the paper cut-out) were snowboarding, missed a sign and ended up out of bounds. You can not find your way back to the main hill. Wil begins to show mild signs of hypothermia. He is shivering and beginning to lose motor function in his hands. You need to quickly reduce heat loss, dry any wet clothing, get Wil moving, and return to shelter as quickly as possible. The situation is not life threatening, but if Wil continues to lose heat, it could be." Each group will create a role play of the situation to share with their classmates to teach about effective strategies for handling their situation. Challenge students to include physical activity for each member of the group as well as for the student audience as part of their role play. Prepare a variety of scenarios that describe real-life situations for the students and reflect mild, moderate, and severe levels of hypothermia.

Provide each student in each group with a map of the activity area. A star on each map indicates the location of the 'person' the group needs to find.

**Safety First!**

2008 Safety Guidelines page 23-24.

WRAP IT UP!**HYPOTHERMIA ROLE PLAY**

Gather as a large group. Provide each student with a pencil and instruct them to create three columns on the back of their map; mild, moderate, and severe hypothermia. Invite each group to share their role play with the class, providing time at the end of each role play for students to record the signs and symptoms of, and effective strategies for handling each level of hypothermia. Collect maps at the end of class and provide written feedback as appropriate.



Do it Daily...For Life!