

Standard 3

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grade-Level Outcomes

- Identifies active-play opportunities outside physical education class (S3.E1.K)
- Discusses the benefits of being active and/or exercising or playing (S3.E1.1)
- Describes large-motor and/or manipulative physical activities for participation outside physical education class (S3.E1.2)
- Charts participation in physical activities outside physical education class (S3.E1.3a)

Lesson Objectives

The learner will:

- Recognize the connection between being healthy and participating in regular physical activity
- Identify active-play opportunities outside physical education class
- Discuss the positive benefits of regular physical activity

Materials and Equipment

- Paper and crayons (grade 2)
- Student journals, pencils (grade 3)
- Whiteboard or flipchart

Introduction

What's the first thing you do when you go home after school—videogames, snacks, homework, outdoor play? How many of you play outdoors after school every day? What types of activities?

- Allow several minutes of responses from students.

Today we will look at the activities you do at home after school and during playtime.

LEARNING EXPERIENCE: OPPORTUNITIES FOR ACTIVITY

Have the students share opportunities to be physically active outside physical education class:

- Recess
- At home
- In before- or after-school care

Grade 1

- Continue the lesson by discussing the health benefits of engaging in various forms of play.

Grade 2

- Discuss when, where, and with whom students can find opportunities for play. Have them illustrate their favorite form of play that uses equipment (playground activities or manipulatives such as jump rope, balls, and so on).
- Discuss the health benefits of engaging in various forms of play.

Grade 3

- Have the students take a few minutes to list in their journals the activities they do when they go home after school—riding their bikes, playing in a soccer league, walking the dog, playing outside with friends, playing video games, using the computer, and so on.
- List on the board (flipchart) the various activities named.
- Have them share how various forms of physical activity make them feel.
- Discuss the health benefits of various forms of play.

LEARNING EXPERIENCE: GOOD HEALTH BALANCE

Remember, physical activity and good nutrition work together as a team for good health and well-being. We call this the “good health balance team.”

- For students in grades 1 and 2, compare the “good health balance team” with learning to walk a balance beam and reaching the arms out for good balance; the arms represent good nutrition and physical activity. Emphasize to the students, “We need both!”
- For students in grade 3, compare with learning to skate, skateboard, or snowboard.

A combination of physical activity and good nutrition every day provides the body with what it needs to be physically fit, to be healthy, and to perform well in school and at play.

Closure

- What did we learn about physical activity and health today?
- Tell your neighbor two reasons why physical activity is important.
- Did you know that physical activity every day is just like brushing your teeth?

Reflection

- Are the children making the connection between their play and health?
- Does it appear the children are physically active outside PE class?
- Would it be beneficial to post physical activity ideas on the website or in the monthly newsletter?