

## Lesson Plan - Active Vancouver

Skill Theme: Dance and Social Studies Cross-curricular Lesson

Lesson: 1 of 1

Grade: 1

Class Length: 30 min

# of students: 10-30

Equipment Needed:

-Speakers/Music (from local artists or composers)

-Whistle

Safety Concerns:

-Paying attention

-Following instructions

-Potential Hazards: Slippery floors, broken glass, damaged structure or equipment in the work area

Objectives:

Identify some of the activities that take place on a daily basis in Vancouver (eg. Hiking, Biking, walking the dog

Evaluation: Teacher observation of students looking during the lesson and evaluation of questions following the cool down.

Identify the parts of the body that can work together during physical activity.

Evaluation: Teacher asks questions verbally at the end of the class following the cool down activity.

Respond appropriately to instructions and safety guidelines when participating in physical activity.

Evaluation: Teacher observation of students throughout the lesson.

Student Developmental Objectives:

Physical: Being able to carry out the movements developed by the class during the lesson

Cognitive: Incorporating separate movements into one fluid motion

Affective: The medium of dance allows for students to express their feelings about the music or a subject through the movements of their body. The successful application of dance should also improve self esteem and body awareness.

Entry Activity: None for this class.

Movement Experience	Organization	Teaching Points
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1. Warm Up/Shape of the Day (Total Time: 5 min)

Shape of the day	In a circle	<ul style="list-style-type: none"> <li>- Warm up</li> <li>- Movement to music by coal artists, expression of feeling</li> <li>- Group work, movements of activities we do in the city</li> <li>- Group work, combine feelings and movements of the city to express how you feel about Vancouver</li> <li>- Cool down stretches and teacher questions</li> </ul>
North, South, East, West Game	Using the whole gym	<ul style="list-style-type: none"> <li>- Have students move freely about the gym to music and then when it stops listen for instruction. Teacher calls North, South, East or West and students run to touch the wall in the appropriate direction. Make sure that the directions correspond to the actual compass direction of the gym.</li> </ul>

2. Skill Development (Total Time: 10 min)

Movement to music by different local artists and/or composers (4 min)	Using the whole gym	<ul style="list-style-type: none"> <li>- Have students move around the gym to music thinking about how the music makes them feel and how they feel about living in Vancouver. Explain that the artists/composers are from the local area</li> </ul>
Group work, movements of activities we do in the city (6 min)	Using the whole gym	<ul style="list-style-type: none"> <li>- Number the students into groups of 5 or 6 (4 groups)</li> <li>- Have the students brainstorm movements that represent activities we do in the city. Spend 2 min having each group present their favourite movement</li> </ul>

### 3. Skill Application (Total Time: 10 min)

Group work, combine feelings and movements of the city to express how you feel about Vancouver	Using the whole gym	- Have students combine their activity movements and the feelings they have about Vancouver and the music they hear into a 40 second dance sequence that represents a typical day in Vancouver. For the last 3 min have students present their routines
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### 4. Stretch/Review (Total Time: 5 min)

Stretch	In a circle	- Have students perform a variety of stretches to cool down
Review: Q. What muscles or body parts did you use today? A. Variety of demonstrative answers (legs, arms, whole body, etc.) Q. What did you learn about Vancouver that you didn't know before today? A. List of activities they brainstormed during the lesson and other facts		

### Differentiated Instruction

#### Accommodations and/or Modifications and Extensions:

This lesson plan allows for students to work at their own level by moving in a way that feels good to them, students can do easier moves if needed or push themselves to do more difficult moves if they are more advanced

### References

British Columbia Ministry of Education. (2006). Integrated Resource Package: Physical Education k-7. [https://www.bced.gov.bc.ca/irp/pdfs/physical\\_education/2006pek7.pdf](https://www.bced.gov.bc.ca/irp/pdfs/physical_education/2006pek7.pdf)

Robinson & Randall. (2013). *Teaching Physical Education Today (Canadian Perspectives)*. Thompson Educational Publishing Inc.