



Action Schools! BC



Instructional Example

Goal-Setting for Health

Subject: Physical and Health Education (PHE) Grade 2

OVERVIEW

Active kids are healthier and learn better. Three out of five school-aged children in Canada (ages 5-17) are not active enough for optimal growth and development. Furthermore, one in every four children between the ages of two and seventeen is overweight or obese (BC Ministry of Education, 2016). The Daily Physical Activity (DPA) requirement helps Kindergarten to Grade 7 students accumulate 30 minutes of physical activity per day for optimal health benefits (BC Ministry of Education, 2016).

Schools play an important role in promoting mental well-being of students (e.g., stress management, self-image) through physical activities. Engaging students to participate in physical activities is one way to enhance students' physical literacy, which will help strengthen students' positive mental well-being. This instructional example promotes daily physical activity by providing students with an opportunity to practice goal-setting by setting and working towards a personal physical activity level goal through the Action Schools! BC Sneaker Club.

BIG IDEAS

- Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.
- Our physical, emotional, and mental health are interconnected.

CORE COMPETENCIES

Communication (C)

- Acquire, interpret, and present information (e.g., key ideas such as mental health, physical literacy, goal-setting, and Sneaker Club).
- Explain/recount and reflect on personal experiences and accomplishments (e.g., using the Sneaker Club Log to keep track of activities that they do before, during, after school).

Thinking (CT)

- Generate creative ideas that are both novel and have value (e.g., inviting students to think about what they learn through the goal-setting and Sneaker Club worksheets).

Personal and Social (PS)

- Recognize how personal values and choices (e.g., taking actions to participate in physical activities) affect physical, mental health and well-being.

LEARNING STANDARDS

PHE Curricular Competencies (What Students Will Do)

Physical Literacy

- Apply methods of monitoring levels in physical activity (e.g., log minutes of physical activity).

Mental Well-Being

- Identify and apply strategies that promote mental well-being (e.g., participating in physical activity via the Sneaker Club).

PHE Content (What Students Will Know)

- How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games (e.g., understanding the function of goal-setting in a variety of activities through the use of the Sneaker Club worksheets).
- Ways to monitor physical exertion levels (e.g., time).

COMPREHENSIVE SCHOOL HEALTH PILLARS

Relationships and Environments:

- Provide supportive school community to energize and motivate students in making healthy choices by building competence (e.g., how to set goals) through participation in physical activity.

Teaching and Learning:

- Provide knowledge and skills for students to improve their health and well-being (e.g., goal-setting) and enhance their learning outcomes through physical activity (e.g., the Sneaker Club); students' interests, preferences, and strengths are linked with learning content and instructional activities.

Community Partnerships:

- Encourage students to fill out and take home Sneaker Club Logs to share with families to promote family participation; introduce and promote Sneaker Club to the school as part of a school-community fund raising event or school-wide health promotion day (e.g., Jump Rope for Heart, Mental Health Week and Awareness Walks, Safe Kids Week, Recreation & Parks Month etc.).

School Policies:

- Adopt the Sneaker Club as an user friendly school-wide practice that promotes and supports students well-being and engages families and community through participation in physical activity.

CROSS-CURRICULAR CONNECTIONS

Mathematics

- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving by recording the number of individual minutes- explore mathematical concepts with their results (find the average/mean, mode, etc.; graph the classes results).

FIRST PEOPLES PRINCIPLES OF LEARNING FOR ALL STUDENTS

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

TIMEFRAME

- 50 minutes.

MATERIALS AND TECHNOLOGY

- Poster boards
- Color pencils and markers
- "I Am Me" poem (Appendix A)
- Action Schools! BC Sneaker Club Worksheets (available from: www.actionschoolsbc.ca/resources)

TEACHER TIPS

- Teachers are encouraged to reflect on the developmental stages of their students and introduce the concept of mental well-being using language and an approach that is appropriate and sensitive to age and comprehension levels.
- Teachers can use this activity to strengthen young students' knowledge and skills that they have acquired from mathematics (e.g., simple addition to compare the total number of minutes spent walking individually vs. class total) and science classes (e.g., making and recording observations).

STRATEGY

- Pose the following inquiry questions to introduce the concept of physical literacy.
 - Why is physical activity good for our bodies?
 - What are some physical activities that you like to participate in before, during, and after school?
- Explore the meaning of mental well-being with students.
 - Learn the poem 'I am Me' together as a class (see Appendix A).
 - Mental health is defined as: our *ability* to feel, think, and act in ways that *increase* our ability to enjoy life and deal with the *difficulty* we face" (BC Mental Health & Substance Use Services, 2013).
 - Some things that can help promote children's mental well-being include (Mental Health Foundation, 2016):
 - ✓ Getting regular exercise and eating a healthy diet
 - ✓ Going to a school that looks after the well-being of all its students
 - ✓ Having time to play outdoors and indoors
 - ✓ Being part of a family that cares for each other
 - ✓ Taking part in fun school and community activities
 - ✓ Feeling safe, loved, understood, and valued
- Present key ideas about physical literacy to students.
 - Show the YouTube video (cartoon): HANDS UP|1 - *Introduction to Physical & Health Literacy* https://www.youtube.com/watch?v=okRtLv-7Sk&list=PL-3fUblIRJtl_uzbHyrcvmRN1ZOPeKQ6B&index=1. This video is the first in the three part series intended for children aged 4-9 providing a general overview of physical and health literacy to help kids build the ground knowledge needed to lead a healthy, active life.
 - According to PHE Canada (2016), physical literacy includes: skills that enable us to make healthy, active choices. Physically literate individuals can: move with competence and confidence in many physical activities that make us healthy.
- Review with students what they have learned from the video characters Sonje and April.

- What did they like about Sonje and April?
- What new skills would they like to learn and practice?
- What new games, activities, or sports would like to play?
- Educate students about how physical activity releases different 'feel-good' chemicals (called endorphins) that positively affect our brain. Regular physical activity can have positive effects on our mental well-being such as:
 - ✓ Improve thinking, learning, and memory (e.g., easier to complete math homework)
 - ✓ Improve mood (e.g., feel happy)
 - ✓ Improve sleep (e.g., feel awake and ready to learn at school)
 - ✓ Raise energy levels (e.g., have more energy to play at recess)
 - ✓ Improve ability to cope with stress (e.g., deal with bad days)
 - ✓ Reduce feelings of anxiety (e.g., feel better quicker)
 - ✓ Raise self-esteem (e.g., feel good about ourselves)
- Individual engagement: Handout out Sneaker Club Worksheet (available from: www.actionschoolsbc.ca/resources)
 - Explain the Sneaker Club and how to use the worksheets to students (instructions included on worksheets)
 - Have students set a goal and track their progress over next 8-days.
 - Provide in-class physical activity opportunities for students to begin tracking ideas including:
 - ✓ Allocate 5 minutes for the class to walk together around the school
 - ✓ Allocate 10 minutes for students to walk or run around the school playground
 - ✓ Allocate 15 minutes to play soccer
 - ✓ Access Action Schools! BC Physical Activity learning activities for further activities such as Brain Builders.
 - Post completely coloured Action Sneaker diagrams (available from: www.actionschoolsbc.ca/resources) on classroom wall on Day 9 to showcase student goals being reached.
- Promote family engagement
 - Ask students to give the bottom part of Sneaker Club worksheet to a parent/guardian or sibling and have them fill it out over the same 8 days they do (bottom half of p. 2 of the PDF)
 - Have students use mathematical concepts (e.g., addition) to calculate how many minutes a family member had spent on physical activities. Ask students to reflect on how their family member's results compares to their results.
- Conclude the Sneaker Log activity

- Connect the Sneaker Club participation (students, family, teacher) to the notion of mental well-being. For example, according to BC Mental Health and Substance Use Services (2013), our mental well-being can have a positive effect on a wide range of aspects in our everyday lives such as:
 - ✓ Healthier lifestyles
 - ✓ Better physical health
 - ✓ Improved recovery from illness
 - ✓ Higher success in school
 - ✓ Better relationships with family and friends
 - ✓ Success in our jobs
 - ✓ Improved quality of life and overall well-being

ASSESSMENT

- Refer students to the Sneaker Club worksheet for students to track physical activities they do before, during, after school (except for Physical Education) over an 8-day period.

ADAPTIONS/MODIFICATIONS

- Individually work with students to help them set realistic and achievable individual goals to help them stay enthusiastic and motivated. If running is not something they can do, is there an alternate activity that will, in turn, promote physical literacy (e.g. swimming, rowing, dancing. etc.)

RESOURCES/ REFERENCES

- BC Government. (2016). *Daily physical activity (DPA)*. Retrieved from <http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/health-and-physical-activity>
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APPENDIX A

I Am Me

Oh, I can sing,
And I can walk,
And I can skate
And slide and talk
And I can count
To twenty three.
How glad I am
That I am me!

Adapted by: Helen Balanoff & Barbara Hall

Source: https://www.ece.gov.nt.ca/files/K-12/Curriculum/health/health-K-9-single-files/G1/02Gr1_ME.pdf