



Action Schools! BC



Instructional Example

Active Healthy Self

Subject: Physical and Health Education (PHE) Grade: 3

OVERVIEW

The majority of B.C. children are faced with the challenge of being inactive. A recent report has noted that approximately 40 percent of students are meeting the Daily Physical Activity requirements (Ministry of Health, 2015). To help address this, schools can play an instrumental role in fostering mental well-being through engaging students to participate with physical activities (PAs). This instructional example is designed to engage Grade 3 students to explore their "still-moment" behaviours (e.g., moving less and sitting more in one setting), and to develop an active healthy self through an easy self-made bowling activity using recyclable plastic bottles. The fun activity also helps build students' movement skills and strategies such as rolling and coordination. This aligns with the BC government's notion that physical activity makes children healthier and learn better (Province of British Columbia, 2016).

BIG IDEAS

- Movement skills and strategies help us learn how to participate in different types of physical activity (e.g., teaching students about PA and movements through a fun, engaging self-made bowling activity).
- Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.

CORE COMPETENCIES

Communication (C)

- Collaborate to plan, carry out, and review constructions and activities
 - Students work together to accomplish goals (e.g., collecting recyclable plastic bottles for the self-made bowling activity), either face to face, or through digital media (e.g., exploring their own "still-moment" behaviours and how PA can help create an active healthy self).

Thinking (CT)

- Students get creative ideas that are both novel and have value. There are degrees of novelty—an idea may be new to that student or it may be new to their peers; it may be novel for their age group, or it may be novel to a larger community (e.g., teaching students about movements through bowling, which aims to give them opportunity to enjoy active, free play).

Personal and Social (PS)

- Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations (e.g., inviting students to explore their own "still-moment" behaviours and how they can create an active healthy self).

LEARNING STANDARDS

PHE Curricular Competencies (What Students Will Do)

Physical Literacy

- Develop and apply a variety of fundamental movement skills (e.g., rolling and coordination) in a variety of physical activities and environments.

Mental Well-Being

- Identify and apply strategies that promote mental well-being (e.g., asking students to think about their own "still-moment" behaviours and how they can participate in PAs to create an active healthy self).

PHE Content (What Students Will Know)

- Movement concepts and strategies (e.g., inviting students to explore a variety of ways to roll and increase their eye-hand coordination).
- Different types of physical activities, including individual and dual activities, rhythmic activities, and games (e.g., teaching students about PA through a self-made bowling activity and share their learning with parents).

COMPREHENSIVE SCHOOL HEALTH PILLARS

Relationships and Environments:

- Activities are designed to draw students' attention on well-being (e.g., asking students to explore their "still-moment" behaviours and be physically active through self-made bowling activity).

Teaching and Learning:

- Knowledge, understanding, and skills for students to improve their health and well-being and enhance their learning outcomes (e.g., using the self-made bowling activity to enhance students' body awareness (such as eye-hand coordination) and spatial awareness (direction of their rolls).

Community Partnerships:

- Encourage students to invite their parents to play the self-made bowling activity during their family time as a way to enjoy active, free play (parent-child involvement).

School Policies:

- Adopt PA as a school-wide practice that encourages students to avoid "still-moment" behaviours (as outlined by Canadian Sedentary Behaviour Guidelines for Aged 5-11 years - Canadian Society for Exercise Physiology, 2012) by incorporating movements during class activities.

CROSS-CURRICULAR CONNECTIONS

Science

- Transfer and apply learning to new situations (e.g., asking students to design a self-made bowling activity, use recycled materials, and learn movement skills and strategies).

Arts Education

- Reflect on creative processes and make connections to other experiences (e.g., teaching students about body, space, and movements through a self-made bowling activity using recycle plastic bottles, which can be a fun way to learn PA, improve muscles, and create an active healthy self).

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 (e.g., teaching students about the interconnectedness between people and their environment, and students' shared responsibility to care for the local environment such as finding ways to rethink, reduce, reuse, and recycle).
- Learning involves recognizing the consequences of one's actions (e.g., teaching students about the value of self-reflection, which is an important form of personal learning in First Peoples cultures). Teachers can ask students to be self-reflective about PA and using bowling as a creative means to increase their awareness about coordination, movement, and space in the environment.

TIMEFRAME

- 50 minutes

MATERIALS AND TECHNOLOGY

- A gymnasium or playground
- A board and sticky notes
- Black markers
- Painting tape (green colour)
- Recyclable plastic drink bottles (as bowling pins)
- Ball to be used as bowling balls (playground, soft rhinoskin etc.)
- Bowling scoring sheet (hardcopies; Appendix A)

TEACHER TIPS

- Ask students to save or collect as many recyclable plastic bottles as possible for two weeks in order to ensure there are enough bottles to go around.
- Introduce the concept of "sedentary behaviours" as "still-moment" behaviours. For example, "still-moment" behaviours can include moving less and sitting more in one setting.
- Review additional benefits highlighted in instructional resources (e.g., Action Schools! BC website – www.actionschoolsbc.ca), reports (e.g., American Academy of Pediatrics, 2016 and Ministry of Health, 2015) and research findings (e.g., Galantino, Galbavy, and Lauren, 2008 and Ojiambo, 2013).

STRATEGY

- Begin by posing the following question to the class, "What is more important still-moment time or physical activity time?". Allow time for students to discuss this question and offer their thoughts to the whole group.
- Next have students draw a T-chart and label one side of the chart *More Active* and the other side *Less Active*. Discuss with students on which side of the chart the following 'activities' belong by having students determine if the activities listed are more active or less active.

- ✓ Your parents drive you to school.
- ✓ You sit for long periods of time after school at home.
- ✓ You watch television for two hours or more.
- ✓ You play video games for two hours or more.
- ✓ You play on the computer for two hours or more.
- ✓ Swimming
- ✓ Baseball

- ✓ Basketball
- ✓ Playing Soccer
- ✓ Sleeping
- ✓ Eating
- ✓ Skipping
- ✓ Skating
- ✓ Skiing
- ✓ Riding bikes or skateboards
- ✓ Standing
- ✓ Running

- Break students into groups of 4 to discuss how they can increase their physical activity time at recess.
- Examples can include:
 - Set up fitness stations in the halls.
 - Plan a hall-walking program and measure it out to track the distance.
 - Play music and make up dance moves.
 - Play Just Dance™ in the classroom or the gym for lots of students to join in on the fun.
 - Play active games such as:
 - Freeze Dance
 - Simon Says
 - Red Light, Green Light
 - Set up a circuit in the gym.
 - Have open gym for free play with equipment like basketballs and skipping ropes.
- Build on this inquiry by having students engage in the *Bounce at the Bell* learning activity from Action Schools! BC (available from: www.actionschoolsbc.ca/resources).
- Walk students through the benefits of being physically active and a healthy self.

Benefits for being physically active can include:	Benefits for a healthy self can include:
<ul style="list-style-type: none"> ✓ Improve our body → strengthen our muscles. ✓ Improve our body → develop healthy bones → reduce body fragility or risk of broken bones. ✓ Improve breathing → improve blood circulation. ✓ Increase burning calories and decrease body fat. ✓ Increase body awareness, balance and coordination. 	<ul style="list-style-type: none"> ✓ Be more attune to our mind → increase awareness of our sense of self. ✓ Improve thinking and memory. ✓ Improve concentration, focus and attention span. ✓ Enhance imagination and creativity. ✓ Reduce stress and anxiety.

- In the gymnasium or other open area, walk students through the following setup procedure.
 - Setup as many bowling lanes as needed using painting tape in the gym or open space (so that students can play in their marked space).

- Use painting tape to clearly mark the start of the bowling lane and the end of the bowling lane for setting up the bottles.
- Break the class into as many groups as needed (e.g., groups of 2 in order to reduce students waiting for their turn).
- Walk students through how the self-made bowling activity works.
 - Place 6 bottles in a pyramid shape (i.e., 3, 2, 1) with sufficient space in between each bottle at the end of the setup lane (raising spatial awareness).
 - Roll balls at or before the start of the marked lane and aim to knock down bottles (enhancing eye-hand coordination).
 - Ask students to run back and forth in between re-setting bottles before the next round (raising body awareness such as heart rate).
 - Record scores on the scoring sheet (Appendix A).
- Have the class clean up the space and share one thing they have learned from the lesson.
 - Remove painting tape and return balls back to the storage room.
 - Ask students to count the plastic bottles before putting them into recycle bins and draw students' attention to our shared responsibility to care for the local environment such as finding ways to rethink, reduce, reuse, and recycle.
 - Emphasize the total number of "unhealthy drink" bottles students have collected for the activity. Use this as a teaching moment to encourage students to drink water instead of unhealthy drinks.
 - Deliver the take home message.
 - ✓ Today we have done a lot of rolling, walking, and running. For example, you are exercising your legs while running back and forth between re-setting bottles. It is a fun and engaging self-made activity for you to share with parents and to develop an active healthy self.

ASSESSMENT

- Active Participation
- Demonstrate a willingness to participate during the lesson and collaboratively working with classmates to collect recyclable bottles for the bowling activity.

ADAPTIONS/MODIFICATIONS

- Create a knowledge bank about self-made PAs that are fun and creative. Ask students to present one self-made PA to the class.

RESOURCES/REFERENCES

- American Academy of Pediatrics. (2016). Mind-body therapies in children and youth. *Pediatrics*, 138(3), 1-12. Retrieved from <https://cfe.keltyeatingdisorders.ca/sites/default/files/resource/Mind%20body%20therapies%20review%20article%20%20AAP%202016.pdf>
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APPENDIX A: BOWLING SCORING SHEET

Name: _____

Date: _____

Instruction: Record the number of knock-down bottles per round

Round 1	Round 2	Round 3	Round 4	Round 5	Round 6	Round 7	Round 8	Round 9	Round 10	Total