

## EDPE 3100 Physical and Health Education Lesson Plan – Marking Rubric

Lesson Title: Collaborative learning . Lesson #: 1. Date: October 19,2020

Name: Shannen Seikhon .

Subject: PE

Grade: 1

### Rationale:

This lesson is important because physical activity helps to promote a healthy lifestyle along with learning how to engage in activities with peers. This lesson plan involves individual and dual activities.

### Core Competencies:

Communication	Thinking	Personal & Social
<p>Students combine their efforts with those of others to effectively accomplish learning and tasks.</p> <p>Communicating provides a bridge between peoples' learning, their personal and social identity, and the world in which they interact.</p>	<p>New ideas and inspirations can spontaneously arise from the unconscious mind, but students can also develop strategies to facilitate the generation of ideas</p> <p>People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts</p>	<p>Students develop awareness of and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment.</p> <p>Personal Awareness and Responsibility involves understanding the connections between personal and social behaviour</p>

### Big Ideas:

Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.

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

### Learning Standards:

Curricular Competencies (DO)	Content (KNOW)
<ul style="list-style-type: none"> <li>- Social and community health</li> <li>- Mental well being</li> </ul>	<ul style="list-style-type: none"> <li>- how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</li> </ul>

## Instructional Objectives & Assessment (determine 2-4)

Instructional Objectives [Students Will Be Able To (SWBAT)]	Assessment
<ul style="list-style-type: none"><li>- SWBAT work collaboratively with their classmates</li><li>- SWBAT identify the challenges in this activity</li></ul>	<ul style="list-style-type: none"><li>- Did students demonstrate the ability to work together with a positive attitude</li><li>- Did students support or motivate each other</li><li>- Did students consider the challenges they'd face during this activity</li></ul>

### Prerequisite Concepts and Skills:

- Students can participate with a positive attitude
- Students can actively participate in the lesson
- Students can work together as a team

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

(Identify one principle that applies to your lesson AND explain how it applies)

#### - **Learning involves patience and time**

This applies because students will learn how to have fun with the lesson and not be focussed on winning the game. Some students may be very competitive however this lesson will teach them to slow down and just have fun.

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

#### **Auditory:**

- Watching and listening to the video that demonstrates the activity
- Participates in the Q&A before the activity

#### **Kinaesthetic:**

- participates in the demonstration of the activity

#### **Visual:**

- Watching the demonstration of the activity done by the teacher

**DI:** If there are students with a wheelchair or injury we can modify the game so that students hop or bear crawl towards the centre hula hoop rather than run. This will slow down their speed.

We can also place the bean bags in a bin on top of a chair so that its at reach for all students.

### Materials & Resources

- Bin full of bean bags
- Chair
- 4 Hula hoops
- Different colour pinnies (red, blue, yellow, green)
- Computer
- Speakers

**Lesson Activities:**

<b>Teacher Activities</b>	<b>Student Activities</b>	<b>Time</b>
<b>Introduction:</b> <b>Dance Party</b> - Play dance along videos on a screen so that students can follow or freestyle dance moves while getting settled	- Students let loose and dance	<b>5 Minutes</b>
<b>Body: Explain Activity</b> - Turn off music and use “ 1 2 3 eyes on me, 1 2 3 eyes on you” to draw students focus to the centre of the gymnasium - Point to the 4 corners of the gym, where the bins full of pinnies are (red, blue, green, yellow) along with 4 hula hoops (1 in each corner). - Students will be divided into 4 teams where they will all line up at their stations facing the centre of the gym - In the centre there is a bin full of bean bags - Students will run to pick up one bean bag at a time from the middle and take it back to their corner. - There will be a total of 4 students running to the middle and back to their station at a time, with only one bean bag each. - Once all the bean bags from the middle have been taken, students will work as a team to count how many bean bags they’ve retrieved. - The team with the most bean bags wins	- Students listen quietly and attentively to instructions - Students ask questions by raising their hand and waiting for their turn - Students go to their respective corners once assigned a colour - Students collaborate with their team to figure out which order they will go in	<b>5 Minutes</b>
<b>Observing Students participate (3 rounds total)</b>	- Students participate in 3 rounds - Students change who goes first each round - Students engage in the activity positively	<b>15 Minutes</b>

<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>- Reflect on the activity as a class</li> <li>- Would they want to play this game again</li> <li>- What challenges did they face if any?</li> </ul>	<ul style="list-style-type: none"> <li>- Students express how they felt about the activity through reflection time</li> </ul>	<p><b>5 Minutes</b></p>
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**Organizational Strategies:**

<ul style="list-style-type: none"> <li>- Hula hoops are prepped in their stations before students arrive</li> <li>- Bean bags are all in the middle in a bin</li> <li>- Pinnies are in their bins in each corner of the gym</li> <li>- Music is already playing as students walk in</li> </ul>
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**Proactive, Positive Classroom Learning Environment Strategies:**

<ul style="list-style-type: none"> <li>- Use “1 2 3 eyes on me, 1 2 3 eyes on you” to get the classrooms attention</li> <li>- Pay close attention to students who may find this activity challenging and provide support where needed</li> <li>- Verbally thank and address students who are following instructions to motivate students</li> </ul>
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**Extensions:**

<p>If the activity ends early you can either play another round or spend more time on the reflection.</p> <p>If students have discussed quite about about the activity start the game Simon says or finish off with a nice stretch.</p>
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**Reflections: (Give examples of what you think your reflections could be)**

<p>I will reflect on the lesson following completion.</p> <p>Example: “This lesson was a great way to get students to work collaboratively with one another. Moving teams around to a new corner each time would be helpful. Allowing for rotation and slight change in environment of the game.</p>
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