



Action Schools! BC



Instructional Example

Healthy Hearts

Subject: Physical and Health Education (PHE) Grade 3

OVERVIEW

Children and youth are of critical importance in any society and their health provides a foundation for a strong, vibrant society with a healthy future. Despite advances in the health of children and youth, new challenges have begun to emerge. For example, in 2000, Tremblay and Williams reported that the number of overweight and obese children in Canada has reached “epidemic” levels. In fact today, 31.5% of Canadian children and youth are either overweight (19.8%) or obese (11.7%) (Heart and Stroke Foundation, 2016). Similarly, Berg, Hickson and Card (2014) suggested that, if unchecked, diseases such as Type 2 Diabetes, cancer, and heart disease could reach unprecedented levels. One area to help reduce these diseases is through physical activity, and yet, the ParticipACTION report card indicates that very few children and youth in Canada receive at least 60 minutes of moderate to vigorous intensity physical activity each day (ParticipACTION, 2016).

The need to promote health and wellness in children and youth has perhaps never been more critical. Therefore, providing opportunities for children and youth to gain the knowledge, skills, and attitudes to develop healthy lifestyles is essential. As schools are places where children and youth spend a considerable amount of time and are involved in a multitude of learning opportunities, educators can play a key role in fostering a positive outlook on health and wellness.

BIG IDEAS

- Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.
- Adopting healthy personal practices and safety strategies protects us and others.
- Our physical, emotional, and mental health are interconnected.

CORE COMPETENCIES

Communication (C)

- Collaborate, connect and engage (e.g., understanding what makes a person’s heart healthy, reflecting on exertion levels).
- Explain/recount and reflect on personal experiences (e.g., monitor heart rate and reflect upon how it changes with the level of physical activity).

Thinking (CT)

- Generating and developing ideas that are both novel and have value (e.g., inviting students to think about what activities are good for their hearts and minds).

Personal and Social (PS)

- Recognize how their decisions and actions (e.g., creating a weekly exercise plan to make their bodies and minds healthier both in and out of school) affect their physical, and mental well-being in and out of the classroom.

LEARNING STANDARDS

PHE Curricular Competencies (What Students Will Do)

Physical Literacy

- Apply methods of monitoring exertion levels in physical activity (e.g., students will understand how heart rates increase from a variety of activities such as dance, walking, and running).
- Identify and explain factors that contribute to positive experiences in different physical activities (e.g., during talking circles, reflecting on and discussing how students’ can keep their hearts healthy).

Healthy and Active Living

- Participate daily in physical activity at moderate to vigorous intensity levels (e.g., setting up various areas so students can perform a variety of activities such as dance, running, and stair climbing).
- Explore and describe strategies for pursuing personal healthy-living goals (e.g., creating exercise plans).

Mental Well-Being

- Identify and apply strategies that promote mental well-being (e.g., reflecting and discussing how physical activity is beneficial for the mind).

PHE Content (What Students Will Know)

- Ways to monitor physical exertion levels (e.g., counting heart beats during various physical activities).

- Different types of physical activities, including individual and dual activities, rhythmic activities (e.g., dancing, running, walking and stair climbing).
- Practices that promote health and well-being, including those relating to physical activity (e.g., teaching students about the relationship between healthy hearts and regular physical activity).

COMPREHENSIVE SCHOOL HEALTH PILLARS

Teaching and Learning:

- Students learn the role of various exercises to maintain their health and wellbeing.

Relationships and Environments:

- Encourage students to respect other people's ideas by listening to one another's thoughts and opinions regarding physical activity, healthy hearts and healthy minds.

Community Partnerships:

- Discover local resources students can go to exercise and be active by having students explore physical activity options.

School Policies:

- Ensure that Daily Physical Education or at minimum, Daily Physical Activity is in place for all classes.

CROSS-CURRICULAR CONNECTIONS

English Language Arts

- Invite the students to research the concept of stress, mental and emotional well-being and the relationship that exercise can play to supports the reduction of negative behaviours.

Mathematics

- Analyzing data and chance help us to compare and interpret: The likelihood of possible outcomes can be examined (e.g., by creating a bar or line graph depicting students' heart rates when participating in activities).

FIRST PEOPLES PRINCIPLES OF LEARNING FOR ALL STUDENTS

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

- Learning involves recognizing the consequences of one's actions.

TIMEFRAME

- 45-60 minutes

MATERIALS AND TECHNOLOGY

- Stop watch
- Jump ropes
- Stairs (if stairs are unavailable, a hill or a bench will work)
- Paper and pencil for every student

TEACHER TIPS

- Ensure all learners are given an opportunity to learn through visual and tactile means.
- Plan for and allow wait time (student processing of information).
- Provide equal access to materials.
- During group work, mix students' ability levels, which allows for peer to peer coaching and learning.
- Scaffold instruction to optimize student learning by providing a supportive environment while facilitating student independence. This is achieved throughout this investigation, self-discovery and constructive assessment.

STRATEGY

- Organize students into a Talking Circle. Circles represent important principles in the First Peoples worldview and belief systems, especially, interconnectedness, equality, and continuity.
- Open the discussion by posing the following question: "What can you do to keep your heart healthy?" Ensure that every student has the opportunity to answer and share his or her thoughts.
- Have students find where they believe their heart is located on their bodies. Once located, explain to students that the heart is a muscle about the size of their fist. Give them a few minutes to explore comparing it to other muscles on their body.
- Guide the inquiry by asking: Can you control your heart like you do the muscles in your arms or legs?; Can you exercise it like you do other muscles?; Why or why not?
- Ask students to return to their desks and then have students write down on a piece of paper the following times:

30 seconds, 1 minute, 3 minutes

- Next, build on their inquiry with the *Action Schools! BC Dance and Dance Explorations* learning activities (available from: www.actionschoolsbc.ca/resources). As they are dancing, stop the music at 30 seconds and ask them to place a hand where their heart is. Have them count the number of heartbeats for 30 seconds and they record that number on the sheet by the 30-second area.
- Ask students to reflect with a partner why they think their heart rate increased.
- Play the music again and stop after 1 minute. Have students do the same as they did at 30 seconds.
- Repeat at 3 minutes.
- At the end of 3 minutes, invite the students back into the Talking Circle and allow time for student reflection and discussion related to the following:
 - Differences in heart rates: “How does dancing impact our bodies?”
 - Mental aspect of dance: “Can dance affect a person’s mental well-being?”
- Have students repeat the same recordings for the following activities: sitting; walking; rope jumping; climbing stairs/hill/step; jogging. Allow for student reflection on same questions.
- Facilitate a cool down at the end of the activity. Discuss the importance of exercise for our minds and bodies.
- Using what they have learned about increasing heart rates, invite students to create a weekly exercise plan by setting personal goals that incorporate physical activity into their weekly routines. (Visit <http://www.kidpointz.com/printable-charts/exercise-charts/kids/> for a variety of examples). Encourage them to investigate how much and what kind of exercise is recommended to keep their hearts healthy. They need to plan what they will do for each day of the week and how long to perform each activity.

ASSESSMENT

- Participation
 - Assess if students can check their heart beat after different types of activities.
- Exercise Plans
 - Collect and check students’ exercise plans for accurate information.

ADAPTIONS/MODIFICATIONS

- Use a multi-sensory approach when presenting movement tasks or new movement skills. Describe (auditory, stimulation, demonstrate (visual stimulation)), and have students practice (kinesthetic stimulation) a skill. Do not leave any student out of an activity. Allow the student to be involved in his/her own way.

SAFETY CONSIDERATIONS

- Ensure students warm up before the activity and cool down and stretch afterwards.
- Ensure teacher is present and can observe students at all times during the activity.
- Ensure proper footwear and tied laces.
- Ensure surfaces being used are free from clutter or objects that might cause students to trip or slip on.

RESOURCE/REFERENCES

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