



Action Schools! BC



Instructional Example

# Healthy Play

## Subject: Physical and Health Education (PHE) Grade: 1

### OVERVIEW

It is important for children to learn how they can take action to maintain and improve their health (Health Canada, 2016). Schools can play an instrumental role in helping students to build the knowledge and skills they need to make informed choices about the foods they eat and the types of physical activity they can do that contribute to their health and wellbeing.

This instructional example is designed to engage Grade 1 students in learning the connection between healthy eating and physical activity.

### BIG IDEAS

- Good health comprises physical, mental, and emotional well-being by helping students to learn what our bodies need in relation to healthy foods and regular physical activity.
- Knowing about our bodies and making healthy choices through teaching students that eating healthy foods like fruits and vegetables every day helps us look after ourselves.

### CORE COMPETENCIES

#### Communication (C)

- Explain/recount and reflect on experiences and accomplishments
  - Students talk about their experiences—especially their learning experiences—and reflect, and share what they learned (e.g., asking students to generate a list of vegetables and fruits during a fun, interactive *Healthy Eating Tag* game and share their learning with their parents).

#### Thinking (CT)

- Generating ideas
  - Students may generate creative ideas as a result of free play, engagement with someone else's ideas, a naturally occurring problem or constraint, or interest or passion (e.g., asking students to generate

as many ideas for vegetables and fruits in order to stay full and energized during a Healthy Eating Tag game, which also promotes being physically active).

## Personal and Social (PS)

- Well-being
  - Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves (e.g., teaching students about the benefits of healthy eating and PA on mental well-being through a creative *Healthy Eating Tag* game).

## LEARNING STANDARDS

### PHE Curricular Competencies (What Students Will Do)

#### **Physical Literacy**

- Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments (e.g., teaching students about movement skills such as stopping and responding during a *Healthy Eating Tag* game).

#### **Healthy and Active Living**

- Identify and explore a variety of foods and describe how they contribute to health (e.g., teaching students the four food groups, why we eat from each group, and having them identify foods that fit into each group).

#### **Mental Well-Being**

- Identify personal skills, interests, and preferences (e.g., when naming items for the food groups, students can identify which foods they prefer).

### PHE Content (What Students Will Know)

- Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills (e.g., helping students to build fundamental movement skills such as running, seeking, chasing, catching, dodging, stopping, and responding through a *Healthy Eating Tag* game).
- Practices that promote health and well-being (e.g., enhancing students' knowledge about the importance of healthy eating and being physically active).

## COMPREHENSIVE SCHOOL HEALTH PILLARS

### Relationships and Environments:

- Activities are designed to draw students' attention to healthy eating and well-being (e.g., teaching students how eating fruits and vegetables helps us stay energized through a *Healthy Eating Tag* game).

## Teaching and Learning:

- Teachers explain the value and rationale of given instructional routines to students (e.g., showing students various forms of movement and food choices through a fun, interactive *Healthy Eating Tag* game).

## Community Partnerships:

- Invite students to share a list of vegetables and fruits created during the *Healthy Eating Tag* game with parents, and encourage them to discuss their family's fruit and vegetable preferences.

## CROSS-CURRICULAR CONNECTIONS

### English Language Arts

- Create and communicate (writing, speaking, representing)
  - Exchange ideas and perspectives to build shared understanding by encouraging students to share ideas about different vegetables and fruits that they learn in class with others.

### Mathematics

- Communicating and representing
  - Use mathematical vocabulary and language to contribute to mathematical discussions through asking students to use the list of vegetables and fruits created during the *Healthy Eating Tag* game and record the vegetables and fruits they decide to eat by gathering the information in a form of survey, graphing results, etc.

## 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 to recognize and honour the relationships between individual and community within First Peoples cultures. Teachers can help students to learn more about the traditional foods (e.g., vegetables and fruits) that are harvested among First Peoples cultures and make meaning of their food choices).
- Learning involves recognizing the consequences of one's actions by 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 physical activity and use physical activity as a creative means to increase students' awareness about being in the environment.

## TIMEFRAME

- 30 minutes (over two sessions).

## MATERIALS AND TECHNOLOGY

- Markers and/or crayons
- Blank papers
- Gymnasium, playground or grass area on school premises
- A hat (for draw)
- Participation Rubric (Appendix A)

## TEACHER TIPS

- Go over the safety tips and rules for the *Healthy Eating Tag* game.
  - Ensure shoelaces stay tied.
  - Teach “polite” tag. Respectful touch.
  - Build consensus around rules (if any) prior to the start of game and display them on a portable board, so that rules are visible for students in the play area.
  - A review of the benefits of healthy eating on mental wellbeing (Kelty Mental Health, n.d.) and the benefits of physical activity and mental well-being through research findings (e.g., Harvard Health Publications, 2012; Pem & Jeewon, 2015) is encouraged.

## STRATEGY

- Begin by the inquiry by posing the following question: “*What do you think happens when we eat healthy foods?*” Have students share answers. If needed, guide them along with the following:
  - ✓ Eating healthy foods can improve concentration (e.g., children will be more alert in the morning after eating breakfast).
  - ✓ Eating healthy foods can help us remember more things.
  - ✓ Children will feel good about themselves by eating more vegetables and fruits.
  - ✓ Children will feel less stressed out if they eat more healthy foods.
  - ✓ Eating healthy food provides the necessary energy to enjoy physical activity, contributing to their social and physical development.
- Introduce to the students “Your Favourite Foods” activity.
  - Distribute blank pieces of paper to students.
  - Ask students to fold the paper into half, use the top half of the paper to write or draw as many of their favourite snacks. Invite students share one of their favourite snacks to the class and explain why it is a favourite.
- Next, move to the gymnasium or other area where there is enough space to play a game of tag.
- Help students remember the key ideas behind the *Healthy Eating Tag* game.

- Students need to be active. Active moments help build movement skills such as running, seeking, chasing, catching, dodging, stopping and responding.
- The tag game teaches the class about social skills such as cooperation and fair play.
- The class learns to cooperatively generate a list of healthy food items. Be aware of different tasty, colourful, and healthy vegetables and fruits.
- Four to six children are “it” at one time. The rest are scattered throughout the area. When tagged, players must assume the “frozen” position by keeping both feet in place and yelling out their favorite fruit or vegetable.
- Any free player who has not been tagged can touch a frozen player to release him/her. The goal of the taggers is to freeze all players. Frozen players should raise their hands so other players can easily identify them.
- Stop the game every so often and debrief with the students a list of fruits and vegetables.

## ASSESSMENT

- Participation Rubric (Appendix A)
  - Offer feedback to students with respect to their overall understanding of concepts learned in lessons and engagement in "Your Favourite Snacks" and *Healthy Eating Tag* activities.

## ADAPTIONS/MODIFICATIONS

- Ask students to use the "Collect Your Colours Tracking Chart" (available from: [www.actionschoolsbc.ca/resources](http://www.actionschoolsbc.ca/resources)) and track the vegetables and fruits they eat. For example, students can put a check mark under the appropriate colour column as they eat certain vegetables and fruits throughout the day.

## SAFETY CONSIDERATIONS

- Ensure there is adequate space for all participants and the area is safe for use. Playing surface must be free of all obstacles (e.g., desks, chairs, pianos) and provide safe footing and traction.
- All doors in and out of the playing area must be closed for tag games.

## RESOURCES/REFERENCES

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APPENDIX A: PARTICIPATION RUBRIC

	★ ★ ★ ★ ★	★ ★ ★	★ ★	★
<b>Understanding Concepts</b>	Show a clear understanding of concepts (>6) taught in the lessons.	Show a good understanding of (<6) concepts taught in the lessons	Show minimal understanding of concepts (<4) taught in the lessons.	Show no understanding of concepts taught in the lessons.
<b>Demonstrate Positive Behaviours</b>	Always show respect towards teacher/classmates; listen attentively when teacher/classmates speak(s).	Show respect towards teacher/ classmate; interrupt when teacher/classmates speak(s) some of the time.	Minimal display of respect towards teacher/ classmates; frequently interrupt when teacher/ classmates speak(s).	No demonstration of respect for teacher/ classmates; speak(s) out of turn.
<b>Group Interaction</b>	Always cooperate with teacher/classmates; demonstrate leadership (to share/to lead); demonstrate respectful play during tag activity.	Cooperate with teacher/classmates most of the time; demonstrate leadership and respectful play some of the time.	Occasionally cooperate with teacher/classmates; show minimum leadership during group work or respectful play during tag activity.	Does not cooperate with teacher/ classmates; lack leadership skills for group work; does not show respectful play during tag activity.