



HEALTH AND WELLNESS-PHYSICAL EDUCATION AND HEALTH

Grade 3

1. Focus of lesson/unit:

What is the purpose of this lesson?

The purpose of this lesson is to connect the students' idea of self-awareness within the environment, working cohesively with the First Peoples Principles of Learning.

What are the BIG IDEAS this lesson is based on?

- Respect (for self, for others, for the land)
- Relationships
- Responsibility (how we care for our land, as well as expecting the students to complete this work independently throughout the activity)

**This lesson will be for one class but can be repeated if it is successful and held student engagement. **

2. Connections to new/old Curriculum:

What content standards (content and curricular competencies) am I going to focus on for this lesson:

This will be our second lesson in health and wellness. The lesson prior was about rules and safety when learning outdoors, as well as emotional safety and support of classmates during reflection time.

The core competencies that will be focused on in this lesson include communication and collaboration, critical and reflective thinking, creative thinking, personal awareness, social awareness, and positive personal and cultural identity.

The curricular competencies are physical literacy, healthy and active lifestyle, mental wellbeing, and social and community health. Physical literacy will have a focus on developing and demonstrating safety and leadership (linking to our previous introductory lesson). A healthy and active lifestyle allows for exploring and discovering personal living goals. Social and community health makes the students aware of dangerous situations and teaches them adequate methods for coping with them, as well as maintaining positive relationships, and explains a connection between community and the environment. Mental wellbeing is important for creating strategies for one's wellbeing and creating self-identity.

3 . Driving/Essential Questions in lesson:

The essential questions that drive this lesson are:

- Self-awareness: Who am I? Who am I following this reflective practice and how does it make me feel?
- Physical: How was your body feeling before we did this exercise? How did your body feel throughout this exercise? How does your body feel after the exercise? What do you think your body needs from you (water, stretching, etc.)?

This question may be challenging for them, but allowing time for reflection and discussion with the class will be beneficial to create lifelong self-care and physical responsibility practices

4. Connections to students' interests, preferences, experiences:

What can I do to inform myself about my students' interests, preferences, and experiences?

We think that it would be important to have a reflective and personal discussion with the students prior to beginning this assignment. We could do a class brainstorm indoors prior to stepping outside and ask them to share the following:

- What activities do you do outside with your friends/family?
- What plants/animals have you witnessed outside? What is important about these organisms and their role in the environment?

5. Final Authentic Demonstrations of Learning:

The expectation for the students to demonstrate what they have learned would look like them taking their outdoor journals with them for this nature walk to draw/write about what they see on the walk and take that information with them for the next lesson. This will hopefully keep them engaged and reflective throughout the lesson and focused on discovery. This learning method will be a very authentic resource for them to share what they think is important about the natural resources that we saw, and they can share from their own experiences about why some pieces of the natural land are more valuable than others.

What skills and processes will be required or will the students use during this inquiry in order to show what they know in their demonstrations of learning?

The students will need to utilize the following skills to successfully complete this lesson:

- Listening attentively
- Thinking independently
- Being able to draw/write what their unique thoughts/opinions are

6. Assessment: What am I going to assess?

How?

We will be assessing the students’ self-identity and ability to self-reflect, with little-to-no teacher guidance. We will link this lesson to the First Peoples Principles of Learning that states that Learning is.... focused on connectedness [to land] and a sense of place. The title of their worksheet for their outdoor journal page will be “Connectedness to land and YOUR OWN sense of place”. When we have prior discission in the classroom before stepping outside to do our walk, we will talk briefly about what it means to acknowledge our sense of place.

How this will be assessed is by breaking the class into small groups randomly, to have a collaborative conversation about what we wrote and share why we think that our writing and drawing was important. As teachers, we will circle around and contribute to these conversations and ensure that safe communication is taking place and acknowledging their bravery for sharing.

What are some of the activities my students will do in this lesson?

- Taking the time to draw/write their own opinions
- Sharing these opinions with your group in a safe and inclusive state
- Allowing the teacher to hear the students’ personal opinions and assess their ability to do so

7. What are the Real-World connections I have made in this lesson?

Link to world:

Learning about how to appreciate and take care of the world that we live in.

Link to community:

Relationships and connectedness with one another, as well as with each other and the natural world we live in.

Link to transferable skills/concepts:

- Problem-solving
- Teamwork
- Communication
- Trust

Link to Aboriginal World View:

Focusing on cohesion with the individual lesson and the First Peoples Principles of Learning. Working as one with nature and the world we are fortunate to reside on.

How can I ensure that I am being explicit in the connections to the Real World?

In the discussion prior to the lesson commencement, when we chat briefly about the First Peoples Principles of Learning, we will touch on the relevance of what we are learning and why it is so important to reflect on the natural resources that surround us.

8. Voice and Choice: Allowing for Authentic Choices

This lesson is mostly self-led by the students. This allows them to think independently and reflect on their own personal opinions and experiences and apply them appropriately to the assignment. This is authentic because there is a level of trust between the student and teacher, as well as the students between each other to acknowledge the real application of these practices. There is a freedom of choice for the students to decide what objects in nature are relevant to themselves, as well as to share what they feel comfortable sharing to one another.

References:

The BC Ministry of Education and the First Nations Education Steering Committee. *First Peoples Principles of Learning*. (2006). <http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf>

Spiral of Inquiry-New Curriculum Implementation Planning.
<file:///Users/emilybarron/Desktop/UNBC%20Homework/Lesson%20Plan%20Template%20Form.pdf>

Government of British Columbia. *BC’s Course Curriculum*. (Last updated 2019). <https://curriculum.gov.bc.ca/>.

9. How will I launch this project?

What will my entry event be?

We will begin our lesson outside in the school’s forest. We will start off with a land acknowledge to get the children’s attention and ensure we all feel grateful to learn where we are. Once they are familiar with a land acknowledgement, we will let them participate and say it themselves.

This will be followed by a mindfulness activity. We will sit on the grass in a circle, with eyes closed, and ask the students to reflect about where they are by using all their senses (sight, scent, sound, etc.) and doing deep breathing. We will allot a few minutes for this exercise and begin the class right after.

They will bring their “Outdoor Journals” outside and answer how they are feeling prior to the activity beginning, circling either a happy face, neutral face, or sad face. They will do this same emotional reflection at the end of the entire activity as well.

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