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**Lesson Plan**

**Physical Education**

**Elementary Years**

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| **Name:** | **Zachary Forster** |

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| **Grade** | 1 | **Topic** | Sending, Body Movement and Cooperative Games |  |
| **Date** | February 6, 2020 | **Allotted Time** | 30 minutes |  |
| **STAGE 1: Desired Results****Cite sources used to develop this plan:**  |
| BC Grade 1 Curriculum Physical and Health Education |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living. |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication*** Communicating
* **Collaborating**
 | **Thinking*** Creative Thinking
* Critical & Reflective Thinking
 | **Personal and Social*** Personal Awareness & Responsibility
* Positive Personal & Cultural Identity
* **Social Awareness & Responsibility**
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| Cooperative games encourage collaboration. |  | Cooperative games encourage social awareness and responsibility. |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| ***X Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).*** | Cooperative games encourage experience of reciprocal relationships. |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand***Big Idea(s):Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living.*Essential or Guiding Question(s):**How can we enjoy daily physical activity?* |
| ***Do***Curricular Competencies (Learning Standards):**Physical literacy** • Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments  • Develop and demonstrate safety, fair play, and leadership in physical activities |
| ***Know***Content (Learning Standards):Practice and use proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills. Practice cooperative participate in different types of physical activities and games. |

**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

* Teacher observation of cooperative participation with appropriate encouragement when needed
* Teacher observation of developing throwing and jumping skills with appropriate coaching

SUMMATIVE ASSESSMENT: (Assessment of Learning)

* Teacher completion of Quickbrick for cooperative participation and throwing and jumping skill development

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| **The Learning Intention:** *What will students learn in this lesson? (i.e. Learning Standards)* | • Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments  • Develop and demonstrate safety, fair play, and leadership in physical activities |
| **Evidence of Learning:** *How will students demonstrate their learning? What does it look like?* | * Students will participate effectively in cooperative games
* Students will use throwing and jumping skills within a game environment
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| Criteria:*What do students need to do to meet or achieve the learning intention?* | * Students will be observed participating in cooperative games
* Students will be observed using throwing and jumping skills effectively within a game environment
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**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?* *How will you plan for students who have learning/behaviour difficulties or require enrichment?* |
| Students need to/must do* Students will participate in cooperative games with encouragement
* Students will use throwing and jumping skills within a game environment with coaching as is needed

Access/All | Students can do* Students will participate effectively in cooperative games
* Students will use throwing and jumping skills within a game environment

Most | Students could do/try to* Students will participate effectively in cooperative games
* Students will use throwing and jumping skills within a game environment with greater skill challenges

Few/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

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| GymnasiumHoola hoops - 20 Bean bags - 20 Assessment Quickbrick on clipboardPencilWhistle |

**Organizational/Management Strategies:** *(anything special to consider?)*

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| * Students travel to and from Gymnasium/abracadabra game
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**Lesson Development:**

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| **Connect:** *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | Pacing |
| **Teacher will** * Walk with students to gym
* Initiate warmup routine
* Place hoola hoops around the gym in strategic locations while students run
 | **Students will** * Go to gym using abracadabra game
* Participate in warmup routine (running around the gym 3 laps and then meeting at the centre circle)
* Observe demonstration
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| **Process:** *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built in guided practice?*  | Pacing |
| **Teacher will** * Demonstrate throwing the bean bag with a step forward opposite to your throwing hand and explain technique during the demonstration
* Teacher will ask what makes a good place to be in the gym? (a place with plenty of room)
* teacher will break students into pairs created by using 1,2 counting and find place in the gym
* Teacher will distribute bean bags to students
 | **Students will** * Students will listen quietly to instructions
* Students will find appropriate place in gym and wait for bean bag with their partner
* Students will practice throwing to partner 5 times
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| **Transform:** *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* | Pacing |
| **Teacher will** * Teacher will call students to come a sit at the beginning of the strategic hoola hoop course
* Teacher will explain that students line up and when he says go a single student will toss their bean bag into the hoola hoop then jump into it and pick it up
* Teacher will instruct to continue this until finished the course
* Teacher will start next student when appropriate
* Teacher will record assessment on quick-brick
* Teacher will choose students to retrieve hoola hoops and return them to equipment cupboard
* Teacher will invite students to circle
* Teacher will ask what we did with the hoola hoops yesterday? (cooperative game) (have students explain)
* What worked? What did not work?
* We are going to try these strategies while we play the hoola hoop game again today and see if we cannot improve
* Teacher will create four groups using counting method and instruct them to go to a corner of the gym
* Teacher will blow whistle to begin
* (hoola hoop game: four groups of 3 or 4 students / in each group all members have to be holding the hoop at all times / one whistle to start running / two whistles to lift hoop over their heads and get in it and stop)
* Teacher will assess with Quickbrick
 | **Students will** * Students will listen
* Students will line up
* Students will negotiate the course
* Students will sit at the circle and listen
* Students will engage in conversation with teacher about the hoola hoop game
* Students will participate in game
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| **Closure:** *How will you solidify the learning that has taken place and deepen the learning process?* *Refer back to the learning intention, connect to next learning.* | Pacing |
| **Teacher will** * Call students back to circle
* What were our strategies?
* Ask did our strategies work?
* What did you try?
* What is it called when we work together? (cooperation)
 | **Students will** * Come back to circle
* Engage in conversation as appropriate
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**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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| It would have been easier to use the assessment check list while students were working if it had been in bigger print. I will enlarge the list for next time. I think the students could have warmed up by running for a longer period of time. I’ll make sure to lengthen this portion of my next gym class.I think it was a successful lesson. Students were engaged and had a lot of fun.  |