**Movement Stories Lesson Plan**

**Grade:** 7

**Lesson:** 3/5

**Subjects:** Physical Education and Language Arts

**Skill Theme:** Fundamental Movement Skills and Writing Skills

**Duration**: This lesson will be split into two 45 min classes

**Location:** Classroom for first class and gym for second class

**# of Students:** 30

**Materials**: Letter size paper, pencils and erasers

**Safety Issues:**

* Ensure adequate space between students to avoid injuries that may result from collisions

**Learning Objectives:**

The students will be able to:

* Write short stories incorporating some fundamental movement skills
* Perform the fundamental movement skills while the short stories are being read aloud

**Prescribed Learning Outcomes:**

* B1 apply learned movement skills in new and unfamiliar physical activities
* C3 write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature

**First Class – Creating Story (45 min)**

**Connect:** *Warm them up to you and to learning* **Time: 5 min**

* Ask students questions that draw on personal connections and prior knowledge to topic
	+ Think about your favourite sport or physical activity, what are some fundamental movement skills that are used in the sport or activity?
		- Ask students to walk and talk to share their response (walk to someone else in the room and share their response)
	+ From every experience there comes a story, do you have any personal stories you want to share or that you heard about sports or physical activities?
		- Ask students to walk and talk to share responses
	+ The teacher will randomly select a few students to share their responses with the class

**Motivator/Hook:** *Get them interested, excited* **Time: 10min**

* Shows students Nike soccer commercial
* <https://www.youtube.com/watch?v=3XviR7esUvo>
	+ Stop at 2 min 18 seconds
* Ask students:
	+ What are some fundamental movement skills (FMS) you saw in the video?
	+ What do you think is going to happen next in the story?
* Ask students to walk and talk to share their responses with a peer
	+ Instructor will select a few students to share their responses with the class

**Introduction/Clarify learning intentions/ Connect with their prior learning/thinking**: *Set them up for success. Tell them what they are going to be doing and why.* (Assess prior knowledge, gauge group, review last day) **Time: 10 min**

* Tell students that today we are going to write a story and make it come alive through fundamental movement skills
* Review the fundamental movement skills with students
	+ Thinking back on last class, what are some fundamental movement skills we learned?
		- Possible answers: dodge, hop, skip, log roll, stork stand, jump, kick, dribble, overarm throw, catch, run, sidearm strike
	+ Why do you think fundamental movement skills are important?
		- Possible answer: FMS are the basic foundation for engaging in numerous sports and physical activities
	+ Students are asked to walk and talk to share their answers with a peer
	+ Teacher will randomly select a few students to share with the class
* Review with students the COPS writing strategy they learned in a prior class
	+ Can someone refresh my memory and tell me what each letter in COPS stands for?
		- Answers: C- capitalization, O-organization, P-punctuation, S-spelling
	+ Ask students when they use the COPS writing strategy?
		- Possible answer: when writing to ensure our writing is grammatically correct

**Instruction:**

**Writing Activity Time 20 min**

1) Split the students into groups of three by numbering the students off from one to three

* Each group will be given some lined paper and pencils

 2) Assign roles to each group member

* Student one will be the recorder so he/ she is responsible for writing down the story
* Student two will be the time keeper so he/she is responsible for ensuring the group completes the task within the time limit
* Student three will be the encourager so he/she is responsible for keeping students on task and providing positive verbal reinforcements to the members
* All students are expected to contribute to creating the story

3) Teacher will ask each group to create a short story that is no longer than one page in which the characters are performing a variety of fundamental movement skills

* Students will be given a list of fundamental movement skills to refer to

3) Give students about 20 minutes to work on the stories, after time frame has elapsed, teacher will collect stories from each group

**Second Class – Movement Activity (45 min)**

**Movement Activity Time: 35 min**

Review with students the fundamental movement skills and what we did last class

4) Teacher will instruct students to spread apart in the gym so they have room to perform the physical movements

* Instructor reminds students to be careful not to collide into another student when performing movement

5) Teacher reads aloud each story and tells students to perform the actions and fundamental movement skills as they hear the character perform them in the story (ex. if the character is jumping they have to jump too)

* Instructor observes students and provides feedback for students
	+ Instructor will help students correct improper performance of movement skill if needed

Adaptations:

* Increase difficulty: perform FMS with non-dominant arm or leg
* Decrease difficulty: do not perform the full extent of the movement

**Closure/Reflection:****Time: 10 min**

Instructor and students sit in a circle, ask students to reflect on today’s activities

Instructor leads the following stretches:

* Upward stretch, side lunge, standing quadriceps stretch

Ask students what are some important ideas/ concepts from today’s lesson?

* Possible answers: fundamental movement skills, COPS writing strategy

Ask students if they master the fundamental movement skills, what kind of literacy will be they are competent in?

* Answer: physical literacy

**Assessment**

Formative assessment will be used:

* Teacher will collect story and the story can be evaluated for grammar based on the COPS guidelines (proper capitalization, organization, punctuation and spelling)
* Through observations, teacher will assess participation and whether the fundamental movement skills were performed correctly
	+ The teacher can possibly select two fundamental movement skills to assess in this lesson

**Movement Skills Assessment**

|  |  |  |
| --- | --- | --- |
| **Activity/ Skill** | **Run**  | **Jump** |
| Active Stance |  |  |
| Weight Transfer  |  |  |
| Apply/ Absorb Force |  |  |
| Execution  |  |  |
| Ready for Next Move |  |  |

Instructor fills out chart with above initials according to student performance

* NM- Not meeting (does not demonstrate movement or stance at all, not at the right time and incorrectly)
* AE – Approaching Expectations (demonstrates movement or stance sometimes, sometimes at the appropriate time and almost correctly)
* ME – Meeting Expectations (demonstrates movement or stance consistently, at the right time and correctly)

Note: Expand the chart in accordance to the number of fundamental movement skills assessed

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill: Jumping** | **Not Meeting Expectations** | **Approaching Expectations** | **Meeting Expectations** |
| Eyes are concentrated upwards throughout jump | Occasionally displays this action  | Often displays this action | Always displays this action |
| Knees are bent and arms at the back of body  | Occasionally displays this action  | Often displays this action | Always displays this action |
| Arms swinging forward | Occasionally displays this action  | Often displays this action | Always displays this action |
| Legs become straight in the air | Occasionally displays this action  | Often displays this action | Always displays this action |
| Knees are bent and lands on balls of feet | Occasionally displays this action  | Often displays this action | Always displays this action |
| Landing is composed with less than one step in any direction | Occasionally displays this action  | Often displays this action | Always displays this action |

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill: Running** | **Not Meeting Expectations** | **Approaching Expectations** | **Meeting Expectations** |
| Eyes are concentrated forward during running | Occasionally displays this action  | Often displays this action | Always displays this action |
| Knees bent at right angles when feet return to ground | Occasionally displays this action  | Often displays this action | Always displays this action |
| Arms bent at elbows and moving  | Occasionally displays this action  | Often displays this action | Always displays this action |
| Touch ground with balls of foot | Occasionally displays this action  | Often displays this action | Always displays this action |
| Body lightly leans forward | Occasionally displays this action  | Often displays this action | Always displays this action |

# References

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