

Lesson Title: CANADA – PE Lesson # 1 Date: October 29, 2018

Name: Mr. Armstrong Subject: Physical & Health Education Grade(s): 5

Rationale: (lesson context and reasons why lesson matters)

Students will have the opportunity to play a game that they have been asking Mrs. Andersen and I to include in PE. Throughout the game and warm-up activity that we play in this lesson, students will work on developing life skills, such as: leadership, teamwork, problem solving, and persevering through challenges.

Students will also practice movement concepts and strategies that relate to spatial awareness and problem solving in order to achieve the goal of being the winning team and beating their teacher.

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

Big Ideas:

- Daily physical activity enables us to practice skillful movement and helps us develop personal fitness
- Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle

Curricular Competency:

Physical Literacy

- Develop and apply a variety of movement concepts and strategies in different physical activities
- Develop and demonstrate safety, fair play, and leadership in physical activities
- Identify and describe preferred types of physical activity

Content:

- Movement concepts & strategies
- How to participate in different types of physical activities including individual and dual activities, rhythmic activities, and games

Core Competency:

- Communication
- Creative & Critical Thinking
- Personal & Social Awareness/Responsibility

| Learning Intentions | Activity | Assessment |
|--|---|---|
| <ul style="list-style-type: none">- Students will learn how spatial awareness can benefit them during games and activities- Students will learn how to best utilize their space in order to problem solve and be successful during games and activities- Students will work on their leadership, teamwork, and fair play skills in order to work together as a class in accomplishing a goal | <ul style="list-style-type: none">- Run/walk laps around the gym until I whistle for the students to come into the middle of the gym- <i>Everybody is it Tag</i>- <i>Canada</i> | <ul style="list-style-type: none">- I will be assessing whether or not students are participating, and doing so in a fair manner that does not exclude any other classmates- If need be, I will check in with students mid-game to address any issues that are happening during the game play- Students and I will assess the way the game was played at the end of class |

Prerequisite Concepts and Skill: (for student success)

- Students are able to work together as a team in an active environment
- Students are aware of spatial awareness
- Students are familiar with the rules for *Everybody is it Tag*
- Students are familiar with the rules for *Canada*

Materials and Resources with References/Sources:

| For Teacher | For Students |
|--|--|
| <ul style="list-style-type: none"> - Whistle - Mats and other obstacles to set up around the gym - 5-10 beanbags - Hula-Hoop | <ul style="list-style-type: none"> - Indoor runners for the gymnasium |

Differentiated Instruction (DI): (accommodations)

- Provide an example for how each game is played if there is any confusion with the students on the rules
- Use game play examples for demonstrating the rules and fair play – don't just discuss rules, actually demonstrate them

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

- Have the obstacles already set up in the gym for *Canada* to make for more time to play
- Always bring students into the middle of the gym to transition
- Students who are getting frustrated or not wanting to participate may join Mr. Armstrong as the 'it' person in *Canada*
- If two students tag each other at once in *Everybody is it Tag*, they will play rock-paper-scissors to decide the winner
- Students that get tagged in *Everybody is it Tag* must remain seated and wait until the person who tagged them is tagged in order to play the game again
- Use jailbreaks during *Everybody is It Tag* to get students up and moving as much as possible
- Always blow the whistle for transitions or to indicate the end of the game
- For clean-up, instruct each student to grab one thing to bring to the equipment storage – once student has put away that item, they may join the line to head back to class at my dismissal

Possible Aboriginal Connections / First Peoples Principles of Learning

http://www.bced.gov.bc.ca/abed/principles_of_learning.pdf and

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/aboriginal_education_bc.pdf

- There is no connection to the First Peoples Principles of Learning in this lesson

Lesson Activities:

| Learning Activities | Pacing | Reflections |
|---|---------------|-------------|
| <p>Introduction (hook/motivation/lesson overview)</p> <ul style="list-style-type: none"> - After completing the warmup around the gym, bring students to the middle of the gymnasium - Inform students that we will be playing one of their favourite games (<i>Everybody is it Tag</i>) with a twist of having the mats and obstacles set up; therefore, students must use their spatial awareness in order to succeed - Proceed to tell students that we will be playing a game that a few of their classmates have requested - <i>Canada</i> | 5 minutes | |
| <p>Body (lesson flow/ management)</p> <ul style="list-style-type: none"> - Meet-up – discuss what we will be doing this lesson – remind students of <i>Everybody is It Tag</i> rules - Play <i>Everybody is It Tag</i> - Meet-up – discuss <i>Canada</i> game and rules - Play <i>Canada</i> | 15-20 minutes | |
| <p>Closure (connections within lesson or between lessons, sharing successes, summaries)</p> <ul style="list-style-type: none"> - Meet back in the middle of the gymnasium, discuss successful strategies that students used during <i>Canada</i> - Ask for thorns/rosettes for how <i>Canada</i> was played – allow students to reflect on the game and say what they enjoyed or would like to see changed for next time - Clean up equipment | 5-10 minutes | |