# Bachelor of Education (Elementary) &

# Bachelor of Education (Secondary) STEM

# Lesson Plan

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| **Lesson Title:** | PE Games | **Lesson #** | 2 | **Date:** | July 14th, 2022 |
| Name: | Muyang Sun | Subject: | Physical and Health Education | Grade(s): | 5/6 |

Rationale:

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| Students need to utilize various abilities and strategies to participate in the PE games and try to win the games. This lesson is important in students’ growth to offer them the opportunity to do some movements, develop their spatial awareness and practice their reaction, strategy and coordination. |

Core Competencies:

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| Communication | Thinking | Personal & Social |
| * Communicating * Students have the opportunity to communicate with the teacher to clarify their confusions about the game rules * Students can communicate with their peers to discuss the strategy to win the “Dangerous Dogs” and the “Animal Tag” games * Collaborating * Students need to work together with their peers to think of strategies and try to win the “Dangerous Dogs” and the “Animal Tag” games | * Critical thinking * Students need to think critically to comprehend the strategy that their opponents use in the games and come up with new strategies to win the game * Creative Thinking * Students need to think creatively to come up with strategies to win the games | * Personal awareness and responsibility * Each student can ask questions about the game rules but keeping quiet and listening respectfully to the speaker when it is not their own turn to ask. This ensures the collective well-being * Positive personal and cultural identity * Students are able to find out their strengths and practice their various skills and abilities * Social awareness and responsibility * Students build relationships with each other in discussions, contribute to the discussions with different ideas, come up with strategies to try to win the “Dangerous Dogs” and the “Animal Tag” games that require critical thinking skills together and value the diversity in this learning community after learning more about each other’s strengths and etc. |

Big Ideas (Understand)

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| Grade 5:   * Daily physical activity enables us to practice skillful movement and helps us develop personal fitness. * By playing the games in this lesson, students get the chance to do some movements, practice various abilities and skills in different games and develop their fitness. * Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle. * Students love playing PE games and by getting themselves engaged in these games, they start to form a positive and active lifestyle. * Developing healthy relationships helps us feel connected, supported, and valued. * Students are able to feel included in this learning community and a sense of belonging by building health relationships with their peers.   Grade 6:   * Physical literacy and fitness contribute to our success in and enjoyment of physical activity. * Students can have fun in playing the PE games and win different games in this lesson by utilizing their fitness skills and abilities. * Learning about similarities and differences in individuals and groups influences community health. * By learning more about each other’s strengths, personalities and etc., students are able to learn to value the similarities and celebrate the differences in the class. This ensures the collective wellbeing. |

Learning Standards

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| (**DO)** | (**KNOW)** |
| Learning Standards - Curricular Competencies | Learning Standards - Content |
| * Grade 5: CC1, CC2, CC4, CC6 * Grade 6: CC1, CC2, CC4, CC6 | * Grade 5: C2, C4 * Grade 6: C2, C4 |

Instructional Objectives & Assessment

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| Instructional Objectives (students will be able to…) | Assessment |
| * SWBAT demonstrate their abilities in movements of hands and feet * SWBAT react quickly, think of strategies and demonstrate their coordination to win the “Dragon Tails” game * SWBAT do some creative movements | **What:** Warm-Up Game (Dangerous Dogs) (assessment FOR learning)  **How:** The teacher can gain information about students’ abilities in movement of hands and feet. She might adjust her later lesson activities accordingly.  **What:** Main Game (Dragon Tails) (assessment FOR learning)  **How:** The teacher can gain information about students’ reaction ability, creative and critical thinking ability and coordination. She might adjust her later lesson activities accordingly.  **What:** Tag Game (Animal Tag) (assessment FOR learning)  **How:** The teacher can gain information about students’ reaction and movement abilities. She might adjust her later lesson activities accordingly. |

Prerequisite Concepts and Skills:

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| * Students need to have developed communication skills to discuss with their peers and share their ideas * Students need to be able to think critically and creatively to comprehend their opponents’ strategy and come up with their own strategy to win the game * Students need to be able to listen to the speaker quietly, carefully and respectfully without interrupting others * Students need to be able to do some creative movements * Students need to have some basic spatial awareness * Students need to be able to react quickly * Students need to have some basic coordination abilities |

Indigenous Connections/ First Peoples Principles of Learning:

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| * First Peoples Principles of Learning * Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors: In this lesson, students are able to explore their own strengths. * Learning involves patience and time: This lesson will last for 45 minutes and it really takes time to see learning happen. During the learning process, students need to keep patient so that there is a chance for them to explore further and gain new understandings about the topics of this lesson. * Learning requires exploration of one’s identity: Students need to explore their own identity throughout the lesson, including learning about their strengths. * Circle of Courage * The “belonging” quadrant in the Circle of Courage can be seen in this lesson. Students are able to communicate with each other, discuss about their thoughts and share their ideas. This can make students feel that they are all included in this learning community. Therefore, they can feel the sense of belonging easily. * The “independence” quadrant in the Circle of Courage can be seen in this lesson. Students work independently to play in the games. They have the opportunity to think of strategies alone and make individual decision. |

Universal Design for Learning (UDL):

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| 1. MULTIPLE MEANS OF REPRESENTATION – I provide for multiple means of representation in this unit in the following ways:  * Teacher talks in the lesson to offer students an opportunity to learn by listening * Teacher shows students the layout of the game in the gym when she explains the rules  1. MULTIPLE MEANS OF ACTION AND EXPRESSION – I provide multiple means of action and expression in this unit in the following ways:  * Students can speak out their ideas individually * Students can share their thoughts with their peers * Students can share their ideas with the entire class * Students can move around to participate in the various games  1. MULTIPLE MEANS OF ENGAGEMENT – I provide multiple means of engagement in this unit in the following ways:   **Auditory:**   * Teacher talks to introduce the topic for the lesson * Students have the opportunity to discuss and share their ideas * Students have the opportunity to listen to their peers’ questions about the game rules   **Visual:**   * Students have the opportunity to observe the game layout in the gym   **Kinesthetic:**   * Possible movement can be included by going from the gym floor to the playing area in the gym * Students have the opportunity to constantly move in the various games |

Differentiate Instruction (DI):

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| * Teacher will instruct and explain the game rules in front of all the students to fulfill the needs of the students who are having difficulties in seeing and hearing * Students who are having difficulties in seeing and hearing will be placed in a position that is close to teacher * Students who are having mental disabilities can choose not to participate in a specific activity if they are not feeling comfortable * Teacher will pay more attention to the students who are having learning difficulties and offer support when they need it |

Materials and Resources

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| * 3 rubber balls * 52 pinnies (dragon tails) * 4 hula hoops |

Lesson Activities:

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| Teacher Activities | Student Activities | Time  (45 min) |
| Introduction (anticipatory set – “HOOK”):  **Warm-Up Game (Dangerous Dogs):**   * Ask students to gather and sit in front of the teacher * Tell students “We are going to start today’s PE Games lesson by playing a warm-up game first.” * Tell students that the warm-up game is called “Dangerous Dogs” * Explain the rules of the game to students (i.e. Select 3 Hunters and they are the taggers. Hunters can run and carry rubber ball. All of the other students are dangerous dogs. Dangerous dogs move on their hands and feet. If a Dangerous Dog gets hit by a rubber ball, then they become frozen and must freeze. A dangerous dog can free a dangerous frozen dog by crawling under the gap between the hands and feet. Play until all dogs are caught or until the end of the time limit.) * Ask students if they have any questions about the game * Clarify confusions * Select the 3 Hunters * Have students start the game | **Warm-Up Game (Dangerous Dogs):**   * Students gather and sit in front of the teacher * Listen to the teacher carefully * Ask questions that they still have about the game * Listen to the teacher’s clarifications carefully * Volunteer to be the Hunters * Start the game | 10 min |
| Body:  **Main Game (Dragon Tails):**   * Ask students to gather and sit in front of the teacher * Tell students “We are going to play the main game next.” * Tell students that the main game for today is called “Dragon Tails” * Give every student 2 pinnies (dragon tails) * Ask students to tuck their dragon tails into their shorts/trousers. Tell students that it must be clearly visible * Explain the rules of the game to students (i.e. Students work individually to protect their dragon tails from others and at the same time take other students tails. If a student loses their tail, they are out of the game. If students take tails, they can keep them as extra lives. Students are not allowed to touch their own tails once the game starts.) * Ask students if they have any questions about the game * Clarify confusions * Have students start the game | **Main Game (Dragon Tails):**   * Students gather and sit in front of the teacher * Listen to the teacher attentively * Tuck their pinnies (dragon tails) into their shorts/trousers and make sure it is clearly visible * Listen to the teacher attentively * Ask questions that they still have about the game * Listen to the teacher’s clarifications carefully * Start the game | 25 min |
| Closure:  **Tag Game (Animal Tag):**   * Place 4 hula hoops at the 4 corners of the play area * Ask students to gather and sit in front of the teacher * Tell students “We are going to finish today’s lesson by playing a tag game.” * Tell students that the tag game is called “Animal Tag” * Explain the rules of the game to students (i.e. At the start of the game, designate four hula hoops as “animal cages” and choose a player to be the “zookeeper”. The “zookeeper” must round up all of the animals and put them into cages by tagging them. Choose another player to be the “monkey” who is capable of unlocking cages and releasing the animals they contain. The other players are placed into 4 groups of animals: kangaroos, horses, cheetahs and bears. Each type of animal can only move a certain way: kangaroos can only hop, horses can only prance, cheetahs can only sprint ad bears can only scramble on all fours. The animals are all lose at the start of the game and the “zookeeper” needs to try best to get them into their cages. Meanwhile the “monkey” keeps running around to release everyone.) * Ask students if they have any questions about the game * Clarify confusions * Have students start the game * Make sure all the equipment is properly stored | **Tag Game (Animal Tag):**   * Students gather and sit in front of the teacher * Listen to the teacher attentively * Ask questions that they still have about the game * Listen to the teacher’s clarifications carefully * Start the game | 10 min |

Organizational Strategies:

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| * Get students involved in the warm-up game to engage them into this lesson * After each game, teacher will keep a calm voice to set the tone again * After returning back to the teacher from the play area, students will be asked to listen carefully |

Proactive, Positive Classroom Learning Environment Strategies:

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| * Teacher is positive and excited to talk about the various games * Teacher will say “class, class, class” in order to bring students’ attention back to teacher and students will respond “yes, yes, yes” * Praise all speakers * Encourage shy students to share their ideas * Stating the rules before the class begins: when the teacher is explaining the game rules, all the students should sit quietly and listen to the speaker attentively and they can only speak once they are called upon |

Extensions:

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| * The teacher can modify the rules of the games to meet the needs of the students in her classroom * Other fun warm-up games (Pizza Knock Down, Kings and Queens: Rock, Paper, Scissors) can be included in later PE games lessons * Other fun main games (Cops and Robbers, Tom and Jerry) can be included in later PE games lessons * Other fun tag games (e.g. zombie tag, witches’ candy) can be included in later PE games lessons |

Reflections (if necessary, continue on separate sheet):

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| * The lesson has not been taught yet * It is difficult to predict how students will respond to each game in this lesson * After each game, students might get too excited to focus on the next learning task * The main game, “Dragon Tails” might be the most successful and exciting part of the whole lesson because students have the opportunity to think of strategies, comprehend their opponents’ strategies and react quickly. Also, students can move around frequently and demonstrate their coordination. In this way, students will be able to improve their fitness level and critical thinking skills * I need to improve my skills in assigning time limit for each lesson activity and I believe that practice makes perfect |