

## PE& Social Studies Cross Curricular Lesson

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**Grade level:** Kindergarten

**Activity theme:** Occupations

**Objectives:**

By the end of the lesson:

1. Students will be able to imitate and duplicate several shapes and movement transformations with their bodies
2. Students will be able to summarize some of the different occupations in their community and explain what they are, what kind of physical activity the occupation requires, and responsibilities too.
3. Students will become aware of the different occupations and be able to sympathize with the techniques and skills required

**PLOs:**

**Physical Education:**

B1 perform movements in personal space while maintaining control

B2 use their bodies to create shapes (e.g., by bending, curling, pulling, pushing, stretching, swinging, and/or twisting)

**Social Studies:**

D2 identify work done in their community

**Equipment required:** 9 mats, 30 mini cones, 9 big cones, premade signs for each station (saying what each station is some key visuals), 8 hoops and 8 beanbags, 9 dance ribbons, 12 jumping ropes

**Safety concerns:**

- Put mats in front of the bleachers and table so students do not run into them
- Put all benches to the side and put cones on them so students do not bump into them
- Put all soccer nets away so students do not hide behind them
- Remind students that when running around and doing the activities to always look up to make sure that they do not run into anyone
- Bench: Once students have completed balancing on a line on the floor I will help them walk on the bench by holding their hand
- Ensure activities are not directly beside the wall so that there is no risk in running into the wall

**Adaptations/Modifications:** See individual activities

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### **Lesson Sequence:**

Time	Activity	Person leading
5min	Warm up	Instructor
5min	Skill Development I	Instructor
16min	Skill Development II	Instructor + Intern
10min	Cumulative activity	Instructor + Intern
5min	Closure/ Reflection	Instructor

### **Physical Cognitive and Affective Development**

**Physical:** This lesson balances students locomotor, nonlocomotor and manipulative skills including running, hopping, skipping, balancing, curling, twisting and throwing. This lesson focuses on students using their own bodies for building shapes and different formations therefore it relies on using their own body strength. Students work on improving their hand eye coordination by using different objects such as beanbags and ribbons.

**Cognitive:** At this age, kindergarten students have very short attention spans therefore this lesson has 2min rotations between each station. This lesson is also very creative allowing for students to use their imagination as well as explore their curiosity by experimenting with the different shapes and formations that their bodies can transform into.

**Affective:** During this lesson, students participate in both whole group as well as smaller group activities. This is to support development of skills such as teamwork and communication in small group settings. At the end of the lesson, students will also engage in a small reflective sharing circle to promote taking turns and listening skills.

### **Management/Organizational Strategies**

- At my school I have the benefit of having another helping hand in PE as the PE intern will help me in the management and delivery of the lesson
- The instructor will put up the signs for each station in advance as well as gather the materials needed and place them at the station during the lunch break (as I am going to conduct this lesson in the period immediately after lunch)
- While students are doing their warm-up of running and skipping etc. the teacher will set up the required materials at each station
- By setting up the stations in advance the lesson should have smoother transitions
- With a class of only 16 students I have the ability to create two groups of 8 students so that a teacher can be rotating with a group at each time

### **Assessment:**

- There will be both formative assessment (while students are doing skill development) as well as summative assessment (when students perform the cumulative activity and participate in the sharing circle)
- See rubric at the end for summative assessment

## Entry Activity/ Warm up: Heart Pumping Activity

**Objectives:** The students will be able to:

1. Demonstrate individual spatial awareness when warming up

### **Warm up: Heart Pumping Activity**

- To help with the transition to PE, the instructor will inform students before leaving for the gym that the first warm up activity will be to skip around the gym
- Once students have their PE shoes on and have started to warm up around the gym (starting with skipping) the instructor will both demonstrate and call out another movement to practice around the gym (see Teaching Cues below)

### **Teaching Cues**

- Running:
  - Use/pump your arms
  - Will have a 5 sec sprint (run as fast as they can)
- Crab Walking:
  - Have students sit on their bottoms
  - Knees bent and arms behind
  - Explain that they will be moving backwards
- Bunny Hopping:
  - Bend knees
  - Little Hops and Big Hops
- Warm up boundaries:
  - Utilizing the entire space, creating a big oval around the gym

### **Modifications**

- To make the warm-up activity easier students could walk instead of run, and if the crab walk was too challenging they could practice crouching and walking while using their hands to make crab pincers
- To make the activity harder students could increase the speed of the warmup as well as the height of their skipping and hopping

## **Skill Development: I. Mr. Big II. Occupations Circuit**

**Objectives:** The students will be able to:

1. Demonstrate and imitate different shapes with their bodies
2. Listen and replicate specific body movements

## **I. Mr. Big**

- Instructor uses whistle to get the attention of the class and has them hold hands and form a circle, students will then take one big step back and drop their hands
- Instructor explains the rules: Students will copy the actions of the teacher
- Instructor explains how our bodies can create all different shapes: they can be tall, small, twist, bend etc.
- Students will be moving around the circle, following the person in front of them (practice not passing)
- Students can make the sounds that match the actions
- Examples are of people, animals and/or objects

### **Teaching Cues**

Teacher Calls out:

- Mr. Big: students try and get as big as they can
- Mr. Small: students try and get as small as they can
- Mr. Snake and students will put arms together and try and slither like a snake.
- Other examples: Mr. Windmill, Mr. Muscles, Mr. Giraffe, Mr. Alligator, and Mr. Bunny etc.

### **Modifications:**

- If students are having difficulty with some of the coordination we could make the activity stationary or we could have those students do the sounds and hand actions rather than the full body movements

## **II. Occupation Circuits**

**Objectives:** The students will be able to:

1. Imitate and duplicate several shapes and movement transformations with their bodies
2. Understand some of the occupations in their community

### **Occupation Circuits:**

- Instructor will divide students into two groups of eight (from a predetermined list) and both the instructor and intern will rotate between groups so that the instructor can perform formative assessments of all students
- Formative assessment: instructor will have a premade list of students names in which they will fill out anecdotal notes on how the students creating different shapes and formations with their bodies at the stations
- Students will spend approximately 4 min at each station
- The instructor demonstrates the steps for the students. After each skill/movement that is demonstrated the students will immediately copy the action (see teaching cues below)
- After teaching the skill, the instructor will circulate amongst the children offering feedback on form and technique
- The following teaching cues will outline the steps required for each station

## Teacher Cues

### - **Station 1: Fire Fighter**

- This station focuses on the skill of pulling and curling
- Instructor will initially ask students the question: what do we think are some activities/skills that fire fighters have to do in their job?
  - After hearing some of the student responses, the instructor will introduce some of the physical activities that fire fighters may engage in their training/jobs
- Instructor explains to stay fit, fire fighters:
- \*Reminder that the instructor will demonstrate each movement/skill before the students\*
- Run → students run on the spot
- Weight Lift to become big and strong → students imitate bicep curl (practices the curling formation)
- Pull out the fire hose (represented as dance ribbon) → students will practice pulling the ribbon that is wound around the cone using both hands to work on the pulling motion
- Ladder climbing ---students pretend to climb through the ladder that is made out of skipping ropes on the floor (i.e. high knees)

### - **Set-Up**

- Station will be set up in one of the corners of the gym
- 8 ribbons will be wound around 8 cones for the students to pull
- 12 jumping ropes will be required to set up in a ladder formation

### - **Station 2: Farmer**

- This station works on the skills of pushing, swinging and bending
- Instructor will demonstrate each skill followed by the students repeating the actions
- Explain that in order to plant crops there are several steps:
  - 1. Rotate the Soil**
    - Students will pretend to shovel the dirt and to make holes for planting
  - 2. Plant the Seeds for a crop (e.g. corn)**
    - Students will pretend to shovel the dirt and to make holes for planting
    - Eight hoola hoops will be set up
    - Students will stand 2ft away and try their best to toss their beanbag into their hoop. Students will work on the swinging motion and the tossing of the beanbag signifies the planting of the seed
  - 3. Water the Crops**
    - Students will bend over into the little tea-cup motion to signify a watering can and they will water their crop
    - Students will then crouch low and together will jump up to signal that the crops are ready for harvest
  - 4. Harvest the Crop**
    - Students practice the swinging motion to signify using a sickle to cut down the corn

### - **Set-Up:**

- Station will be set up in one of the corners of the gym
- 8 hoola hoops will be set up and bean bag will be set up in line with the hoops approximately 2ft in front

### - **Station 3: Teacher**

- This station works on the skill of balance

- Instructor will explain that teachers are on their feet the whole day so balance is key
  - Students will then practice balancing by walking on one of the lines in the gym in a straight line
  - Instructor will explain that teachers have to check all our work and together they will try and trace in the air with their arms a check mark
  - Lastly teachers need to make sure that they have a good night's sleep. Students will lie down like a log and lie nice and still
- **Set-Up:**
- Station will be set up in one of the corners of the gym
  - There will be a bench turned over for safety reasons and marked with a cone ready to use if the students need a challenge for balance
- **Station 4: Yoga Instructor**
- This station works on the skill of stretching and twisting
  - Instructor will introduce basic yoga poses (see teaching cues)
  - Stress the importance of remembering to breathe

### Teaching Cues

**\*Refer to the website listed in the references for visual images of each pose\***

- **Giraffe:**
- Begin in kneeling position with hand on the ground
  - Leaving your left hand on the ground lift your right hand up and tell them to reach for the roof
  - After putting your right hand back on the mat switch hands and lift up the left hand
- **Yoga Clock**
- Students sit on their bottoms legs spread out in a V shape
  - Students lift arms out like the hands of a clock and start at 12 then have them move their hands to 3, 6, 9 etc.
- **Child's Pose**
- Students get into a turtle position (all curled up)
  - Forehead should be touching the mat
  - Hands to the side of their bodies
- **Salutation Seal**
- Sit criss-crossed
  - Sit up nice and tall
  - Hands come together, palms touching (in praying action)

### **Set-Up**

- 8 mats will be set up for students in a semi circle with the instructor being on a mat in the center

### Modifications for Occupation Circuit

- Have premade visuals at each station to help visual learners (e.g. visual pictures of pulling, pushing, bending motion as well as yoga poses)
- At the farmer station to increase difficulty we could increase the distance that students have to throw the beanbag. Conversely, we can decrease the distance to make the activity easier and to increase accuracy
- At the teacher station if students need more difficulty we can have students practice balancing by walking on the bench with the teacher holding their hand
- At the yoga station if students are having difficulty twisting/stretching their bodies they could stay in the salutation seal pose or lie as straight as a log, or they could just practice their breathing while sitting criss-cross

### Cumulative Activity: Fire Fighter Cumulative Activity

**Objectives:** The students will be able to:

1. Synthesize their body movement skills: bending, pulling, and stretching
2. Summarize some of the key skills practiced by fire fighters

### Fire Fighter Cumulative Activity

- Instructor will continue with the division of two groups
- Instructor will demonstrate the sequence of events and actions for the class
- The class will then go into their two groups and perform the drill
- Instructor will then watch and observe and take a summative assessment of the students
- This activity combines a skill from all the activities

### Teacher Cues

- Students will be putting out an imaginary fire
- Students first run to the ladder
- Students have to pretend to climb up the ladder to access the fire (students climb over the jumping ropes designed as a ladder)
- Once in the “house” students have to bend and get low and pull out the “hose” (the dance ribbon tied around the cone)
- Students then act out spraying the fire (swing their arms from side to side)
- To signify the fire is out students must throw their bean bag onto the “fire”
- Students then climb down the ladder (this time they practice balancing walking straight over one of the lines on the ground)
- **Set-Up:**
  - Station will be set up in two of the corners of the gym

- In each station there will be a circle of small cones and in the center there will be one large cone to signify the fire
- There will be the ladder made up of jumping ropes
- There will be a line on the ground surrounded by cones to for the balancing skill
- 16 bean bags will be required 8 for each group

**Cool Down, Reflection and Check For Understanding: Sharing Circle**

**Objectives:** The students will be able to:

1. Reflect on the lesson and share about what they learned about the occupations

**Sharing Circle:**

- Instructor gathers entire class and has everyone sit criss-cross in a circle
- Instructor explains the instructions (see teacher Cues)
- Instructor leads students back to the classroom and dismisses the class

**Teacher Cues**

- Sharing circle instructions
  - Students sit in a circle
  - Instructor poses 4 questions to the class and will call on certain students who put their hands up and wait quietly to be called on
  - Questions:
    - What did we learn today?
    - What do you think was the hardest job that we tried today?
    - What was the name of one of the yoga poses that we learned today?
    - Why is it important that we have people that do these jobs in our community?
- Instructor concludes with explaining how the skills that we learned today (pushing, pulling, bending) we use these skills in our everyday lives and in many sports (e.g. volleyball we have to stretch to get the ball)



## Evaluation Strategies/ Rubric

- I used our "group teaching" rubric and modified it accordingly

	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Minimally Meeting Expectations</b>	<b>Unsatisfactory</b>
<b>Locomotor Movements</b>	Student demonstrates confidence and competency in multiple movement skills including running, walking, hopping	Student often demonstrates competency in multiple movement skills	Student inconsistently demonstrates multiple movement skills	Student does not perform multiple movement skills
<b>Non- Locomotor Movements (throwing)</b>	Student can consistently throw a beanbag confidently and accurately	Student often throws a beanbag into the intended target	Student lacks consistency in throwing a bean bag into the target	Student does not attempt non-locomotor skills
<b>Behaviour: -participation -listening -respect for classmates</b>	Demonstrates and models outstanding listening skills, actively participates in activities and respects classmates personal space bubbles	Student consistently engages in activities, listens to instructions and respects classmates space bubbles	Student inconsistently engages in activities, has to be reminded to have proper listening skills and to treat classmates with respect	Student does not exhibit an appropriate behaviour and is disengaged with the content.
<b>Community Connections/ Understanding</b>	Student can summarize the occupations and some of the techniques/skills required for each occupation	Student often summarizes the occupations and remembers some of the skills of each occupation	Student inconsistently identifies the occupations and forgets the skills of the occupation	Student does not attempt to identify or summarize the occupations of the community

## **References**

British Columbia Ministry of Education. (2010). *Kindergarten curriculum package*. Retrieved from <https://www.bced.gov.bc.ca/irp/gc.php?lang=en>

Namaste Kid. (2014). *Kids yoga poses*. Retrieved from <http://www.namastekid.com/learn/kids-yoga-poses/>