

Lesson #1: Health and Wellness-
 Physical Education and Health Studies
 (The Whole Person)
 Grade Level: 3

<p>Lesson Objectives The purpose of this lesson is to focus on healthy habits. The lesson's goal is to collaborate and guide the study according to what the students believe are healthy habits.</p> <p>What are the BIG IDEAS this lesson is based on?</p> <ul style="list-style-type: none"> -Social and physical safety -Personal reflection of the students on what healthy food is? -Allow for reflection on why healthy habits contribute to a holistic, growing child -Respect for self and others -First Peoples Principles of Learning: "Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors." 	<p>Connections to New/Old Curriculum</p> <p>This will be our first lesson in health and wellness, providing a basis for the next three lessons within the Health and Wellness unit.</p> <p>The core competencies are physical literacy, healthy and active lifestyles, mental wellbeing, and social and community health. A healthy and active lifestyle allows for exploring and discovering personal living goals. Social and community health makes the students aware of dangerous situations, teaches them adequate coping methods, maintains positive relationships, and explains a connection between the community and the environment. Mental wellbeing is essential for creating strategies for creating self-identity.</p> <p>Will be focusing on the following qualities:</p> <ol style="list-style-type: none"> 1. Enhance relationships and connections with one another, as well as connection to ourselves 2. Awareness of physical and emotional safety 3. Allow for a safe environment to share thoughts and opinions 4. Learning about how we fuel our bodies 5. Learning about the cohesion between this lesson and the First Peoples Principles of Learning
<p>Essential Questions Within the Lesson</p> <ol style="list-style-type: none"> 1. Self-Awareness: Who am I? How does this make me feel? What healthy habits do I have? 2. Physical: How do you know when to listen to your body and what it needs? How does your body feel after you practice healthy habits? 3. Academics: Self-reflection-what I used to think... and now I think...? 	<p>Materials Needed</p> <ol style="list-style-type: none"> 1. Felt board 2. Velcro Felt words 3. Visuals to pair with the Velcro felt words (to comply with UDL practice) 4. Smartboard 5. Laptop with USB

Engage

- Taking time to collaborate with healthy habits.
- Sharing these opinions with the group in a safe and inclusive state
- Encouraging students to consider safety practices outdoors (in prep for the second lesson)
- Encouraging students to reflect on the healthy habits that they already utilize as well as healthy habits they can incorporate.
- Student participation while incorporating the felt words/images to decide segment of the Venn diagram each fits into.

Explore

This lesson is incorporating a video on health as a visual/auditory means of relaying the information.

This lesson is also a collaboration between teacher and student, incorporating the use of a Venn diagram while discussing safety. The Venn diagrams has two circles that overlap with safety for self, safety for self and in the middle safety for all.

This lesson is also 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.

Closure

This is an ongoing unit, with the explanation that the next lesson will be an outdoor lesson that relates to this lesson.

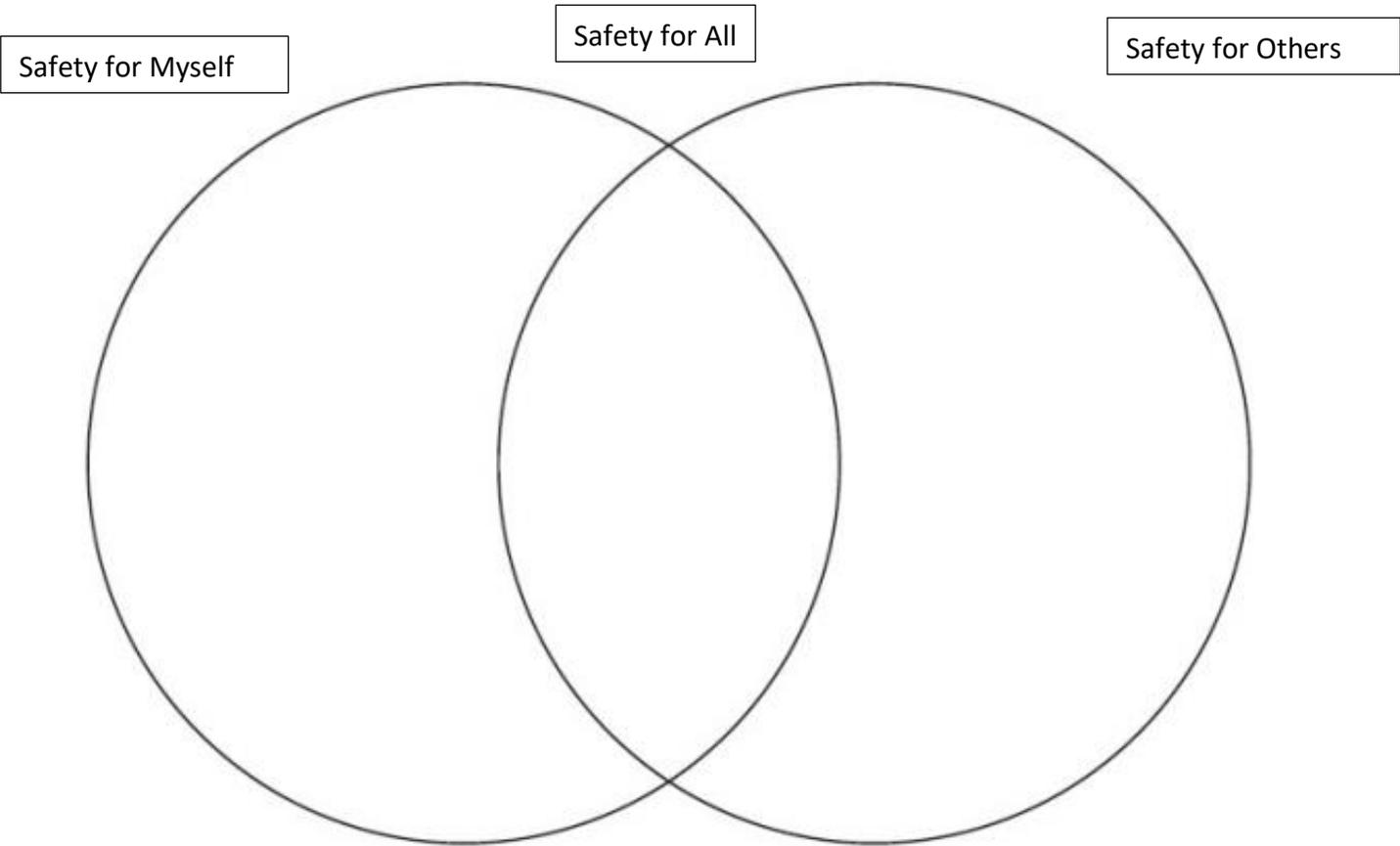
Assessment

Will include multiples means of formative assessment through-out the lesson, such as participation/engagement, self-reflection throughout, and support of other classmates sharing their opinions.

Reflect (things that went well, things to improve)

To be completed by the educator following the lesson.
What went well? What can I improve upon for next time?

Lesson #1 Venn Diagram



Lesson #2: Health and Wellness-
Physical Education and Health Studies
(Environmentally Focussed)
Grade Level: 3

<p>Lesson Objectives</p> <p>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. Throughout the lesson we will work on listening attentively, thinking independently, and being able to draw/write what their unique opinions and thoughts are.</p> <p>What are the BIG IDEAS this lesson is based on?</p> <ul style="list-style-type: none"> -Respect for self, others, and the land -Relationships -Responsibility (how we care for our land, as well as expecting the students to complete this work independently throughout the activity) -First Peoples Principles of Learning: we will chat while we line up to head outside about why this lesson is important for our awareness of nature and the land around us and why we should be thankful for all the resources around us. We will talk about how the First Peoples have lived off the land since time immemorial and how they always thank the organisms that allow them to live and thrive. This teaches gratitude and awareness of our surroundings. 	<p>Connections to New/Old Curriculum</p> <p>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.</p> <p>The core competencies are physical literacy, healthy, and active lifestyles, 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 creating self-identity.</p> <p>Will be focusing on the following qualities:</p> <ol style="list-style-type: none"> 1. Learning about how to appreciate and take care of the world that we live in 2. Enhance relationships and connections with one another, as well as the natural world 3. Linking this lesson to problem solving, teamwork, communication, and trust 4. Learning about the cohesion between this lesson and the First Peoples Principles of Learning
<p>Engage</p> <ul style="list-style-type: none"> • Taking the time to draw/write their own opinions • Sharing these opinions with your group in a safe and inclusive state • Encouraging students to consider the activities that they do outside with their friends/family? What plants/animals have you witnessed outside? What is important about organisms and their role in the environment? 	<p>Materials Needed</p> <ol style="list-style-type: none"> 1. Their individual outdoor journals (one page distributed to bring outside on clipboards, that will be added to their Healthy Habits Journal in class afterwards) 2. A writing utensil 3. A visual example relayed at the top of the page as a demonstration of learning, given by the teacher

Closure

Reflection after the exercise will consist of 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 in the universe uses their five senses.

Explore

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.

Assessment

At the bottom of the page for their outdoor journal, they can draw either a happy face, sad face, or neutral face, as a formative assessment conclusion about how the exercise made them feel.

They will submit their outdoor journals to us at the end of class and be marked on individuality and full engagement in the activity.

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.

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 discussion 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.

Reflect

To be completed by the educator following the lesson. What went well? What can I improve upon for next time?

Lesson #2 Outdoor Journal

Name: _____

Date: _____

Who am I?



How does my body feel after the exercise?

How does this make me feel?

How did your body feel throughout the exercise?

What do you think your body needs?

Draw a picture or describe 3 things you saw in nature that were important to you! (You can use the back of the page for more space)

Reflective Journal-Nature Walk Rubric

Overall Standing	4	3	2	1
Demonstration of knowledge (through language or visuals)	Demonstrates a clear understanding of what was expected,	Demonstrates a fairly clear understanding of the content, used some thought-provoking images of statements to describe what was seen/learnt, provided some clear examples to outline what was believed to be important from the nature walk.	Demonstrates some understanding of the content, used limited thought-provoking images or statements to display learning, provided a couple of examples to display what was believed to be important from the nature walk.	Demonstrates little or no understanding of the content, little to no images or thought-provoking statements were used, and did not provide enough examples to describe what was important about the nature walk.
Personal Connection to the Content and First Peoples Principles of Learning	Uses many individual and specific examples and explanations when describing personal connection to land. Enhances work by reflecting deeply about own opinions and experiences within nature.	Uses a few individual and specific examples and explanations when describing personal connection to land. Slightly enhanced work via reflection of own opinions and experiences within nature.	Uses limited individual and specific examples and explanation when describing personal connection to land. More reflection could be utilized.	Did not use individual and specific examples and did not reflect on personal connection to land. This reflection needs some revision.
Participation and Effort	Student actively engages in the outdoor walk, communicates effectively and inclusively with peers, and put a significant amount of effort into their completion of the journal.	Student put a fair amount of effort into engagement with the lesson, there was some effective/inclusive communication with peers, the completion of the journal was concise.	Student put some effort into engagement with the lesson, there was little effective communication with peers, some effort was brought forth to complete their journal.	Student showed little to no participation in the outdoor walk, communication with peers, and minimal effort was used to complete their journal.

Lesson 3: Health and Wellness-Physical Activity and Health Studies
 (Health and Wellness Focused)
 Grade Level: 3

<p>Lesson Objectives</p> <p>The purpose of this lesson is to Connect student ideas to healthy habits while working with their “School Sidekicks” and incorporating FPPL.</p> <p>What are the BIG IDEAS this lesson is based on?</p> <ul style="list-style-type: none"> -Respect for self, others, and the land. -Responsibility (how do we take care of ourselves, and others). -First Peoples Principles of Learning. 	<p>Connections to New/Old Curriculum</p> <p>This will be our third lesson in health and wellness. The lesson prior was about how to appreciate and take care of the world we live in, enhance relationships and connections. Linking to problem-solving, teamwork, communication, and trust.</p> <p>The core competencies are physical literacy, healthy, and active lifestyles, mental wellbeing, and social/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 creating self-identity.</p> <p>Will be focusing on the following qualities: Learning about how to appreciate and take care ourselves, others, and the world that we live in.</p> <ol style="list-style-type: none"> 1. Enhance relationships and connections with one another, as well as internally within ourselves. 2. Linking this lesson to problem solving, teamwork, communication, and trust. 3. Learning about the cohesion between this lesson and the First Peoples Principles of Learning 4. Trying something new by making posters (as a means of Differentiated Instruction)
<p>Essential Questions Within the Lesson</p> <ol style="list-style-type: none"> 1. Self-Awareness: Who am I? How does this make me feel? 2. Academics: What was important to me within this lesson? What was important to my sidekick? <p>*These questions 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*</p>	<p>Materials Needed</p> <ol style="list-style-type: none"> 1. Poster paper 2. Magazines 3. Scissors 4. Glue 5. Crayons or Markers

Engage

- Create a collage with a “School Sidekick”
(Our sidekicks are our grade five buddies that come to class once a week to collaborate with us for projects)
- Collaborating with sidekick and other peers
- Utilize the teacher for any questions

Explore

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. They are to create a poster of what is important to them, and what healthy habits look like.

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 they think are healthy habits and choices, as well as to share what they feel comfortable sharing to one another.

Closure

- Reflecting on what they’ve created
- Hang up the posters around the classroom.

Assessment

Create a formative assessment grading rubric to distribute prior to the lesson. The posters will be marked on creativity, interaction, and effort.

Reflect (things that went well, things to improve)

To be completed by the teacher following the lesson. We will also discuss what healthy habits we should continue to practice.

**Poster Project Rubric-Health and Wellness Education
To be Completed with “School Sidekicks”**

Overall Standing	4	3	2	1
Use of Visuals and Language	Used a variety of magazine clippings to present my information, accompanied my images with some description.	Used a few various magazine clippings to present my information, may have accompanied some images with description.	Used a couple of magazine clippings to provide visuals, did not accompany images with any language or description.	Used little to no magazine clippings and visual examples to display understanding of content, no additional language was used to accompany these images.
Personal Connection to the Content/Creativity	Uses many individual and specific examples when describing personal connection to health and nutrition. Enhances work by reflecting deeply about own opinions and experiences. Uses lots of creativity.	Uses a few individual and specific examples and explanations when describing personal connection to health and nutrition. Slightly enhanced work via reflection of own opinions and experiences. Uses some creativity.	Uses limited individual and specific examples and explanation when describing personal connection to health and nutrition. More reflection could be utilized. Uses little creativity.	Did not use individual and specific examples and did not reflect on personal connection to health and nutrition. This reflection needs some revision. Uses little to no creativity.
Participation, Effort, Teamwork	Student actively engages in the completing poster, communicates effectively and inclusively with peers, and put a significant amount of effort into their completion of the poster.	Student put a fair amount of effort into completing the poster, there was some effective/inclusive communication with peers, the completion of the poster was concise.	Student put some effort into the poster, there was little effective communication with peers.	Student showed little to no participation in completing the poster, little to no effective communication took place with peers, and minimal effort was used to complete their poster.
Organization and Layout	Poster is organized nicely, images chosen are relevant, the poster looks neat.	Poster has some elements of organization, images chosen are mostly relevant, poster looks reasonably neat.	Poster design needs some improvement and assistance with organization, some images are relevant.	Poster shows little to no organization/neatness, most images chosen are not relevant.

Lesson: Health and Wellness- Physical
 Education and Health Studies
 (Hygiene Focussed)
 Grade Level: 3

<p>Lesson Objectives</p> <p>Promote awareness on taking care of our bodies regarding Covid 19 protocols and general hygiene.</p> <p>What are the BIG IDEAS this lesson is based on?</p> <ul style="list-style-type: none"> -Respect for self, others, school environment as a whole -Relationships -Responsibility (how we can care for ourselves and others) 	<p>Connections to New/Old Curriculum</p> <p>This will be our fourth lesson in health and wellness.</p> <p>The core competencies are physical literacy, healthy, and active lifestyles, mental wellbeing, and social/community health. Physical literacy will have a focus on developing and demonstrating safety and leadership). 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 creating self-identity.</p> <p>Will be focusing on the following qualities:</p> <ol style="list-style-type: none"> 5. Learning about how to appreciate and take care of the world that we live in 6. Linking this lesson to problem solving, teamwork, communication, and trust
<p>Essential Questions Within the Lesson</p> <ol style="list-style-type: none"> 3. Self-Awareness: Who am I? How does this make me feel? What can I do to create a safe and healthy school environment? 4. Academics: What was important to me within this lesson? What did I know prior? What did I learn? 5. Physical: How do I ensure that I follow Covid-19 protocols that are implemented in my school? 	<p>Materials Needed</p> <ol style="list-style-type: none"> 1. Teacher needs to use lab top and smartboard for engagement
<p>Explore/Engage</p> <p>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 (via the boom card game). Prior to the BoomCards activity, we will meet at the carpet to discuss what hygiene means when related to Covid-19 and other diseases/sicknesses. We will do a class discussion and brainstorm on chart paper about what our role is within a school environment to prevent spreading germs.</p> <p>The main part of this lesson is a game. We will be playing a game called “Boom Cards” (similar to “Kahoot”, but a simpler version for younger grades). It will be guided towards questions that we would have discussed as a class. The “boom cards” is a fun way to formatively assess the students on their personal awareness of hygiene regarding Covid 19. The students will remain at the carpet for this game, and the teacher will moderate from the SmartBoard. https://wow.boomlearning.com/deck/hygiene-and-health-hX7Kbwa8PMQrz5Y8D</p>	<p>Closure</p> <p>There will be an open floor opportunity for the students to ask any questions that they may have. This will allow the students to guide the discussion and create some collaboration within the classroom. The teacher will ensure that a safe and inclusive sharing circle is formulated.</p>

Assessment

1. Focusing on each student's engagement and reflecting throughout about your own opinions on health and wellness, as well as others' opinions.
2. Seeing if they understand material through formative assessment with the "boom cards".

Reflect (things that went well, things to improve)

Will be completed by the teacher following the lesson. What went well? What can I improve upon for next time?

References

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Spiral of Inquiry-New Curriculum Implementation Planning.

File:///Users/emilybarron/Desktop/UNBC%20Homework/Lesson%20Plan%20Template%20Form.pdf

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