

**EDPE 3100 Physical and Health Education
Mini-Lesson Plan**

Lesson Title: Heart Work!

Lesson #:1

Date: Oct. 7th, 2021

Name: Katie Ellis

Subject: PHE

Grade: 3

Facility/Location: Classroom and the gym OR go outside to the school field if the weather is nice

Main Concept/Skill & Rationale:

This lesson is important because it teaches student multiple ways to monitor the changes that occur in their physical and mental state when they are physically active. This lesson helps teach students how to monitor their own exertion levels through a mixture of static and dynamic and locomotor exercises. Students will explore safe landings and object manipulation skills, while working cooperatively with their peers.

Core Competencies:

Communication	Thinking	Personal & Social
Students will engage in positive conversation with others. Students will be encouraging of others' efforts.	Students can critically think about how they are feeling physically and emotionally and how this relates to physical activity. Students will reflect on enjoyable and challenging moments.	

Big Ideas:

-Our emotional health and physical health are closely connected.
-Participating in moderate-intense activities daily can benefit one's emotional, mental and physical health.

Learning Standards:

Curricular Competencies (DO)	Content (KNOW)
-Apply methods of monitoring exertion levels in physical activity. - Develop and apply a variety of fundamental movement skills in a variety of physical activities. - Develop and demonstrate safety and fair play in physical activities.	-Students know how to monitor their physical exertion levels and provide a self -assessment. -Students are aware of proper technique for fundamental movement skills, including non-locomotor, locomotor and manipulative skills.

Instructional Objectives & Assessment

Instructional Objectives (Students Will Be Able To SWBAT)	Assessment
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<p>-Students will be able to participate at moderate-vigorous activity levels.</p> <p>-Students will be able to apply methods of monitoring exertion levels in physical activity.</p> <p>-Students will be able to identify and explain factors that contribute to positive experiences in different physical activities.</p>	<p>Students will complete a pre-activity and post activity questionnaire and reflection to self-assess their emotional and physical state.</p> <p>Students reflect on their effort during the physical activities and self-report.</p> <p>Teacher will be observing students during physical activities and will give them a 1 (minimal participation/off task or low effort), 2 (meeting expectations, mostly on task with moderate effort) or a 3 (exceeding expectations; enthusiastic, on task, encouraging others).</p> <p>Teacher will compare their observation-based assessment of effort and compare it to the student's self-assessment.</p>
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Prerequisite Concepts and Skills:

Social skills: can work with a partner, can be supportive of others' efforts. Can remember verbal/visual instructions and rotate from one station to another in an orderly fashion.

Understands concept of time, ie. what a second is versus a minute.

Physical literacy skills: Basic manipulation skills of a ball (stationary pass/catch).

Can jump and land on two feet simultaneously.

Indigenous Connections/First Peoples Principles of Learning (FPPL):

"Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)".

This lesson is focused on the holistic nature of our human existence. Our minds and bodies do not exist independently, they are very much dependent on each other for holistic wellness. This lesson is also focused on the reflective nature of learning. The students are asked to reflect at the end of the lesson on their positive and negative experiences, and how they are feeling physically and emotionally.

Universal Design and Learning (UDL) & Differentiate Instruction (DI):

Pair students up for peer support just in case students get confused on where to go or what the activity is. Provide visual reminders of what to do at each station. Provide tiered levels of difficulty (choices!) to accommodate different levels of physical literacy.

Materials/Equipment & Resources

Hoola hoops, skipping ropes, pylon cones, soft balls, tagger/bopper, timer/stopwatch, music, clip boards, pencils, questionnaires.

Organizational Strategies:

During the main activity the students are rotating around stations with a consistent partner, half the pairs rotate clockwise, and half go counterclockwise so they get to interact with other pairs.

Proactive, Positive Classroom Learning Environment Strategies:

Praise the students that are showing effort and enthusiasm.

Make sure students understand safe boundaries for activities outside.

Extensions:

Could repeat the questionnaire another day for a different lesson, but with different warm up games and exercise stations.

After Class Reflections:

Give a specific example of one thing you think worked well & one thing you would amend:

I think the activity stations were fun and engaging and got the student's hearts pumped up!

I think that next time I'd like to make the lesson more in line with the First People's Principles. I think next time I would like to emphasize the importance of connectedness and a sense of place.

Lesson Activities:

Time (mins)	Lesson Content List and describe activities in point form	Key Teaching Points Identify key skill / instructional points or required teaching steps / progressions
8-10 minutes	<p>Opening and Warm-up</p> <p><i>(Introduction-Explain & Demonstrate)</i> <i>(Check for understanding)</i></p> <p>Before going outside, ask the students; how do we know that our bodies are working extra hard when we exercise? What is happening inside of us? Brief discussion time!</p> <p>Prepare for outside (shoes, jackets) and once the class is ready, transition to outside field.</p> <p>Provide time for students to complete Pre-exercise self-monitoring of exertion questionnaire.</p> <p>Warm-up= Freeze tag: Standing star or front support tunnel, waiting for a classmate to climb under. Person who is "it" provided with a "bopper" (half a pool noodle) to minimize direct contact.</p>	<p>Key Teaching Points</p> <p>Access existing knowledge of signs of physical exertions. Write it on the board.</p> <p>Help students recognize the many possible sensations they could experience when they exercise.</p> <p>Bring clipboards, pencils and questionnaires.</p> <p>Explain each item on the questionnaire and provide clarification and examples.</p> <p>Make sure the students know the cue to "stop and freeze" before they begin various locomotion's, set boundaries with pylon cones.</p>
10-12 minutes	<p>Skill Exploration and Development</p> <p>There will be 7 activity stations that the students will be engaged with for 45 seconds, with a 15 second transition time. Students</p>	<p>Key Teaching Points</p> <p>Address any potential safety concerns.</p>

	<p>will rotate with a partner, there will be two sets of partners (4 students) at each station. Stations are focused on increasing engaging student's cardiovascular systems as well as their major muscle groups.</p> <ol style="list-style-type: none"> 1. Balance on one foot, option: hold onto a tree for balance. 2. Jumping jacks, option: synchronize with your peers. 3. Individual skipping rope 4. Front support position, options: on knees, with feet on ground or feet up on a tree. 5. Rocket jumps= two foot take off to a two-foot landing, options: high or long jumps. 6. With a ball, pass or roll the ball to your partner. 7. Running on the spot, option: put your hands out and try to tap your knees. 	<p>Circulate and encourage students whenever possible.</p> <p>Use music to cue start/stop of the 45/15 second rotation.</p> <p>Make sure students are rotating the correct direction.</p>
5 minutes	<p>Practice and Application</p> <p>Student complete page 2 of questionnaire to complete their self-assessment of their physical exertion. Reflect on which activity was their favourite and which was the most challenging of the exercise stations. Reflect on how much effort they put into the activity stations and why that was the case.</p>	<p>Key Teaching Points</p> <p>Help students set timer for measuring pulse rate.</p> <p>Encourage students to give full and complete answers as they reflect. Circulate and be available for questions and to make sure students are on task.</p> <p>Teacher collects completed student questionnaires for assessment. Looking for students to identify how physical exertion impacted their body and mind.</p>
5 minutes	<p>Closure and Cool Down</p> <p>Instructor leads cool down stretch.</p> <p>*Maybe one day in the future it could be student lead?</p>	<p>Key Teaching Points</p> <p>Talk about the importance of cooling down gradually after engaging in high intensity exercise. Can educate students about releasing lactic acid from their muscles by stretching and drinking lots of water to reduce muscle soreness.</p> <p>Opportunity for students to speak informally and share their experiences.</p>

Instructional Formation(s) for Skills / Activities

Provide diagrams to illustrate two of your lesson activities

Questionnaire Example:

Page 1

Heart Work!

Introduction: We know that when we exercise our heart is working hard to provide oxygen to our active muscles! Lots of sensations and feelings can happen when we exercise! Let's see how much change occurs when we are jumping around compared to sitting around.

1. What is your heart rate right now? How many beats per minute?
Using two fingers you can gently feel for your pulse on the inside of your wrist, same side as your thumb, just below your wrist creases. Get ready to count how many pulses you feel in your head! Use a timer and record in the space below:
2. What is your estimated body temperature? Are you feeling hot? Cold? Just right?
Circle one of the following:
COLD **COOL** **CONTENT** **WARM** **HOT**
3. Are you sweating right now? Circle one of the following:
YES, A LOT **YES, A LITTLE** **NO, NOT AT ALL**
4. How are you feeling (emotionally) right now?
Circle any of the following:



5. Approximate your breathing rate right now (gentle/slow, medium or intense/fast)?
What pathway are you using to get oxygen into your body (mouth, nose or a combination of both)?

We will complete Page 2 after we get to try our activity stations!

Now that we have completed our exercises, let's re-visit these questions!

1. What is your heart rate right now? How many beats per minute?
Using two fingers you can gently feel for your pulse on the inside of your wrist, same side as your thumb, just below your wrist creases. Get ready to count how many pulses you feel in your hand! Use a timer and record in the space below:
2. What is your estimated body temperature? Are you feeling hot? Cold? Just right?
Circle one of the following:
COLD **COOL** **CONTENT** **WARM** **HOT**
3. Are you sweating right now? Circle one of the following:
YES, A LOT **YES, A LITTLE** **NO, NOT AT ALL**
4. How are you feeling emotionally right now?
Circle any of the following:

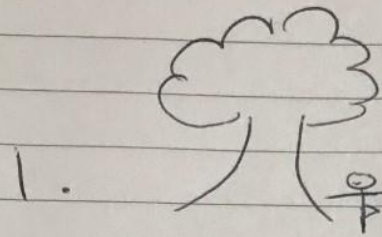


5. Approximate your breathing rate right now (gentle/slow, medium or intense/fast)?
What pathway are you using to get oxygen into your body (mouth, nose or a combination)?

Reflection:

6. Which was your favourite of the exercise stations? Why? How did it make you feel?
7. Which was your least favourite of the exercise stations? Why? What were you thinking or feeling at that moment?
8. What was the biggest change you noticed in your body or emotions?
9. Describe the level of effort you applied to your physical activity today (ex. some effort, plenty of effort or maximum effort)? Explain your thoughts and feelings about this.

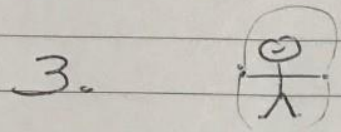
Activity Stations:



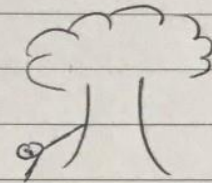
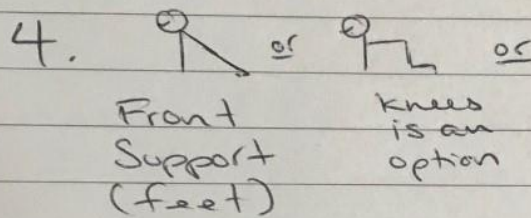
Balance on one foot



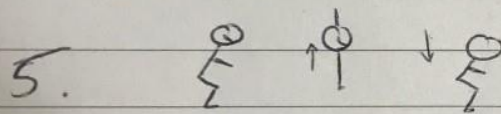
Jumping jacks



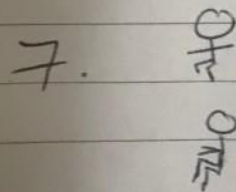
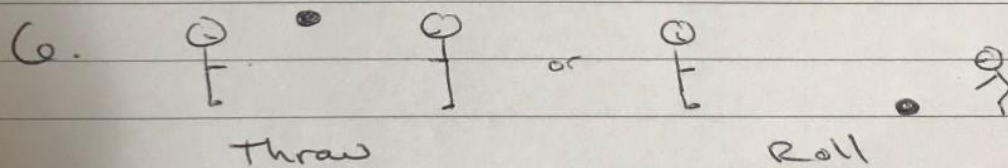
Skipping rope



Feet elevated



Rocket jumps



Running on the spot

or High Knees + tap