** DRAFT LESSON PLAN (REVISED 2021)**

**Candidate’s name:** Emily Barron

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| Grade/Class/Subject: | Kindergarten/Gym | School: | Thornhill Primary School |
| Date: | November 14, 2022 | Allotted Time: | 30 minutes |
| Topic/Title: | Gross Motor/Manipulation Skills - Kicking | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

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| *Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.* |
| The purpose of this lesson is to introduce the students to the gross motor (manipulative) skill of kicking, to be utilized for future gym class activities. |

1. **CORE COMPETENCIES**

**Key resources:** <https://curriculum.gov.bc.ca/competencies>

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| **Core /Sub-Core Competencies** *(check all that apply):* | *Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.* |
| COMMUNICATION – Communicating  COMMUNICATION – Collaborating  THINKING – Creative Thinking  THINKING – Critical Thinking  THINKING – Reflective Thinking  PERSONAL AND SOCIAL – Personal Awareness and Responsibility  PERSONAL AND SOCIAL – Positive Personal and Cultural Identity  PERSONAL AND SOCIAL – Social Awareness and Responsibility | **PERSONAL AND SOCIAL** – Personal Awareness and Responsibility   * Self-regulating – acknowledging that learning a new skill (like kicking) can be challenging and requires patience. Focusing on the growth mindset practice of “this is hard, but I can do hard things”   -Positive Personal and Cultural Identity   * Identifying personal strengths and abilities – understanding that we are all unique and therefore have unique strengths/abilities |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf)

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| **FPPL to be included in this lesson** *(check all that apply):* | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* |
| Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.  Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).  Learning involves recognizing the consequences of one’s actions.  Learning involves generational roles and responsibilities.  Learning recognizes the role of Indigenous knowledge.  Learning is embedded in memory, history, and story.  Learning involves patience and time.  Learning requires exploration of one’s identity.  Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | * Healthy choices, such as exercise and eating well, will benefit our well-being and positively impact our relationships with ourselves and others. * Patience and time are essential to recall as we learn a new skill. Sometimes we cannot do things on the first try, and we need to be patient as we develop our gross motor skills. |

1. **BIG IDEAS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

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| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
| Daily physical activity helps us develop movement skills and physical literacy and is an important part of healthy living.  Good health comprises physical, mental, and emotional well-being. |

1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

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| **Curricular Competencies:**  *What are students expected to do?* | **Content:**  *What are students expected to learn?* |
| Physical Literacy:   * Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments.   Healthy and Active Living:   * Participate daily in physical activity at moderate to vigorous intensity levels   Social and Community Health:   * Develop and demonstrate respectful behavior when participating in activities with others * Identify caring behaviors among classmates | * Proper technique for fundamental movement skills, including manipulative skills (such as kicking) |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0) and<https://curriculum.gov.bc.ca/classroom-assessment>

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| *How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?* |
| Students will be assessed formatively on their participation and effort throughout the lesson. The biggest objective for the students is to try their best to fulfill the movement of kicking at least once and use their determination to push through the challenge of adapting this new skill. |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

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| *Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioral challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.* |
| Since this activity requires patience, consideration of students who refuse to participate will be in order. Modifications of each station can be made to allow all learners to find success. Movement modifications can include kicking with the toe rather than the side of the foot to begin learning the move in a simpler way. If frustration continues, students will be encouraged to sit and breathe to calm down, reminded of the Zones of Regulation and finger breathing, and go step out to take a drink of water. For these students, a brief timeline of three minutes will be given before encouragement to try again will take place. An EA is also always with us for the afternoons and can be utilized to help manage student behavior.  Needs will be considered as appropriate to accommodate a student with visual impairment. EA support can be utilized to provide support to this learner.  Personal safety is also treated as an objective throughout this lesson. Safety will be acknowledged by using softer balls, placing the students in safe peer groupings during their stations, and demonstration/reinforcement of safe movement techniques will take place throughout.  For classroom management, one whistle is start and two whistles to stop and drop. The students have learnt this routine for many weeks and are familiar with the expecations. |
| **Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.* |

The gym will be prepped with a laundry basket full of the materials that we need: soft balls (Rhino Skin dodgeballs) for kicking, cones for station 2 and 3, and 5 hula hoops.

1. **LESSON OUTLINE**

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| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| **OPENING:**  *e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge* | Teacher lines the students up in the classroom to wash hands two at a time, before entering the gym.  Students line up quickly and quietly, wash their hands, and transition to their freeze tag game as their warmup (this has been pre-taught many times and they can do this seamlessly).  Once all students are in the gym and have had a couple of minutes to play, e then meet in the ‘Listening Circle’ in the gym (sitting around the big center circle). | 5 minutes |
| **BODY:**   * *Best order of activities to maximize learning -- each task moves students towards learning intentions* * *Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback* * *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | **Section 1:**  Teacher introduces what kicking is, and how we safely perform this manipulative skill. The movement requires the following steps:   1. Saying the name of the friend you are passing to, to make sure they are ready 2. Wind up with the working leg (the supporting leg stays straight beside the ball) 3. Kicking the ball with the inside of the foot 4. The receiver stops the ball with the top of their foot   \*\*Breaking the skill into four steps for the students to say and recall: name, wind up, pass, stop.  Teacher demonstrates a practice run, guiding them on who to pass to as a trial run. Second time through, they will do it independently, passing to the same friend from before.  Standing up in our big circle, we will each take 2 big steps back. Using one ball, the students will pass to one another, practicing saying the name of the receiver loudly.  **Section 2:**  Teacher introduces the three stations of the day to practice their kicking and splits the class into three working groups. A goal for the students to consider throughout the stations is to keep their ball in their designated station area and try their best.  Station 1: Passing back and forth in a smaller circle (just like Section 1) practicing wind up, kicking, and receiving.  Station 2: Gently passing through the cones to yourself – running around to receive it, and repeat.  Station 3: Passing the ball to the wall, receiving it yourself, repeat. A hoop will be set up against the wall to be a target for their passing, as well as a cone to show how far away to setup the passes. | 10 minutes  Approx. 5 minutes per station |
| **CLOSING:**   * *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* * *review or summary if applicable* * *anticipate what’s next in learning* * *“housekeeping” items (e.g. due dates, next day requirements* | Teacher blows whistle twice; children stop and drop. Students return all the equipment from their station to the laundry bin for clean-up. Teacher quickly tidies up the equipment as the students line up.  Students line up quickly and quietly at the door. Teacher sings transition song, guides students out of the gym to wash hands and return to class­­­. | 2 minutes  5 minutes |

1. **REFLECTION** *(anticipate if possible)*

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| * *Did any reflection in learning occur, e.g., that shifted the lesson in progress?* * *What went well in the lesson (reflection on learning)?* * *What would you revise if you taught the lesson again?* * *How do the lesson and learners inform you about necessary next steps?* * *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?* * *If this lesson is being observed, do you have a specific observation focus in mind?* |
| **Pre-Conference Thoughts:**  -what might students find challenging? How will we combat their frustrations? (See design considerations)  -anticipate groupings and student behaviours to find the most success for all students  **Post-Conference Thoughts:**  Revisions:  -better time management could be utilized, by setting up the equipment during our transition from washing hands to freeze tag, rather than once the lesson had begun. Also ensuring that enough time is given for students to have the opportunity to try all three stations  -reinforcing instructions more than once, especially for stations. Being very clear on the expectations  -when splitting students into groups, ensuring that they can point and visually show me that they understand where they need to go  -differentiation options for stations that may be a hard concept for some learners (specifically station #2, simpler modifications)  What went well?:  -All students grasped the concept of the four steps required to follow-through with the kicking motion at least once  -Student interactions with one another were positive throughout the lesson  -Continuous encouragement from me when they felt challenged by the task given  -A positive group discussion to end the class about how hard they worked and explaining that further practice of kicking will take place in future lessons  Next Steps:  -next steps would include revisiting this concept again, allowing students another opportunity to try these stations, and utilizing more explicit instruction for explanations of stations |