



GRADE 3 HEALTH

MINI UNIT PLAN

BUILDING A HEALTHY MIND AND BODY

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USC3.1

Determine the role of a variety of healthy foods and physical activity on the health and development of the mind, body, and immune system

1
Look at the basic role of the immune system (to fight illness and/or infection)
Learn words such as (germs, virus, vaccination)

2
Predict what happens if the immune system is not healthy/not working properly

3
Describe what makes and keeps the body, mind, and immune system healthy

4
Examine the role of diet and physical activity on a healthy mind, body, and immune system

5
Determine what foods are healthy for the human body

6
Analyze personal food choices for possible consequences on the mind and body. (sugary foods lead to tooth decay)

7
Look at what immunity, nutrition, and exercise looks like

8 9
Summative Assessment
Showing what we know about a Healthy Mind and Body

Grade 3 Health Outcome & Indicators Addressed

USC3.1: Determine the role of a variety of healthy foods and physical activity on the health and development of the mind, body, and immune system.

- a) Investigate the basic role of the immune system (i.e., to fight illness and/or infection)
- b) Develop common and respectful language to talk about immunity (e.g. germ, virus, vaccination, antibodies)
- c) Predict and then investigate what happens if the immune system is not healthy/not working properly.
- d) Describe what makes and keeps the body, mind, and immune system healthy
- f) Examine the roles of diets and physical activity on a healthy mind, body, and immune system
- g) Determine that foods provide essential nutrients for health (see the introduction to Canada's Food Guide)
- h) Predict and recognize how food choices have a direct impact on the types and amount of nutrients absorbed by the body
- i) Analyze personal food choices for possible consequences on the mind and body (e.g., sugary foods lead to tooth decay, and water makes it easier to concentrate).

Co-Curricular Outcomes & Indicators Addresses

Art Education

CP3.8 Create artwork using a variety of visual art concepts (e.g., contour lines), forms (e.g., drawing, sculpture), and media (e.g., pencils, pastels, found objects)

Treaty Education

TR31: Examine the relationship between First Nation people and the land, before and after the signing of treaties

Physical Education section 5

PE3.2 Evaluate the role of participation in movement activities in providing opportunities for enjoyment, challenge, self-expression, social interaction, increased skill competence, stress reduction, active work life, use of leisure time, contact with nature, and involvement in communities. Physical Ed the Overall of well Well-Being Week 6

- a) Explain how participation in movement activities can help one grow as a creative thinker, a performer, a problem solver, and a person with confidence
- b) Explain why it is important to set goals.

Essential Questions

- What is the immune system's job in protecting the body from illness?
- How is using respectful language important when talking about immune systems and health?
- What happens when the immune system is not working properly?
- How do we keep our bodies, minds, and immune systems healthy?
- How do diets and physical activity affect health?
- How/what foods provide nutrients to the body?
- What are the effects negative health choices have on our physical and mental well-being?

Knowledge: Students will know . . .

- Students will know the basic roles of the immune system
- Students will know the common language when talking about immunity and health
- Students will know the effects of unhealthy immune systems on overall health
- Students will know what maintains a healthy body and mind
- Students will know the importance of diet and physical activity
- Students will know about healthy food choices

Understand: Students will be able to Understand . . .

- Students will understanding the roles of the immune system
- Students will understand the language used when talking about the mind, body, and immune system
- Students will understand why the body is sick when the immune system is not working properly
- Students will understand how to maintain a healthy body and mind
- Students will understand the affect of diet and physical activity on the body
- Students will understand what foods are a healthy chouse

Do: Students will be able to do . . .

- Students will be able to identify what the immune system does when it is unhealthy
- Students will be able to use the health terms in a respectful manner
- Students will be able to predict the outcomes of an unhealthy immune system
- Students will be able to identify the important components of a healthy lifestyle (e.g., nurtritions, exercise, sleep, and stress management)
- Students will be able to use the Canadian Food guide
- Students will be able to identify key nutrients (e.g., protein, fats, minerals)

I Can Statements

- I can identify how the immune system works when it becomes
- I can use appropriate language when discussing immunity
- I can predict the consequences of unhealthy habits
- I can describe how to maintain a healthy body, mind, and immune system
- I can identify which foods are healthy for the human body
- I can use the Canadian Food Guide
- I can analyze my own food choices and consider the potential effects on my mental and physical well being.

Formative Assessments / Performance Task

Day 1: After viewing *How the Immune System Works* as a class, we will create a Word cloud using this [word cloud generator](#) to ensure students can explain immunity-related terms

Day 2: Students are going to look at different [immune systems disorders](#)

Day 3: After viewing *How Germs Spread* [video](#) Students will take part in a [germ activity](#) following by completing a [Work Sheet](#) on what soap does to germs.

Day 4: Students will create a mind map of themselves as healthy person [like this](#). Encourage them to share with the class what they have written down and why it is important

Day 5: After Viewing the *Healthy Food Song for Kids* [Video](#), students will complete [The Chart](#) matching which foods are healthy or unhealthy.

Day 6: Students will complete the [Tooth decay activity](#) students will share their predictions with the class based on their prior knowledge and their observations of the experiment.

Day 7: Part 1 - Interactive station: Students will explore three different stations (Nutrition, exercise, and immune) set up within the classroom.

Summative Assessments

Day 8:Part 2 -

Students will then be divided into groups to create a poster, song, or short video

- Students must include . . .
 - The immune system's role in fighting illness
 - Describe essential nutrients and the sources they provide
 - The importance of exercise
 - Healthy food choices
 - Use health terms

Day 9 Part 3 - Presentation day

- Encourage students to explain what they have come up with to represent nutrition, exercise, and immunity

Resources

Day 1: What does the immune system do [video](#)¹, [word cloud generator](#)², [word cloud example](#)³

Day 2: [immune systems disorders](#)⁴ information

Day 3: How germs spread [video](#)⁵, Glitter [germ activity](#)⁶, Observation [Work Sheet](#)⁷

Day 4: Healthy Concept Map [example](#)⁸

Day 5: Healthy Food Song for Kids [Video](#)⁹, Unhealthy Vs Healthy foods [Work Sheet](#)¹⁰

Day 6: [Tooth Decay Experiment & Work sheet](#)¹¹

Day 7: Interactive station [setup](#)¹²

Day 8 & 9: [rubric](#)

Sources

1 <https://kidshealth.org/en/kids/ismovie.html>

2 <https://wordart.com/create>

3 https://docs.google.com/document/d/1pKnicDtBNkAmDM3z4SvF-uQSMYgSpMn_PquN6vaKVZow/edit

4 <https://www.nationwidechildrens.org/family-resources-education/family-resources-library/immune-system-disorders>

5 <https://www.youtube.com/watch?v=YBGsoimPXZg&feature=youtu.be>

6 <https://www.youtube.com/watch?v=d-5BRf3cYWo>

7 <https://docs.google.com/document/d/15UoWZUhiGT55Xgqr-0UfHKr8qnn49g6Ne0iPZZ5tt3E/edit>

8 <https://docs.google.com/document/d/1znP-Zs0Ng-BxFBzbmt8O-S521IawUUIaxsaz5BqhsYU/edit>

9 <https://www.youtube.com/watch?v=pXbqie5WYPQ&feature=youtu.be>

10 <https://docs.google.com/document/d/1sDmfQXtEGWEQCIAoqJLLfT7t3oD2bAelwE6b7VnqTco/edit>

11 <https://bcpedcs.ca/uploadfiles/documents/Sipsmart/2016/Lesson%203%20by%20Activity/Sip Smart TRG Lesson 3 Activity 4 Tooth Experiment I.pdf>

12 https://www.canva.com/design/DAFeVBxyvdY/Mozkblpo7xSZOiG7OWTGxg/view?utm_content=DAFeVBxyvdY&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

13 https://www.canva.com/design/DAFxdvfv8TE/5dUIH-SH6RbE0gbwL-3EYg/view?utm_content=DAFxdvfv8TE&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

Day 1

Assessment Strategy: Formative

Assessment Tool: [Word Cloud Generator](#)

Learning Activities:

1. Introduce the new unit on a healthy mind, body, and immune system.
2. As a class go over the "I can . . ." Statements
3. Explain to the students that the focus of today will be on the immune system
4. Ask the students to explain what it means to be healthy, and what they can do to stay healthy.
5. As the teacher let the students know that our immune system is what keeps us healthy and fights off germs for us
6. Have students keep in mind or write down some words they think are very important when how to do it videos to a healthy body while they watch this [video](#) on how the immune system works
7. After the video is finished have a class discussion of what they saw happening
 - ex) When did the body need to start fighting? A- when she got sick
8. As a class pull up the [word cloud generator](#) and ask the class what were some important words that came up throughout the video on *How the Immune System works*. [Word cloud example](#)
9. Ask the students if they can say why some of these words are important to our bodies when it comes to keeping us healthy
10. After the class has completed the word wall, print it out and hang it up in the classroom.
- 11. Explain to the class that**

Day 2

Assessment Strategy: Formative

Assessment Tool:

Learning Activities:

1. Student will take a look at different immunity disorders
2. Go through each of the [immune system disorders](#)
3. Ask the students if they have ever heard of or know someone with these disorders
4. Talk to the students about why it is important to be aware of these disorders as there are ways to have these disorders and still be healthy
 - a. Explain to the students that there are different medications people may take to help the immune system fight for their health

Day 3

Assessment Strategy: Formative

Assessment Tool: Soap VS Glitter [Work Sheet](#)

Learning Task:

1. Review the word cloud with the students that were made last day
2. Explain the focus of today's lesson is how washing our hands can help prevent germs
3. Have the students watch this 2-minute [video](#) on *How Germs Spread*
4. Have students rub lotion (representing natural oils) on their hands then sprinkle 4 colors of glitter (representing different germs) on their hands
5. Students will go around touching a pencil, water bottle, and door handle, and observe how the germs transfer from surface to surface.
6. Next have students choose one color of glitter (germ) have them shake hands with one another, and watch the germs spread
7. Now it's time to clean up, have students wash their hands off with just water, and ask if it is ok to wash with just water. The answer is no
8. As a class take a look at what soap does to germs, by taking a shallow dish and adding a bit of water and glitter.
9. The teacher will then ask the class what will happen when a drop of soap is placed in the middle of the glitter, after they have answered, pour some soap in
10. Have students go to the sink and wash their hands with soap and water to see if all the glitter (germs) come off their hands
11. Have students complete what the soap had done to the glitter (germs) on this [Work Sheet](#)

Day 4**Assessment Strategy:** Formative**Assessment Tool:** Concept Map [example](#)**Learning Task:**

1. Review with the class what it means to be healthy and ways to stay healthy
2. Go through the ways to stay healthy by looking through this concept map [example](#), and keep it on the smart board through class
3. Have students collect a piece of poster paper and create their own concept map in ways they stay healthy
4. At the end of class encourage students to share what they have come up with, and to explain why they included some of these healthy habits

Day 5**Assessment Strategy:** Formative**Assessment Tool:** [Healthy VS Non-healthy Work Sheet](#)

Learning Task:

1. Let the students know that today they are going to be talking about healthy foods
2. Ask students what makes a food healthy vs non-healthy
 - a. Let them know foods with lots of nutrition are good for us
3. As a class view the Healthy Food Song for Kids [Video](#)
4. Once the video has finished ask the class what are some of their favourite foods, and as a group discuss if it is healthy or unhealthy.
5. Ask them if they noticed that most of our healthy foods are natural products that were produced by the land
6. Talk to the students about what the land means to the indigenous people
 - a. The land gave them the food they needed to stay healthy
7. Have students go back to their desks and complete Unhealthy Vs Healthy Foods [Work Sheet](#)
8. If students finish early they may color the [coloring pages](#)

Day 6**Assessment Strategy:** Formative**Assessment Tool:** [Tooth Decay Worksheet](#) on page 5**Learning Task:**

1. Ask the students what they had talked about in the previous lesson, which was about healthy foods
2. After a few of them have shared what they did talk to them about how drinks can also be very unhealthy to the body, especially our teeth
3. As a class, we will complete the [Tooth decay activity](#) and look at pages 1 & 2 for instructions.
4. Give the students each a [Tooth Decay Worksheet](#) on page 5 and have them complete the first box before the pop is poured onto the bone.
5. Pour the the different kinds of pop into the cup with the bone, and let the students watch what happens. Wait about 20 minutes for the process to happen
6. During the 20 minutes, talk to the students about why it is important to brush our teeth to keep a healthy mouth.
7. After that time have students complete the last part of the [Tooth Decay Worksheet](#) on page 5, which is the observation box.

Day 7**Assessment Strategy:** Formative**Assessment Tool:**

Learning Task:

1. Go over with the students what happens to our teeth when we drink too much pop and do not take care of them
2. Next, talk to the students about these three topics
 - a. Nutritions, exercise and immunity
 - b. Ask the students what may be included when talking about these three topics such as biking for exercise, or washing our hands for immunity
3. Have students go around to the stations [setup](#) in the classroom
 - a. Have them look at all the items and have a feel of what is in each station
4. Once the students have finished observing each station have them go back to their desks and talk to the students about what they say
5. Ask the students what are some other things that can be included within each station.

Day 8**Assessment Strategy:** Summative**Assessment Tool:** Creative assignment [rubric](#)**Learning Task:**

1. Have students take 5 minutes to look through the stations explored in the previous day
2. Students will then be divided into groups to create a poster, song, short video or any other creative assignment
 - Students must include . . .
 - The immune system's role in fighting illness
 - Describe essential nutrients and the sources they provide
 - The importance of exercise
 - Healthy food choices
 - Use health terms

Day 9**Assessment Strategy:** Summative**Assessment Tool:** Creative assignment [rubric](#)**Learning Task:**

1. Have students gather all their material from last day and give them time to finish up their assignments
2. For the last 10-15 minutes students will share the assignment that they have created for this unit on Building a Healthy Mind and Body

Subject/Grade: Math/Grade 3 **Lesson Title:** Day 8 **Teacher:** Ms.Kotylak

Stage 1: Identify Desired Results

Established Goals: (Learning outcome/s & indicator/s from the curriculum)

USC3.1: Determine the role of a variety of healthy foods and physical activity on the health and development of the mind, body, and immune system.
 a) Investigate the basic role of the immune system (i.e., to fight illness and/or infection)

Treaty Education
TR31: Examine the relationship between First Nation people and the land, before and after the signing of treaties

<p>Understandings: (can also be written as ‘I Can’ statements)</p> <p align="center"><i>Students will understand...</i></p> <ul style="list-style-type: none"> - I can understand the basic role of the immune system - I can use the proper language - I can recognize what is good vs what is bad for the human body - I can choose healthy food choices for myself - I can recognize the important of the land to Indigenous health 	<p>Essential Questions:</p> <ul style="list-style-type: none"> - How does the immune system contribute to overall health and well-being?
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - Students will know the common language when talking about immunity and health - Students will know the effects of unhealthy immune systems on overall health - Students will know what maintains a healthy body and mind - Students will know the importance of diet and physical activity - Students will know about healthy food choices 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> - Students will identify essential nutrients and their sources - Students will explain the important of exercise for health - Students will make healthy food choices - Students will use health terms related to the immune system
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Stage 2: Determine Evidence for Assessing Learning

- Students will be assessed the next day with this [rubric](#)

Stage 3: Build Learning Plan

Instructional Strategies:

- Hands-on observation, interactive instruction, prior knowledge

Set (Engagement): **Length of Time:** 5 minutes

- Students will review the three stations on nutrition, exercise, and immunity that they explored last day
- They will also look at different ways the land provided Indigenous people with the nutrients they needed to stay healthy
- Ask the students why all of these three aspects are important to keeping a healthy body.

Development: **Time:** 20 minutes

- Students will then be divided into groups to create a poster, song, short video or any other creative assignment
 - Students must include . . .
 - The immune system's role in fighting illness
 - Describe essential nutrients and the sources they provide
 - The importance of exercise
 - Healthy food choices
 - Use health terms
- If students finished they color images related to a healthy body.

Closure: **Time:** 5 minutes

- Let the students know that they will have the next day to finish their projects, and they will also present them.
- Ask students again what they think is the most important aspect of keeping the human body healthy.

Materials/Resources:

- Nutrition, Exercise, and Immunity stations from the last day
- Poster-making Supplies
- iPads for creating short videos
- Resources on essential nutrients, exercise, and healthy food choices.

**Possible Adaptations/
Differentiation:**

- Provide template outlines for students who may need additional support
- Allow flexibility in the choice of creative assignment to cater to different learning styles
- Have students work individually

Management Strategies:

- Clear communication expectations for group work and individual contributions
- Monitor group progress and intervene as needed to ensure everyone is actively participating

Safety Considerations:

- Make sure the food provided does not interfere with student

Stage 4: Reflection

Professional Development Goal is...

- Incorporating more creative and collaborative activities into the curriculum to enhance student engagement and understanding.

Templates used from:

- **Courtney**
https://urcourses.uregina.ca/pluginfile.php/3959962/mod_resource/content/0/CourtneyCon_UnitPlan%20%284%29.pdf
- **Julie Mackniak**
- Backwards designing KUD template