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| ***Cross-Curricular Lesson*** | | | | | | | | |
| **Grades: K-1-2** | | | | | | | | |
| **Lesson: Team work** | | | **Lesson Length: 30 min** | | **Instructor: Natalya Kargopolova** | | | |
| **Unit: Social Studies/PE/Math/ Equipment: 6 cones, 24 poly spots** | | | Champion Sports 9-Inch Poly Spot Markers Item MSPSET (Set of 6) | |  | | | |
| ***Skill Focus*** | | | | |  | | |  |
| **Locomotion**: run, skip  **Non-Locomotion**: create shapes with the body, step-turn | | | | **Manipulative**: carry an object |  | | |  |
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| **Safety:** Following rules and directions; Working cooperatively and respectfully | | | | | | |  | |
| ***Lesson Objectives*** - *The students will be able to*: Participate in cooperative games using locomotor and manipulative movement skills.   * Work as a team to solve simple challenges – Social studies- Community building/working as a team * Work as a team making groups of a certain number of children (math integration) | | | | | | |  | |

**Prescribed Learning Outcomes**

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| **Grades** | **Participation** | **Movement Skills** | **Safety, Fair play and Leadership** |
| ***K*** | **A1**. Identify benefits of daily participation in physical activities | B1. Perform movements in personal space while maintaining control.  B2. Use their bodies to create shapes. | C1. Identify safety guideline for participating in physical activities.  C2. Follow rules and direction.  C3. Work co-operatively with peers. |
| ***Grade 1*** | A1. Describe benefits of participating in physical activities.  A5. Identify physical activities they fell they do well | B1. Move through general pace while maintaining control.  B2. Demonstrate proper technique for performing specific locomotor movement skills. | C2. Respond appropriately to instructions and safety guidelines when participating in physical activity.  C3. Work cooperatively with others during physical activity. |
| ***Grade 2*** | A2. Describe physical responses that take place in the body during physical activity. | B1. Move through general space, incorporating directional changes.  B4. Demonstrate proper technique for performing specific manipulative movement skills. | C1. Demonstrate safe behaviors when participating in physical activities.  C2. Follow established procedures and directions when participating in physical activity.  C3. Demonstrate respect for others during physical activity. |

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| **PARTS OF**  **THE LESSON** | **LESSON CONTENT** | **LEARNING CUES**  **& SAFETY TIPS** | **ORGANIZATION**  **DETAILS** |
| **INTRODUCTION**  **(1 min)** | Welcome students, go over expected behaviours and appropriate signals. | Safety, being fair, having fun, respect, do NOT touch/climb on equipment  **Question**: Why is it important to warm up before exercise? | **Safety**: a whistle blow means “stop where you are”  **Grouping:** Sitting on floor in a circle |
| **WARM UP**  **Simon Says**  **(5 min)** | Play like “Simon Says”. Use small mobility movements such as- wiggle fingers, move hands, shoulders in circles. Move to larger movements such as jogging, hopping and skipping. | **Safety:** Move inside their personal, invisible circle.  Whistle blow means “stop! | Ask students to stand up in their circle.  Take one huge step back, take another step back (until students have enough space to open wide the arm). Ask students to open their arms and circle once around, making sure they do not touch another friend. Explain that this is their personal space that they can move within. |
| **Activity 1**  **( 10 min)** | Musical Numbers. Making groups. Working in teams  Practice number sense | Give a short explanation of rules. Remind students of the safety and personal space. | 1. Play music. Students move around the area with a given motor skill.  2. When music stops. Call out a number. The students must get into groups of that size.  Can stop in the middle and ask: Is it better to form small or large numbers? What are the best ways to count children in a group?  **Modification:** If there is an odd number of children, then the child who is left out can shout out the number for the next group. |
| **Activity 2:**  **10 min** | “Over the Swamp”  This games requires the equipment | Explain the rules and expectations (working together as a team) of this game.   * Model the activity using volunteers. * Divide students into tree teams   **Modifications**: If there are no poly spots available at your school, large paper circles could be used for this activity. | Split children in to teams. Make sure each team is behind a cone marker in a single file line. Each child stand on a poly spot. The first child gets to hold another poly spot.  On a signal children have to move across “the swamp” without putting a foot in the water.  At the end of the game: the first and the last person bring the cones. Each team bring the spots on a bench and make a form a circle in the centre of the gym. |
| **COOL DOWN**  **(5 min** | BEANS! | Bring students back forming a circle in the center.  Explain the cool down activity- Teacher calls the name of a bean- students do an action that represent that bean | JELLY BEAN- wobble on the spot  BAKED BEAN- - lie down and stretch  CHILLY BEAN – shake as if cold  Broad bean- make a star shape |

**Self assessment Rubrics**

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|  | **“Simon says”** | **“Musical Numbers”** | **“Over the Swamp”** |
| **Draw a picture of yourself during this activity.** |  |  |  |
| **Would you like to play this game again?**  **C:\Users\Tash\AppData\Local\Microsoft\Windows\INetCache\IE\99B3ST0H\8392714843_063f25560b_z[1].jpgC:\Users\Tash\AppData\Local\Microsoft\Windows\INetCache\IE\99B3ST0H\smiley-silhouette[1].jpg** |  |  |  |