

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Forest Tag Games Lesson # 1 Date: Oct 21, 2019
 Name: Melissa Green & Rachel Paeth Subject: Physical Education Grade(s): 2/3

Rationale:

This lesson is important because students will benefit from engaging in physical activity outside in a natural environment. Students will work on self-regulation while doing a familiar activity in an unfamiliar setting.

Core Competencies:

Communication - Communicating	Thinking	Personal & Social - Personal Awareness and Responsibility
- Connecting and engaging with others		- Self-regulation

Big Ideas (Understand)

Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies <ul style="list-style-type: none"> Develop and demonstrate safety, fair play, and leadership in physical activities. 	Learning Standards - Content <ul style="list-style-type: none"> Proper technique for fundamental movement skills, particularly locomotor. How to participate in different activities, particularly games.

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> "Follow the leader" during the warm-up and cool-down, participating in locomotor skills. Participate in the games of tree tag and frog tag, following all the expectations. 	<ul style="list-style-type: none"> Pay attention to student participation. Monitor that students are following all the expectations.

Prerequisite Concepts and Skills:

- Students know the expectations for when physical education class is taking place outside. They are familiar with the space and have participated in outdoor classroom activities previously.
- Boundaries are known and marked within the forested area.

Indigenous Connections/ 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. This lesson engages learning in nature.

Universal Design for Learning (UDL):

- Provide activity instructions both verbally and through demonstration.
- Oral sharing with partner and/or class will engage auditory learners.
- Movement and activity will engage kinesthetic learners.

Differentiate Instruction (DI):

- Students who are less inclined to participate will receive more support, guidance and encouragement.
- Students with an abundance of energy may be chosen to be “it” more than other students.

Materials and Resources

- The forested area is adjacent to the school property with marked boundaries.
- Whistle.

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <ul style="list-style-type: none">- Introduce the physical education class by telling the students that we will be going outside into the forested area near the school.- Ask students “what is something that you might see in the forest today?” Students share their answers with the partner next to them.- After one minute teacher calls the attention of students and asks students to raise their hands to share their answer. Teacher calls on three students.- Review expectations of the outdoor physical education class and safety “in the forest.”	<ul style="list-style-type: none">- Students are listening attentively.- Students share with their partner next to them.- Students raise hands if they have something to share.- Students are listening attentively.	5 min.
<p>Body:</p> <p><u>Warm Up</u></p> <ul style="list-style-type: none">- Have students line up at the door behind the teacher.- Lead the students in “follow the leader” as a way of warming up. Including movements such as: arm circles, marching, hopping, skipping, walking backwards, running, jumping, arm stretches, neck movements, etc. <p><u>Explanation and Development</u></p> <ul style="list-style-type: none">- Explain to students that we will be playing tree tag within the set boundaries of the forest space.- Share with students that when they’ve been tagged they are to stand like a tree and to be freed someone has to water your “roots”.- Choose three students to demonstrate the components of tree tag: a person who is “it”, what happens when you’re tagged and how to be freed.- Ask if there are any questions.- Select three students to be “it”. <p><u>Practice and Application</u></p> <ul style="list-style-type: none">- Students who are not “it” are given a five second head start.	<ul style="list-style-type: none">- Students line up respectfully.- Students copies what the teacher does.- Students are listening attentively.- Students raise their hand if they have a question.- Students begin to run and play tag in the forest.	7 min. 3 min.

<ul style="list-style-type: none"> - Tag begins! - Change students who are “it” every three minutes or so depending on energy levels. - Mid-way through the activity time blow the whistle twice to gathering students together. - transition to “frog tag”. - Choose three students to demonstrate the components of frog tag: a person who is “it”, what happens when you’re tagged (crouch down) and how to be freed (someone has to leap like a frog over you). - Select three students to be “it”. - Students who are not “it” are given a five second head start. - Tag begins! - Walk through the forest as the students are playing tag, supporting, supervising and monitoring. - After ten minutes blow the whistle twice and gather students. 	<ul style="list-style-type: none"> - When the whistle blows students freeze and gather at the starting place. - Students begin to run and play tag in the forest. - When the whistle blows students freeze and gather at the starting place. 	<p>15 min.</p>
<p>Closure: <u>Cool Down</u></p> <ul style="list-style-type: none"> - Students follow the special helper back to class playing “follow the leader” in the same way as they arrived at the forest. - Once back at the school entrance students are asked to give a thumbs up if they saw what they predicted they might see in the forest. 	<ul style="list-style-type: none"> - Students follow the leader. - Students put their thumbs up if they saw what they predicted they’d see in the forest. 	<p>5 min.</p>

Organizational Strategies:

- Teacher calls students by name to line up at the door for going outside.
- When the class arrives at the forest the teacher designates a meeting spot for when the whistle is blown twice.

Proactive, Positive Classroom Learning Environment Strategies:

- Teacher will encourage those students who are hesitant about participating.
- Teacher will verbally acknowledge students who are demonstrating warm-up exercises properly.

Extensions:

- Further games of “forest tag” can be developed used different nature themes.
- Tree and frog tag could be incorporated or connected to a unit in science.

Reflections (if necessary, continue on separate sheet):

I would complete a reflection following the lesson.