****

**Lesson Plan Template (Revised 2020)**

**Elementary Years**

|  |  |
| --- | --- |
| **Name:** | **Sydney Borden** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | 2/3 | **Topic** | Physical Education – Warmup, Secret Agent Tag, Piccadilly Circus |  |
| **Date** | Nov. 23, 2020 | **Allotted Time** | 30 mis. |  |
| **STAGE 1: Desired Results****Cite sources used to develop this plan:**  |
| <https://curriculum.gov.bc.ca/curriculum/physical-health-education/2><https://curriculum.gov.bc.ca/curriculum/physical-health-education/3><http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf> |

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

|  |
| --- |
| It is important for these students to have time in the day to move their bodies and engage with each other. The warmup allows students to begin moving their bodies in a fun way; asking them to perform different tasks. Giving students time to warm up is important so their bodies are ready to be active! Both games of Piccadilly Circus and Secret Agent Tag are fun and fast-paced games that allows for students to be engaging in various roles/tasks. PE class helps to promote a positive relationship for physical activity, and therefore hopefully create physically active lifestyles for these children. |

**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:*

|  |  |  |
| --- | --- | --- |
| **Communication*** Communicating
* Collaborating
 | **Thinking*** Creative Thinking
* Critical & Reflective Thinking
 | **Personal and Social*** Personal Awareness & Responsibility
* Positive Personal & Cultural Identity
* Social Awareness & Responsibility
 |
|  |  | I can take action toward meeting my own wants and needs and finding joy and satisfaction, and work toward a goal. I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions. I can connect my actions with both positive and negative consequences and try to make adjustments; I accept feedback. I make decisions about my activities and take some responsibility for my physical and emotional well-being.This PE class allows students the chance to play various activities together which also requires them to be working as a team. Students also further develop their skills of spatial awareness, agility, and coordination. Students can gain more understanding of how to participate in a positive way and how to interact with one another in a fast-paced and competitive environment. Allowing students the time to engage together in this setting also acts to instill a positive relationships with physical activity.  |

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

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?*

|  |  |
| --- | --- |
| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| Learning ultimately supports the well-being of the self | Students engagement within the physical education subject area allows them to learn about the importance of physical health. This activity gives students the opportunity to be physically active which supports their physical and mental health. Creating a positive relationship surrounding this subject area promotes healthy lifestyles for children. |

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

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

|  |
| --- |
| ***Understand***Big Idea(s):-Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.-Learning how to participate and move our bodies in different physical activities helps us develop physical literacy.-Adopting healthy personal practices and safety strategies protects ourselves and others.*Essential or Guiding Question(s):*-How can we all participate safely in both games? (i.e., head up, soft tags, soft passing of balls, etc.)-When we are being active in the gym what should we be mindful of/looking out for?-How can we work as a team? |
| ***Do***Curricular Competencies (Learning Standards):**Physical Literacy**-Develop and apply 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):-proper technique for fundamental movement skills-ways to monitor physical exertion levels-how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games-effects of physical activity on the body |

**STAGE 2: Assessment Plan**

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

-Students are all participating in the activity

-Students are inclusive of classmates

-Students are demonstrating safe and respectful playing (i.e., being mindful of where they’re running, tagging others nicely – not slapping/hitting, abiding to the rules of the game, etc.)

SUMMATIVE ASSESSMENT: (Assessment of Learning)

-Students are participating in the activities to the best of their ability

-Students are using respectful and controlled behaviour when participating

-Students are listening to following the instructions/rules of games

|  |  |
| --- | --- |
| **The Learning Intention:** *What will students learn in this lesson? (i.e. Learning Standards)* | -Students will learn fundamental movement skills from warmup and from playing these games, which will include a variety of physical skills including agility, coordination and spatial awareness-This PE time will also help students develop a positive relationship with physical activity through having fun! |
| **Evidence of Learning:** *How will students demonstrate their learning? What does it look like?* | -Students will participate in the warmup and games to the best of their abilities-Follow the rules of the games and play fairly-Work as a team during the games; helping each other out when needed; being inclusive-Run safely in the gym (head up, aware of where they are running) |
| Criteria:*What do students need to do to meet or achieve the learning intention?* | -Students will need to listen to the instructions for the games, and ask any questions they may have-Listen to the number of whistles being blown and respond accordingly (1: stop and freeze, 2: stop and sit down)-Secret Agent Tag: they will need to play the games according to their role (bad guy, secret agent, citizen)-Piccadilly Circus: pass the ball to another student, not throwing it-Participate in the activities safely |

**Planning for Diversity:**

|  |
| --- |
| **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?**(Focus on a couple of things - what are the most important)* |
| Students need to/must doParticipates in the games and follows the rules with prompting and remindersCan perform the tasks of Piccadilly Circus with some extra help from classmates or teacher, walks ball over to another after taking time to look at who to take it to, sometimes remembers to sit after passing the ballAccess/All | Students can doParticipates in the games and follows rules with minimal prompting/remindingCan perform the tasks of Piccadilly Circus with some extra help from classmates, jogs ball over to another after some looking around, usually remembers to sit after passing the ballMost | Students could do/try toParticipates in the games and follows the rules without the need of promptingCan perform the tasks of Piccadilly Circus with little to no help, runs ball over to another quickly, sits immediately after passing the ballFew/Challenge |

**STAGE 3: Learning Plan**

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

|  |
| --- |
| -Gymnasium space-Whistle-Timer (phone)-2 different coloured foam balls |

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

|  |
| --- |
| -Before leaving for gym remind students of how to be safe in the gym (when running looking where they are going, trying to avoid running into anyone, watching out for the volleyball nets, when tagging someone to use gently hands; no slapping/hitting, pass the ball and not throwing in Piccadilly Circus)-Have students do short warmup activity first and then explain next activity (Secret Agent Tag then Piccadilly Circus)-Have students sitting while giving instructions-Take time to ask if there are any questions throughout-When time to leave ask students to line up based on what they are wearing (Ex. If you are wearing blue please line up etc.)-Sanitize two balls before leaving the gym, and put away in storage room-Sanitize hands before leaving the gym |

**Lesson Development:**

|  |  |
| --- | --- |
|  |  |
| **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** -Tell students we will be doing an activity in the gym today!-Explain to students that I will tell them the activities we will be doing when we are in the gym, but to start we will be beginning with our warmup-Remind students of how to be acting safely in the gym: when running looking where they are going, trying to avoid running into anyone, watching out for the volleyball nets, when tagging someone to use gently hands - no slapping/hitting, pass the ball and not throwing in Piccadilly Circus-Ask students to line up at the door, we will sanitize our hands before leaving | **Students will** -Listen and be reminded of how they should be acting in the gym-Line up at the door when asked, ready to sanitize their hands before leaving for the gym | 2 mins. |

|  |  |
| --- | --- |
| **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** -Ask if there are any students that need to change into their gym shoes to please go and do so and re-join the line or meet us in the gym-Sanitize all students hands before leaving the class -Walk students to the gym-Once in the gym instruct students to begin their warmup – remind them that the grade 3’s run on the far side and the grade 2’s run on the closest side to the door (remind students to keep their head up and watch out for the volleyball nets and fellow students)-After a couple of laps blow whistle once to indicate they all need to freeze! (students know 1 whistle blow means freeze and 2 whistle blows means to sit down where they are)-Tell the students their task; could be to skip, jump on leg, skip backwards, bunny hop, crab walk, etc.-Blow whistle one time again to give them second task-Blow whistle again to give them third and final task (students know that they need to get through 3 tasks to move on from their warmup into their games) (students don’t proceed onto next tasks if when whistle is blown they are not frozen and quiet)-After warmup blow whistle 2 times to have students sit-Tell students we will now be playing Secret Agent Tag-Remind students of the rules: There are 3 roles in this game of tag; 2-3 “Bad Guys”, 2-3 “Secret Agents”, and the remaining are “Citizens”. The Bad Guys will run around tagging people. If you are tagged you have to sit down. The only way you can be brought back into the game is if a Secret Agent comes and tags you on the shoulder. Carefully though, because the Secret Agents can also be tagged! If the Secret Agents all end up being tagged and are sitting, then the round is over. Choose new roles and play again!(remind students to keep their head up while running, looking where they are going, to tag nicely i.e. no hitting or slapping to tag, and to watch out for the volleyball nets)-Ask students if they have any questions about the game-Tell the students that I will be choosing who the Bad Guys and Secret Agents are by tapping them. If I tap them once then they are a Bad Guy and if I tap them twice then they are a Secret Agent-Instruct the students to space out around the gym and lay on their stomachs with their eyes closed and their hands around their heads. This is so that they don’t see who the teacher taps-After the roles have been given invite students to stand up and begin the game-After allotted time for Secret Agent Tag, invite students to all come sit around me-Once all students are seated tell them we will now be playing Piccadilly Circus and ask them to form the best circle they can-Re-explain the rules quickly to the students as a reminder:We will start with one ball first. The person with the ball will run to another person in the circle and hand them the ball (not throw!). The person that receives the ball will now run to a new person in the circle to give the ball to, and the other person will take their spot and sit down. We will continue this until the last person gets the ball and has to run and sit in the center of the circle for the timer to be stopped. The only other rule is that you can not pass the ball to someone right beside you. -Ask if there are any questions-Remind students that their last time was 41 seconds and challenge them to try and beat this!-Give ball to someone in the circle and tell them to start-Pause the timer when the last person sits in the middle-Continue playing with one ball for 1-3 rounds before moving on to next level-Tell students we will now be adding the second ball to the game-remind students how to play with 2 balls (orange and blue):You are still passing the ball off to someone else in the circle and taking their place BUT you do not sit down until you have touched/passed both of the balls! This means that you need to be telling each other what colour you need. Once the last two people have received the right balls they both run to the middle of the circle and sit down.-Ask if there are any questions-Remind students of the sing language we learned to signal blue and orange-Tell students that last time we finished with a time of 1:13-Challenge students to try and beat this time!-Hand 2 students the balls and tell them to start!-Begin timer-After the round tell students their time-Continue playing for 1-3 rounds (depending on time)-Collect the 2 balls from students-Tell students to remain sitting, and they can line up when they hear me say a colour that they are wearing-Sanitize students’ hands before leaving the gym-Sanitize the balls and put away before leaving the gym-Walk back to the classroom | **Students will** -Ask any questions they may have before leaving-Go out and change into good gym shoes (if needed) and rejoin the line or meet class in the gym-Have hands sanitized before leaving the class-Walk in line to the gym, quietly-Once in the gym will begin their warmup as instructed; grade 3’s run in laps on the far side and grade 2’s run in laps on the close side-Listen as the teacher blows the whistle once and freeze in current spot-Listen as they are given a task to do; could be to skip, jump on leg, skip backwards, bunny hop, crab walk, etc.-Continue to do this task in laps -Listen as teacher blows whistle again; stop and freeze-Listen to second task given and begin to do this-Listen as whistle is blown again for a third time, freeze, listen to next task, do this-Know: they need to get through 3 tasks to move on from their warmup into their games, and students don’t proceed onto next tasks if when whistle is blown they are not frozen and quiet-Listen as the whistle is blown twice and sit down as quickly as they can-Listen as the teacher instructs students that they will now be playing Secret Agent Tag-Be reminded of the rules, ask any questions they may have in regard to the game-Understand that if the teacher taps your head/shoulder once then you are a Bad Guy, if she taps you twice you are a Secret Agent, and if she doesn’t tap you then you are a Citizen-Space out around the gym with their heads down and eyes covered as instructed; no talking-Pay attention to if they are tapped or not (know their role; Bad Guy, Secret Agent, or Citizen)-Stand up when instructed and begin the game-Bad Guys: run around tagging others, looking to figure out who the Secret Agents are so they can tag them all to win the game-Secret Agents: run around looking for classmates that are tagged and therefore sitting to tap and bring back into the game-Citizens: run around trying not to get tagged-After playing game for some time, hear teacher count down or whistle to signal end of the game-As teacher instructs them, come over to teacher and sit down-Move into a circle formation-Listen as the teacher reexplains the rules quickly, ask any questions they may have regarding the game-Remember that their last time for 1 ball was 41 seconds-If handed the ball by the teacher take it and begin the game once instructed-If handed the ball run it over to another classmate, take their place in the circle and sit down, wait until everyone is sitting and the timer has been stopped-Listen as the teacher announces their time, and try to beat that time next round!-Continue to play a few rounds as instructed-Listen as the teacher explains that they will now be moving up a level and have 2 balls being used (one orange and one blue)-Listen as the teacher reexplains the rules to play the game with 2 balls-Ask any remaining questions for the game-Practice the sign language learned and used to signal that you need the colour blue and orange-Listen as they are reminded of their last time of 1:13-If handed the ball by the teacher take it and begin the game once instructed-If handed the ball run it over to another classmate, take their place in the circle, wait to be handed the other coloured ball you have not received yet, hand this ball off to a new classmate, take their place in the circle and sit down (when have passed both colours of balls), wait until everyone is sitting and the timer has been stopped-Listen as the teacher announces the new time-Continue playing for 1-3 rounds as instructed-Understand that they will now be done in the gym-Hand the 2 balls to the teacher as asked-Sit down and wait for a colour they are wearing to be called before lining up at the door-Have hands sanitized before leaving the gym-Walk back to the classroom | 4 min.5 min.8 min.8 min.3 min. |

|  |  |
| --- | --- |
| **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** -During the warmup ask students to do the tasks to the best of their ability and to have fun!-Remind students to be mindful of their actions and to look where they are going to avoid collisions-Encourage students to run quickly to avoid being tagged and to try and beat their previous times-Remind everyone to try and figure out who is who in Secret Agent Tag – this will help them tag or un-tag the right people, and who to steer clear of-Piccadilly Circus: challenge students to work together to beat their times | **Students will** -Demonstrate good spatial awareness, keeping their head up while running-Do warmup activities to the best of their ability -Bad Guys: Try to figure out who the other Bad Guys are to work together. Try to figure out who the Secret Agents are so they can tag them and prevent them from freeing others-Secret Agents: Try to figure out who the other Secret Agents are so they can help keep them in the game. Try to figure out who the Bad Guys are so they don’t save them.-Citizens: try to figure out who the Bad Guys are so they can avoid getting tagged-Piccadilly Circus: try to help each other to finish the round as quickly as possible-Use hand gestures/sign language/talking to communicate what balls they do/don’t need  | Throughout |

|  |  |
| --- | --- |
| **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** -Stop the game while the students are having fun – end it on a high so that they will be excited to play it again in the future-Tell students that next time maybe we can take Piccadilly Circus up to the next level and add a third ball to the game!-Ask students to line up at the door and sanitize their hands-Thank students for all their effort today and their great behaviour – this makes PE fun for everyone! | **Students will** -Stop playing as instructed, listen to next instructions-Finish up their time in the gym, line up at the door, and sanitize their hands  | 3 mins. |

**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?*

|  |
| --- |
|  |

Lesson Planning Guide (adapted from Thompson Rivers University)

*The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.*

***Rationale****: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

***Curricular Connections:***

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. ***Big ideas*** *capture the “big picture” or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND.* ***Curricular competencies*** *are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The* ***learning standards for content or concepts*** *are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.*

***Learning Intentions:*** *How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.*

***Prerequisite Concepts and Skills:***  *What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

***Materials and Resources /References*** *List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g.read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.*

***Differentiated Instruction (DI): (accommodations):*** *How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP’s?*

***Assessment and Evaluation:*** *Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.*

***Organizational/Management Strategies:*** *Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

***Aboriginal Connections / First Peoples Principles of Learning:***  *Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

###### Lesson Activities/Structure:

***Connect****: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*

***Process****: What sequence of activities will the student’s experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*

***Transform****: How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

***Closure:*** *How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”*

***Reflections****: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else***?**