

5- Minute teach lesson plan

Title: Four Corners, by Elisha and Jason	Type of Game: running
	Time required: from 5 to 10 minutes
Rationale: This game requires quick thinking and quick action in order to succeed. They must be able to recall what certain designations refer to and then must be able to run to these places, or affect the appropriate changeup as quickly as possible.	
Required Supplies: No supplies are needed.	
Safety Notes: Those participating must be aware of where the others are, as collisions are possible during their running and during the various changeups.	
Description Four corners. Designate the four corners (or any other part of the gym or space) as a given location: the ocean, the beach, the field, and the mountains in our game. Next add in a changeup, which for us was 'canoe' where everyone went to the middle (you may have them effect the changeup wherever you wish) and two people sat down, one in front of the other and pretended to paddle. There may be many additional changeups added such as 'bear' where you play dead, or 'snake' where you jump into someone's arms. Start the game and when a given place or changeup is called the last to get to the location or effect the changeup is eliminated.	
Adaptation and Application The children who are eliminated may become obstacles or extra places to run to.	
Source: Learned at Daybreak Camp	

5- Minute teach lesson plan

Title: Cat and Mouse		Type of Game: Low organizational chasing game
		Time required: 5 minutes
Rationale:		
To increase cardiovascular endurance and warm up muscles.		
Required Supplies:		
None.		Safety Notes:
		Best to be played in an open space so students can spread out and avoid collisions.
Description		
<ol style="list-style-type: none">1. Standing still in pairs with arms linked, students spread out in open space2. One pair is nominated- one of them is designated to be the mouse, one the cat3. The cat chases the mouse4. When the cat catches the mouse, the mouse becomes the cat and chases the mouse5. The mouse can run over to a pair and link arms with one member- this causes the person standing furthest from the mouse to detach from the pair and become the mouse.		
Adaptation and Application		
To increase difficulty: <ol style="list-style-type: none">1. If the space allows it, get the pairs to spread out more so the mouse has to run further to 'safety'.2. Get the pairs to slowly walk around the open space, avoiding the mouse.		

To decrease difficulty:

1. Get the pairs to stand closer together and not move.

Source: None.

5- Minute Teaching Lesson Plan

Kayla Nobes and Nancy Valiquette

Title: Simon Says	Type of Game: Listen and Interactive				
	Time required: 5 minutes				
Rationale: <ul style="list-style-type: none"> • To work on the children's listening ability and to identify body parts. • Before starting a physical activity children need to have their listening ears on. Simon Says is a quick warm up to grab the children's attention and focus on their listening. 					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th data-bbox="175 642 781 716" style="text-align: left; padding: 5px;">Required Supplies:</th><th data-bbox="781 642 1445 716" style="text-align: left; padding: 5px;">Safety Notes:</th></tr> <tr> <td data-bbox="175 716 781 974" style="padding: 10px; vertical-align: top;"> <ul style="list-style-type: none"> • No supplies needed </td><td data-bbox="781 716 1445 974" style="padding: 10px; vertical-align: top;"> <ul style="list-style-type: none"> • Each child has enough space around them - Identity their personal space </td></tr> </table>		Required Supplies:	Safety Notes:	<ul style="list-style-type: none"> • No supplies needed 	<ul style="list-style-type: none"> • Each child has enough space around them - Identity their personal space
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Description <p>Simon Says</p> <ul style="list-style-type: none"> • Have the children go to one side of the gym <ul style="list-style-type: none"> - Make sure each child is facing the instructor - Make sure each child has enough personal space to do the activity • Do a quick stretch to grab everyone's attention <ul style="list-style-type: none"> - Ask the to reach for the sky, reach for their toes, wiggle to the left and then wiggle to the right • Explain to the children we are going to play Simon Says <ul style="list-style-type: none"> - Explain the rules, so everyone is on the same page (Identify that there are different versions of Simon Says but we will be playing this one) - The teacher will say either an action or a body part and when they say "Simon Says ____" the children do the action/touch the body part, they do not say anything. • The main part of the game is that the teacher is trying to trick you! <ul style="list-style-type: none"> - If the teacher says "Touch ____", "do an action" – without saying Simon Says and the children do the action/touch the body part then the teacher has tricked the student - If the student realized that "Simon Says" was not said they stay in the last position that was said • Make sure the children know that if they mess up, that it is okay and they are able to stay in game. The goal is to see how long you can go without messing up <ul style="list-style-type: none"> - If you do mess up, just start over again! <p>Reverse Simon Says</p> <ul style="list-style-type: none"> • The teacher starts with doing an action 					

- When the action is switched the students do the previous actions that the teacher was doing

- The goal to be very observant and to have some fun with the game

Adaptation and Application

- Before playing the game, show students that it's okay to do alternative moves if they are uncomfortable with the prescribed ones. For example, if they have trouble doing a jumping jack, they can just use their arms instead.
- If students are finding it too easy, the teacher can pick up the pace (especially with reverse-Simon Says). This also gets them moving faster and doing more exercise

Source:

5 Minute Partner Teach Lesson Plan

By: Stephanie Hirose and Christina Ellis

<u>Title</u> : 5 Minute Teach	<u>Type of Game</u> : four warm-up activities
	<u>Time Required</u> : 5 minutes
<u>Rationale</u> : to provide a quick full body warm-up (rationale for participants) , to work on voice projection and proving clear instructions (rationale for 5 minute lesson)	
<u>Required Supplies</u> : none	<u>Safety Notes</u> : modifications were made for each exercise so that all learners can participate, have one person helping classmates while the other person is demonstrating the activity
<u>Description</u> : Activity 1:jumping sideways x10 Activity 2: squats x10 Activity 3: plank (10 seconds) Activity 4: movement plank with partner, x3 each	
<u>Adaptation and Application</u> : Activity 1: jumping sideways over a line ; modification jumping up and down x10 Activity 2: squats ; modification bending down as far as each individual's body will allow x10 Activity 3: plank ; modification using knees instead of feet or to spread feet further apart to spread the weight (10 seconds) Activity 4: movement plank w/ partner - "up and downs" ; modification just crawl out and then back in without bringing yourself down into a plank in the middle part of the movement x3	
<u>Source</u> :	

5- Minute teach lesson plan – By Yena Shin and Shirley Tong

Title: Space Movers	Type of Game: Warm- Up				
	Time required: 5 min.				
Rationale: Students will demonstrate their understanding of open space in an activity where they will actively look for and move into open space while performing various patterns of movement.					
<p>Set Induction: (to ask the class prior to the activity) = facing instructors in semi-circle</p> <p>What is open space?</p> <p><i>Empty areas and space where no one or object occupies.</i></p> <p>Why is finding open space important?</p> <p><i>The more space you have in a game setting, the easier it is to look at surrounding, and have time to make decisions in a game setting. When you are in clusters it makes it more difficult to receive passes and make good decisions under pressure.</i></p> <p>Learning Cues:</p> <ul style="list-style-type: none"> -head up – look for open space -look all around: ahead, behind, to the sides 					
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Gym area with empty gym floor (open space) No additional equipment required	Have students spread out arm’s length away from other students set boundaries- use half of the empty space to keep an eye on all students				
Description					
<ol style="list-style-type: none"> 1. Students moving along court lines on gym floor→ changing various patterns of movement/ stretches e.g. butt kicks, “lunges”, arm circles etc., side step, skipping, shuffling up and down the court 2. When instructor says Go and signals with either a whistle blow or double clap– everyone freezes 3. Instructor will ask them all to point to the nearest open space and change movement pattern (now let’s try butt kicks- keep high looking ahead, knees down and touch your bum with your 					

heels) and ask them to point to open space

4. Instructor may also ask students to close their eyes and point

- *Where there is open space you can run to?*

5. Repeat several times

Adaptation and Application

Instructors on the side can oversee all the students and check their understanding when they point to open space. E.g. if they are pointing the wrong direction instructor make suggestion for student to look to side for open space or self-correct by observing other students and reinforce concept through repeating activity.

Instructors can also use opportunity to observe and give verbal feedback for students on how to do certain movement patterns. Instructor can introduce modifications to make easier and more challenging to students. E.g. butt kicks- go at a slower pace focus on form or go at a faster pace while maintaining form

Source: N/A (adapted game from previous games experiences)

5 Minute Lesson

Target grade level:

- Primary students, but modifications can be made to incorporate the intermediate students.

Purposes of this activity are to focus on:

- Hand-eye coordination
- Expanding numeracy
- Reflexes

How to play/rules:

To start the game, gather all the students to form a circle. The first person will bounce the ball into the air and clap once. The same person will then need to catch the ball before it drops to the ground, and pass the ball to the person next to him or her. The next person will do the same until the ball makes a full rotation back to the starting player. Once the starting player receives the ball for the second time, he or she will bounce the ball into the air and clap twice, catches the ball and passes the ball to the next person. If the ball drops to the ground before the player finishes counting, then the whole team will need to start clapping from 1 again. The goal of this activity is to see how high the students can clap and count up to before the ball drops to the ground.

Modifications:

- In order to speed up or made the activity more challenging, the players can choose whether to pass the ball next to them, or pass the ball to a random player.

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- Another method to make this activity more challenging is to have each players increase the number of claps as they receive the ball. Instead of everyone clapping once, then moving on to clapping twice altogether, we can modify the activity so that the first player claps once, the second player claps twice, and so forth.
- Depending on the subject, for example, this game can also be used for teaching mathematics. Instead of simply counting from 1, the rule can be changed to incorporate multiplication table to make this activity more challenging. Another example would be to incorporate this activity into science and have the students bounce the ball around to represent matter.

Title: Dancer Pose		Type of Game: Yoga	
		Time required: 10 minutes	
Rationale:			
To obtain core strength through focus, posture, and balance of the body.			
Required Supplies:		Safety Notes:	
Wall for steadying oneself, if needed.		One should always be aware of their limitations. Only go as far as is comfortable in any yoga posture.	
Description			
There are multiple steps in preparation for the final dancer pose. <ul style="list-style-type: none">• Shake out the body, limber up• Plant feet on the ground, stand tall• Roll the shoulders back and down, move head from side to side, and then center• Imagine a string pulling your head and body up into a tall straight line• Practice breathing (we taught “Darth Vader Breath” or “Breath of Fire” breathing from the abdomen and restricting the larynx to achieve a “fogging the mirror” sound upon breathing.• Begin the sequence- ground your left foot, bring your right foot up to the toe, then bending at the knee- up behind you, if comfortable grab that foot w/ your left hand, and extend your right arm straight out in front, tip forward like a tea pot and stretch your left leg out as far as is comfortable.• Repeat on the other side.			
Adaptation and Application			
For those who are having trouble attaining/finding their full balance. There is the option to keep their toe touching the ground, or to steady themselves on the wall.			
Source: personal funds of knowledge (yoga teacher & yoga practitioner)			

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5 Minute Teach – Burpee		Hilde & Rebecca
<u>Lesson Objective</u> SWBAT <ul style="list-style-type: none">Properly demonstrate the regular or modified burpee exercisePerform a sequence of movements in the correct order.		
How I Will Teach This		Assessment
<u>Materials:</u> Gym or open space	<u>Introduction:</u> Bring the students together in a circle and tell them we are going to learn a new exercise.	Formative- during the lesson the teacher will observe each student to make sure they understand and can demonstrate a version of the exercise.
<u>Lesson Overview</u> 4 minutes <ul style="list-style-type: none">Teacher will organize students in a circle. The teacher will stand as part of the circle and demonstrate the 3 movements/positions associated with the burpee exercise. The 3 movements are: crouch, push-up or plank and standing with arms extended.The teacher will demonstrate each position individually and ask the students to copy.Once the 3 positions have been achieved the teacher will show students how to put all three together into continuous exercise known as the burpee. Teacher will also demonstrate the modified version.Students will observe the demonstration and then attempt the exercise completing it 5 times. <u>Accommodations</u> Modifications to the original exercise are possible and will be demonstrated to students. <ul style="list-style-type: none">No jumping into the plank position, instead step out.No jumping up to the standing position, rather extend These modifications are low impact.		
<u>Consolidation</u> 1 minute The teacher will count the students in and ask them to complete 5 burpees at their own pace.		