

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Unit Plan Template

Unit Title: <u>Minor Games Unit: Locomotive</u>	Number of Lessons: <u>7</u>	Time (in weeks): <u>TBD</u>
Name: <u>Melissa Green</u>	Subject(s): <u>Physical and Health Education</u>	Grade(s): <u>Kindergarten</u>

Rationale

This unit is important because it teaches students different forms of running and provides the time and space for exploration and learning of the taught running forms. Students are building healthy patterns of daily physical activity, learning how to play fairly and collaboratively, and reflect on their body’s reaction to physical activity.

Overview:

This unit focuses on the locomotive skill of running and introduces different running forms including jogging, sprinting, forwards, backwards, and sideways through minor games focusing on tag. Throughout the lessons students will engage in warm-up exercises, demonstration and practice, a game, cool-down, and wrap-up/reflection. This unit uses minimal materials and can all be taught outside with no, or minor (depending on outdoor space), adaptation.

***As this unit is anticipated to be taught outside, students (and teachers!) will be in “winter outdoor gear.” In light of this, some students may be uncomfortable running in their gear which will need to be honoured and supported and at times suggestions for alternative ways of participating and/or encouragement from the teacher.*

CORE COMPETENCIES

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> • <i>Communicating</i> Through this unit students are connecting and engaging with their peers and the teacher as they learn, play fairly, follow directions, and reflect with one another. • <i>Collaboration</i> During some games students are working collaboratively to reach a common goal and engage in ongoing skill development. Students will be modeled and taught how to support group interactions through the unit and focus on supporting one another and being a good team player. 	<ul style="list-style-type: none"> • <i>Creative Thinking</i> In certain games students will create together ways to solve a problem in the game and strategies to reach a goal. • <i>Critical Thinking & Reflective Thinking</i> Students will have opportunities throughout this until to reflect on their experiences during the lesson and on how their body felt during certain activities. 	<ul style="list-style-type: none"> • <i>Personal awareness and responsibility</i> Students engage in self-regulations throughout physical education lessons and take responsibility for their choices and actions. Students will be guided and supported in reflecting on how staying active connects to their overall well-being. • <i>Positive personal and cultural identity</i> Through opportunities to reflect, students will be able to acknowledge the strengths and abilities they bring to class alongside the areas they are still developing. • <i>Social awareness and responsibility</i> Students will be modeled and encouraged to be aware of and respectful of others’ needs and feelings, especially when students

		are invited to reflect on their experiences in the lesson. We will talk about valuing the diversity that is brought to games, varied skillsets, etc. Problems that arise during games and activities will be opportunities for learning how to resolve problems in a healthy and respectful way. Since this unit is being taught outside, caring for and respecting the environment we are learning in and playing on will be essential.
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BIG IDEAS

(multiple subject areas for integrated unit)

Subject Name: Physical Education

Daily physical activity helps us develop movement and skills and physical literacy, and is an important part of healthy living.

LEARNING STANDARDS

Curricular Competencies	Content
CC1: Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments CC2: Describe the body's reaction to participating in physical activity in a variety of environments CC3: Develop and demonstrate safety, fair play, and leadership in physical activities CC4: Participate daily in physical activity at moderate to vigorous intensity levels	C1: Proper technique for fundamental movement skills C2: How to participate in different types of physical activities: games

Prerequisite Concepts and Skills:

- Students are familiar with outdoor learning and expectations
- Students are familiar with responding to the whistle being blown
- Students have knowledge of body parts (for "head and shoulders" etc)
- Students are able to echo/repeat instructions and actions as invited
- Students have basic understanding of movements such as: running, jumping, turning, reaching, stretching, etc

Teacher Preparation Required:

Lesson #	Teacher Preparation Required (See Unit Plan Sample)
Lesson 1	• Gather Cones
Lesson 2	• Gather pinnies and cones
Lesson 3	• Gather speaker and have music cued on phone • Gather cones
Lesson 4	• Gather cones
Lesson 5	• Gather speaker and have music cued on phone • Gather cones

Lesson 6	• Gather pinnies and cones
Lesson 7	• Gather cones

Cross-Curricular Connections:

Some games in this unit include connections to animals and nature making a connection with science education.

Aboriginal 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 physical education unit supports students in their well-being and overall health. They engage in making healthy and active living choices and are encouraged to have a positive outlook about their skills, development, and strengths. Outdoor learning both takes students into the natural environment and into the wider community where they are learning and make connections.

Universal Design for Learning (UDL)

- Engagement of auditory learners through verbal instructions
- Engagement of visual learners through visual examples by the teacher
- Engagement of kinesthetic learners by having skills and instructions repeated/demonstrated by students
- Skills will be scaffolded and given time for practice

Differentiated Instruction (DI):

None at this time - may be expanded upon based on children’s needs in the classroom. This will connect directly to students’ individual needs and/or IEP’s.

Overview of Lessons:

Lesson 1

Name & Time (Minutes Allotted):	Fire “safety” tag (30 minutes)
Learning Standards: Curricular Competencies	CC1, CC4
Learning Standards: Content	C1, C2
Instructional Objectives	TSWBAT follow their partner’s movements. TSWBAT practice and learn proper running skills.
Assessment:	Formative <i>as</i> learning What: Follow your partner How: Students are learning from one another as they copy each others movements. Formative <i>as</i> learning What: Demonstration/copying/practice running How: Students are engaging in running skill development and with the teachers support is developing, practicing, and becoming more confident in the skill.
Teaching Strategies:	Demonstration, repeating, games, reflection
Materials:	Cones, whistle
Lesson Activities:	
Introduction/Hook:	Warm-Up: Follow your partner Review safety rules for the day.

Body:	Demonstration: Basic Running - jogging vs. sprinting Practice: Running on the Spot Game: Fire “safety” tag
Closure:	Cool Down: Body stretches Wrap-Up: “What special movements do we need to remember when running?”

Lesson 2

Name & Time (Minutes Allotted):	Hot & Cold Tag (30 minutes)
Learning Standards: Curricular Competencies	CC1, CC4
Learning Standards: Content	C1, C2
Instructional Objectives	TSWBAT show basic running technique (arms, head, jogging vs. sprinting)
Assessment:	Formative <i>for</i> learning What: Running practice and running during game How: Teacher will observe and provide feedback to individual students as needed. Teacher will adapt upcoming lessons as needed.
Teaching Strategies:	Review and practice, repeating, games
Materials:	Pinnies (blue and yellow/red), cones, whistle
Lesson Activities:	
Introduction/Hook:	Warm-up: Animal locomotion Review safety rules for the day.
Body:	Review and practice: jogging vs. sprinting Game: Hot and Cold tag
Closure:	Cool Down: “Child’s pose” breathing

Lesson 3

Name & Time (Minutes Allotted):	Tent Tag (30 minutes)
Learning Standards: Curricular Competencies	CC1, CC2, CC3, CC4
Learning Standards: Content	C1, C2
Instructional Objectives	TSWBAT follow directions for Tent Tag and demonstrate fair play. TSWBAT share how they felt when they were running.
Assessment:	Formative <i>as</i> learning What: Tent Tag How: Students will learn from one another as they play the game and demonstrate fair play. Formative <i>for/as</i> learning What: Wrap-Up question How: Teacher will listen to responses and students will listen to each others responses, learning from one another.
Teaching Strategies:	Demonstration, repeating, games, reflection
Materials:	Cones, music, whistle
Lesson Activities:	
Introduction/Hook:	Warm-Up: Octopus Tag Review safety rules for the day.
Body:	Demonstration: Running Practice: Jogging around the space Game: Tent Tag
Closure:	Cool Down: Simon says “stretching” Wrap-Up: “How did you feel when you were running today?”

Lesson 4

Name & Time (Minutes Allotted):	Cross the Ocean! (30 minutes)
Learning Standards: Curricular Competencies	CC1, CC3, CC4
Learning Standards: Content	C1, C2
Instructional Objectives	TSWBAT follow basic instructions and repeat actions as invited. TSWBAT follow the game directions while demonstrating safety and fair play.
Assessment:	Formative <i>for</i> learning What: Hokey Pokey & Body stretches How: Teacher will observe students listening and repeating Formative <i>for</i> learning What: “Cross the ocean!” tag How: Teacher will observe and provide support to students as needed. Teacher will adapt future lessons to provide further teaching in needed areas based on observations.
Teaching Strategies:	Demonstration, repeating, singing, reflection, game
Materials:	Whistle, cones
Lesson Activities:	
Introduction/Hook:	Warm-Up: Hokey Pokey Review safety rules for the day
Body:	Review and practice: running Game: Cross the ocean!
Closure:	Cool Down: Body stretches Wrap Up: Was it easy or difficult to not get tagged by a shark?

Lesson 5

Name & Time (Minutes Allotted):	Crows and Cranes (30 minutes)
Learning Standards: Curricular Competencies	CC1, CC3, CC4
Learning Standards: Content	C1, C2
Instructional Objectives	TSWBAT show proper technique while “running fast” TSWBAT engage in slowing their bodies and breathing down during the “cool down”
Assessment:	Formative <i>as/for</i> learning What: Demonstration and practice of “running fast” How: Teacher will observe and provide feedback; students are learning as they engaging in the skill development lesson Formative <i>as/for</i> learning What: Swan Dive Breathing Stretch How: Teaching will observe students ability to follow directions while students are engaging this learning as they participate
Teaching Strategies:	Demonstration, repeating, games, reflection, partner copying
Materials:	Whistle, cones, music, speaker
Lesson Activities:	
Introduction/Hook:	Warm-up: Follow your partner Review safety rules for the day.
Body:	Demonstration: Running fast Practice: Running fast Game: Crows and crane

Closure:	Cool Down: Swan Dive Breathing Stretch Wrap-Up: What did running fast remind you of?
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Lesson 6

Name & Time (Minutes Allotted):	Red Light, Green Light (30 minutes)
Learning Standards: Curricular Competencies	CC1, CC2, CC4
Learning Standards: Content	C1, C2
Instructional Objectives	TSWBAT run forwards, sideways, and backwards TSWBAT reflect on which ways of running were easiest and most difficult.
Assessment:	Formative <i>as</i> learning What: Demonstration and practice of different ways of running How: Students are learning as they engage in the demonstration and practice, teacher will provide individual support as needed Formative <i>for</i> learning What: Wrap-Up reflection question How: Teacher will listen and acknowledge students responses.
Teaching Strategies:	Demonstration, practice, game, reflection
Materials:	Cones, pinnies, whistle
Lesson Activities:	
Introduction/Hook:	Warm-up: Colour tag Review safety rules for the day.
Body:	Demonstration: Running forwards, sideways, backwards Practice: running rectangles Game: Red light, green light
Closure:	Cool Down: Starfish stretch and breathing Wrap-Up: Which way of running was easiest for you? Hardest for you?

Lesson 7

Name & Time (Minutes Allotted):	Cross the Pond (30 minutes)
Learning Standards: Curricular Competencies	CC1, CC2, CC3, CC4
Learning Standards: Content	C1, C2
Instructional Objectives	TSWBAT show different running skills: forward, jogging, sprinting, sideways, backwards TSWBAT reflect on how their body felt during different parts of the lessons.
Assessment:	Summative <i>of</i> learning What: Cross the Pond game How: Teacher will call out different running skills for students to use during the game and observe the form that students have in each skill. Teacher will make observational notes. Formative <i>for/as</i> learning What: Wrap-Up reflection question How: Teacher will listen to student responses and make notes. Students will also hear from one another and learn what their peers reflected about and notice similarities and differences.
Teaching Strategies:	Review and practice, games, reflection
Materials:	Whistle, cones
Lesson Activities:	
Introduction/Hook:	Warm-Up: Animal Locomotion

	Review safety rules for the day.
Body:	Review and practice: running forwards, sideways, backwards Game: “Cross the Pond” using different running skills (forwards, jogging, sprinting, sideways, backwards)
Closure:	Cool Down: Swan Dive Breathing Stretch Wrap-Up: How did your body feel today when you were doing the Animal Locomotion? The “Cross the Pond” game? The “Swan Dive Breathing Stretch?”

Resources:

<https://activeforlife.com/resource/individual-lesson-plans/>
http://www.sasksport.sk.ca/cis/cis_remanual.html

Extensions to Unit:

This unit could be extended to include teaching more locomotor skills including hopping, jumping, skipping. This unit could also expand from the primary focus of tag games/minor games.

Reflections and Revisions

To be completed after unit is taught.