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| **LESSON PLAN** | | |
| **INSTRUCTOR:** Briana Travis and Lisa Burgis | |  |
| **SUBJECT:** Physical Education/ Social Studies | |  |
| **THEME:** Our School Community – “Lesson 4” | **GRADE:** 1 |  |
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| **Objectives**:  Students will explore the school community both inside and outside to identify the different characteristics of it. | |  |
| **PLO’s**  Social Studies Draft: The local environment affects how a community meets its needs and wants:   * Assess the significance of personal or local events, objects, people and places   + Students will know and understand characteristics of the local community, including the structures and systems that provide organization and meet the needs of the community   Social Studies PLO: E2 Identify characteristics of different environments  Physical and Health Education Draft: Active play helps us develop movement skills and physical literacy   * Participate safely in a variety of activities by following rules and guidelines   **Physical and Health Education Draft**: Caring behaviours build healthy relationships   * Describe and demonstrate cooperative behaviours in group activities   + Students will know and understand positive and negative behaviours in relationships   Physical education PLO: A6 participate daily in moderate to vigorous physical activities  Physical education PLO: C3: Work co-operatively with others during physical activity (e.g. taking turns, encouraging others) | |  |
| **Foundational Lessons:**   * Lesson 1: What is a community * Lesson 2: What communities are we a part of?   **Lesson 3: Community scavenger hunt** | |  |
| **Materials and Resources:**   * Cue cards to create clues * Pen/paper * Zipper bags (to put clues in if it is a rainy day) * Copy of “scavenger clues”   + “Hop to the place we can climb”   + “Skip to the place we can slide”   + “Run to the place we meet our parents” * Outside shoes and clothes | |  |
| **Safety Concerns:**   * Tripping hazards * Weather concerns * Running and pushing | |  |
| **Physical, cognitive and affective understanding:**  This lesson incorporates cognitively appropriate activities that ask the students to reason and engage in information processing. The clues encourage deductive reasoning, so students are actively using prior knowledge and producing assessable answers. The activity also involves a physical aspect. Instead of simply walking to the next clue, the students must hop, skip, run, etc. to the next clue. The aforementioned skills are embedded in the PLO's for this age group, and are therefore developmentally appropriate. In terms of affective understanding, this lesson incorporates the skill of cooperation with peers and in those peer to peer interactions, students need a certain level of emotional capacity in order to recognize and express a range of emotions and respond to emotional cues in others. Also, the lesson is based around community, which fosters empathy for others. | |  |
| **Application of Principles of learning**  Thislesson is presented as more of a game, which in itself will be very intrinsically motivating for students. The engagement in this activity will be high because of the flow and the repetitive aspect of the clues, which give students positive feedback when they succeed. The students are more likely to retain their learning with meaningful repetition, so that is why meaningful things like the playground are used in the scavenger hunt. The Warm-up game also adds to the degree of student readiness, so that they are ready to learn by the time the scavenger hunt starts. | |  |
| **Warm Up: “Late For School”**   * Students stand in a circle with plenty of space between each other   + Have students get into the circle then take 2 big stops back with their arms out to make sure they don’t touch the person beside them * Have students copy your actions and act out what you call out   + Wake up   + Bruch your teeth   + Brush your hair   + Wash your face   + Get dressed   + Run down stairs   + Forget your bag so go back up upstairs   + run back down stairs   + eat breakfast   + pick up your bag   + open the door   + shut the door   + run down the street   + jump over a puddle   + look both ways and cross the street   + get to school | | 5 min |
| **Activity: “Community Scavenger Hunt”**   * Have students line up and review the rules   + When we are in the school we need to be quiet and respectful   + We do not push or shove each-other   + We do not leave school grounds * With the students, follow the “scavenger clues”. Have clues written out in grade appropriate language on individual cards at the station. A volunteer can read the clue to the class.   + “Hop to the place we can climb”   + “Skip to the place we can slide”   + “Run to the place we meet our parents” * Pause and have students brainstorm where the place may be * Follow the instructions to the next spot * Repeat until all scavenger clues are found * Finish up and have students end at the classroom door | | 30 min |
| **Cool Down: “Getting Ready For Bed”**   * Students stand in a circle with plenty of space between each other   + Have students get into the circle then take 2 big stops back with their arms out to make sure they don’t touch the person beside them * Have students copy your actions and act out what you call out (focus on stretching movements)   + Put on your pjs   + Slowly brush teeth   + Yawn stretch   + Hug your stuffy   + Sit on your bed   + Read a book (stretch your hips)   + Lay down   + Fall asleep | | 5 min |
| **Follow up lessons:**   * Lesson 4: Our school community- how do the structures meet the needs of the community | |  |
| **Adaptations or Modifications:**   * Students can point and use non-verbal communication if they do not feel comfortable speaking out * If a student would be unable to get to the clues (i.e. physical disability) have the clue in a place where everyone can get to. * A volunteer or teacher could read the clue to the students if some students are unable to read   Clues could have visual clues on them for ELL students or those unable to read | |  |
| **Assessment (PLOs evaluated are in bold)**   * A self evaluation of effort/contribution, communication with others, participation, and co-operation. (See below) | |  |

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| **Self Assessment** | 1 | 2 | 3 | 4 |
| Effort/Contribution | I don’t really try | Sometimes I try | I always try my best, even when something is hard for me | I always try my best, even when something is hard for me. I encourage others to do the same. |
| Communication with other | I do not listen to others | I listen to others respectfully sometimes. | I listen to others respectfully and share my own ideas too. | I listen to others respectfully and share my own ideas too. I also try to include others. |
| Participation | I do not participate. | Sometimes I participate | I participate | I participate in class actively. |
| Co-operation | I don’t let other people join my games or include them | If someone asks I include them in my game. | I ask others to join my game. | I make sure no one is left out and if I see someone who is left out of the game I ask them to join mine. |