

Inquiry Plan—Grade 3 Active Living: Physical Fitness

Inquiry Plan—Grade 3 Active Living: Physical Fitness

Curriculum Expectations (Grade 3)

1.1 - use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living

A1.2 - demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small- group activities [PS]

A2.2 - identify new capabilities and other benefits that may result from improved cardiorespiratory fitness [CT]

A2.3 - assess their degree of physical exertion during cardiorespiratory fitness activities, using simple self-assessment methods [PS]

A2.4 - develop and act on personal goals related to physical activity [PS, CT]

Big Ideas

1. Being physically active helps me to feel good and stay healthy and strong.
2. Knowing what I like about being active can help me set personal goals related to being active.
3. Being able to monitor how hard I am working during physical activities will help me achieve my physical activity goals.

Possible Inquiry Question:

Why is it important to be physically active?

How will I know I'm trying my best when participating in physical activities?

What Students Need to Know

- The benefits of physical activity
- The factors that contribute to personal enjoyment of being active
- Various methods of assessing cardiovascular exertion
- How to develop and act on personal goals related to physical activity

What students need to be able to do

- Use simple methods to assess their degree of cardiovascular exertion
- Monitor their progress during physical activity
- Develop a goal related to cardiorespiratory fitness
- Act on a personal goal
- Show understanding of how their actions relate to personal enjoyment

Inquiry Plan—Grade 3 Active Living: Physical Fitness (cont.)

Culminating Assessment (of Learning)

Students explore and investigate the benefits of cardiorespiratory fitness, degree of exertion, and goal setting. Students communicate their findings through creating and acting on a personal goal related to physical activity and share it through visual means that might include:

- a class book/blog of personal fitness goals or on a running shoe cut out and displayed on a bulletin board
- creating a class infographic on what they learned about cardiorespiratory fitness, exertion, and goal setting and how it has helped them be more capable in participating in physical activities (e.g., activities they enjoy, 100% of the class have been able to elevate their heart rate when playing triangle tag, benefits of being active, etc.)

Reflection: After completing the culminating task, students revisit their KWLHQ Chart (Appendix B) and complete sections on what they have learned and what new questions they have that surfaced from their findings. Students reflect on the process of inquiry, examining successes, challenges, and how they might overcome challenges.

Activating Prior Knowledge

Alphaboxes (Appendix A)

As a class, students give a word related to physical activity or cardiorespiratory fitness starting with each letter of the alphabet as identified in Appendix A. Responses can be an activity, fitness related vocabulary, or anything that comes to mind when thinking about fitness (e.g., H—heart beat, J—jump). Write the initials of the student who suggests the word in the box beside it.

Option: Students complete chart with parents/guardians at home over the course of the unit.

KWLHQ Chart for Cardiorespiratory Fitness (Appendix B)

Individually, using Appendix B, students record on a sticky note what they know about cardiorespiratory fitness, what they want to know, and how they think they can find the information. At the start of the unit/inquiry, students put their notes on a class KWLHQ Wall Chart, or they can share their responses verbally and the teacher or student leader records these on chart paper. Keep the chart paper displayed and revisit it often throughout and following the completion of the inquiry. Allow students the opportunity to reflect on what they have learned and what new questions have surfaced throughout the inquiry.

Poster/Infographic (Appendix C)

Share a quote or grade-appropriate fitness poster or infographic (e.g., see Appendix C) and record questions students have in response to what they see and think. Consider modelling questioning for students if appropriate. Possible questions might include:

- I wonder how hard I'm working?
- I wonder how I will know how I'm doing now?
- I wonder what the difference is between being THE best versus doing my best?
- I wonder how we get all of the class to do better than we did?

Students can record questions on their KWLHQ Chart, a “Wonder Wall” in the activity space, or an online message board used for ongoing class reflections.

Inquiry Plan—Grade 3 Active Living: Physical Fitness (cont.)

Instructional Activities

Effect of different levels of physical activity on the body—Exertion

Students work in small groups and complete stations that identify a variety of different physical activities, for 1 minute per station. Activities might include vigorous walking, jumping jacks, or skipping. Students monitor their physical reactions (checking their heart rate, rate of breath, ability to talk, sound of their breath, and perceived exertion) during the physical activity. Following the activity, students record their observations about their heart rate, rate of breath, ability to talk, sound of their breath, and perceptions of how hard they were working.

Exploring enjoyment of participating

Students participate in a variety of physical activities (e.g. Noodle tag, Everybody's It, Animal circuit, co-operative games) and reflect on factors that contribute to their enjoyment of being active.

Personal goal setting

Using the Think, Pair, Share strategy, students brainstorm what they know about setting a goal. Have pairs share their responses with the class. Consider recording student responses on the board or chart paper. Students practise setting a simple goal and recording it on an index card. Students exchange goals with a peer to assess progress toward their goals based on a checklist of criteria. Educator can model a class goal.

Assessment For/As Learning

Observations Graphic Organizer (Appendix D)

Large-group discussion
Teacher observations, verbal feedback
Anecdotal Recording Chart (Appendix E)

Teacher observation with verbal feedback using Fitness Self-Assessment Checklist (Appendix F)

Possible Reflection Questions for Unit

- How did you feel during the activity we just completed?
- Did you enjoy that activity? What did you enjoy about the activity?
- What were some of the changes that happened in your body as you participated in the activity?
- What could be changed so that the activity would be more enjoyable for you and for everyone?
- What goal would you have next time?
- What are the benefits of participating in physical activity and getting your heart beating faster?
- What do you need to do to get your heart beating faster and lungs working harder?
- Did you work hard enough to have an increased heart rate throughout the task?

Reflection questions for setting a goal

- Did you participate in class activities that you planned in order to help you reach your goal?
- Did you do the home activities that you planned in order to help you reach your goal?
- What was the hardest part of trying to reach your goal?
- What would you change for your next fitness goal?

Note: A fitness inquiry folder/notebook could be used for students to record questions they have, information about their degree of exertion, factors affecting fitness, achievement of their goal, appendix material, how they feel/enjoyment, and reflections about any part of the process.

Appendix A: Alphaboxes

In each box, try to write any words that begin with that letter and are related to Physical Activity or Cardiorespiratory Fitness.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	YZ

Appendix B: KWHLQ Chart for Cardiorespiratory Fitness

What do I <u>k</u> now?	What do I <u>w</u> ant to know?	<u>H</u> ow will I find out?	What did I <u>l</u> earn?

What questions do I have now?

It's not about
being the
BEST
it's about being
BETTER
than you
were yesterday.

**Work hard and
be proud of what
you can achieve**

**Do something that
your future self
will thank you for.**

Appendix D: Observations Graphic Organizer

Perform each activity, taking 1 minute of rest between each activity.

Physical Activity	Heart Rate <ul style="list-style-type: none"> Regular beating Faster beating How hard are you working on a scale of 1-10? 	Breathing <ul style="list-style-type: none"> No change I can hear my breath I'm breathing hard 	Talk Test <ul style="list-style-type: none"> Can't talk Can talk with some gasping Can talk easily 	How hard are you working? <ul style="list-style-type: none"> Going easy Medium hard Working my hardest 	How do you feel when you're being active?
Crab walk across the activity area					
20 jumping jacks					
Skip around the activity area 4 times					
Boxer jogs 20 second					
Hop on each leg 5 times					
Skip rope 20 times					
Run 1 lap around activity area as fast as you can					

What activity made you breathe the hardest?

How do you know you're working hard?

What activity did you enjoy the most?

Appendix E: Anecdotal Recording Chart

Success Criteria:

- Student identifies why they enjoy being active.
- Student identifies physical, social, emotional, and mental benefits.

Student Name					
Evidence					
Student Name					
Evidence					
Student Name					
Evidence					
Student Name					
Evidence					
Student Name					
Evidence					
Student Name					
Evidence					
Student Name					
Evidence					

