

Lesson Title: Brain Breaks/Ice Breakers Lesson # 1 Date: February 5, 2018

Name: Mr. Armstrong Subject: Daily Physical Activity (DPA) Grade(s): 6/7

**Rationale: (lesson context and reasons why lesson matters)**

Short, fun, and interactive lesson which allows the student teacher to get to know the students better through these ice breaker/warm-up games. Treat this lesson as a brain break or an activity where the teacher is new to class, or vice versa.

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

**Big Idea:** Physical literacy and fitness contribute to our success in and enjoyment of physical activity.

**Curricular Competency:**

- Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments
- 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

**Content:**

- Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills
- Movement concepts and strategies

**Core Competency:** Communication & Personal Awareness and Responsibility

Learning Intentions	Activity	Assessment
- Students will be able to perform basic throwing, catching, and running techniques	- <i>Catch, Don't Catch</i> - <i>Chuck &amp; Duck (ice breaker)</i> - <i>Around the Horn</i> - <i>Rock Paper Scissors Baseball</i>	- Teacher Observation

**Prerequisite Concepts and Skill: (for student success)**

- Students will be able to catch and throw using one or two hands (underhand or overhand)

**Materials and Resources with References/Sources:**

For Teacher	For Students
- Dodgeball style of ball (one per two students to accommodate for each activity)	- Dodgeball style of ball (one per two students to accommodate for each activity)

**Differentiated Instruction (DI): (accommodations)**

- If students struggle with throwing this style of ball, allow them to do a bounce pass or to roll the ball to their partner(s)
- If students are finding these games not challenging enough, challenge them to make the games more difficult for themselves (i.e. jump while throwing the ball, throw with their weaker arm, etc.)

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

- Have an attention getting strategy planned, as these games can get very interactive and students may get distracted at times during instructions

**Possible Aboriginal Connections / First Peoples Principles of Learning**

[http://www.bced.gov.bc.ca/abed/principles\\_of\\_learning.pdf](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](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/aboriginal_education_bc.pdf)

- N/A

**Lesson Activities:**

Teacher & Student Activities	pacing
<b>Introduction (hook/motivation/lesson overview)</b>  - Tell students that they will be getting a break from the classroom for some DPA time, which will include teamwork, collaboration, and competition - Pair the students up before you leave the classroom, and explain the rules of <i>Catch, No Catch</i>	2-5 minutes
<b>Body (lesson flow/ management)</b>  - Students and teacher will go outside or to the gymnasium to start with <i>Catch, No Catch</i> - After this game has been completed (timeframe decided by the teacher), transition to the icebreaker game – <i>Chuck &amp; Duck</i> - After two rounds of <i>Chuck &amp; Duck</i> , transition to <i>Around the Horn</i> – challenge students to go around the horn three times within a specific time limit - After <i>Around the Horn</i> has been completed (timeframe decided by teacher), transition to the closing game – <i>Rock Paper Scissors Baseball</i> - After one round of <i>Rock Paper Scissors Baseball</i> , return to class and ask students what they liked and disliked about these games – <i>2 Roses &amp; 1 Thorn</i>	10-15 minutes
<b>Closure (connections within lesson or between lessons, sharing successes, summaries)</b>  - Once you have returned to class, ask students to pair and share with a partner to discuss what they liked and disliked about these games, provide two minutes for these conversations - Then, ask students to share <i>2 Roses &amp; 1 Thorn</i> of today's activities in front of the class	5 minutes

**Reflections: (over)**