|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | Physical Education | **Grade Level** | 2 |
| **Theme/Topic for Time-frame/Unit** | Yoga, Dance and Jump Rope: Exercise or Not? (A Movement Variables, Rhythmic Movement and Locomotors Unit) | **Dates/Number of Classes** | October /16 (30 minute classes) |
| **Developed By** | Chelsey Wolf and Jillian Crane | | |
| **Stage 1 - Identify Desired Results** | | | |
| **Learning Outcomes:** | | | |
| **2.1 Health-related fitness -** Apply a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength through participation in a variety of movement activities.  I can explore multiple health- related fitness components like cardiovascular endurance, flexibility, muscular endurance, and muscular strength with different strategies and help while participating in different movement activities.  **2.2 Active Living-** Analyze daily habits and actions that demonstrate personal engagement in, and taking personal responsibility for, leading a physically active life.  I can explore and evaluate my personal daily habits, participation, and engagement in a physically active life.  **2.3 Locomotor Skills -** Explore, express, and apply, a variety of ways to skillfully move the body through space while participating in movement activities, including at a:   * utilization level of skills when:   + walking   + running   + jumping forward and landing   + jumping sideways and landing * control level of skill when:   + jumping backward and landing   + hopping (body moves on one foot as in right foot to right foot)   + skipping (combines a step and a hop)   + leaping (body `takes off' from one foot, propels through air for distance, then lands on the opposite foot)   + sliding (one foot steps and the other moves to meet the first foot, "step-close")   + galloping (one foot steps, body propels upward, other foot moves to meet the first foot)   I can explore, express, apply, and guide my body through skillful movement activities with control, utilization, progression towards control of a variety of movement activities.  **2.6 Movement Variables -** Vary the performance of the body, while performing locomotor, non-locomotor, and manipulative skills by applying the basic movement variables of:  · space (general space, levels, directions, pathways, and extensions)  · effort (time/speed, force, and flow)  · relationships (with objects and with others).  I can change the performance of my own body through locomotor, non-locomotor, and manipulative skills with movement variables of space, effort, and relationships.  **2.7 Rhythmical Movement**  Explore and demonstrate rhythmical movement with smooth transitions between movements in:   * self-created patterns * responsive patterns, involving relationships with objects and others * established dances.   I can create and replicate dances with varied movements, patterns, levels, implements. I can safely dance by myself, with objects and with others.  **2.9 Safe Behaviours -** Examine and express the purpose of rules, procedures, etiquette, and safe behaviours and apply them while participating in a variety of movement activities.  I can investigate and examine then orally or physically express the purpose of rules, procedures, etiquette, and safe behaviours while following and participating in movement activities and games.  2.7 Rhythmical Movement  Explore and demonstrate rhythmical movement with smooth transitions between movements in:   * self-created patterns * responsive patterns, involving relationships with objects and others * established dances.   I can create and respond smoothly to different dance movements with myself, objects, and others.  **Integrated Outcomes:**  **SI1- Spirit and Intent of Treaties**: Examine the connections between intentions and actions.  Indicators: Describe how some thoughts influence actions (e.g., being thankful and expressing gratitude by saying thank you establishes a pattern).  CP2.2  Create and connect dance phrases using the elements of dance including:   * actions (identify variety) * body (bases) * dynamics (move with varying speeds, duration, forces) * relationships (using own words, classify variety of relationships with partner or object such as above, below, beside) * space (straight or curved pathways or combinations).   I can create and evaluate dance movements to an external and internal rhythm using my actions, understanding my base and balances, differing speeds, time lengths and force. I can safely dance with partners, objects or in a predetermined space by myself. I can many different spaces, pathways and speed in my dances. | | | |
| **Key Understandings**  What understandings about the big ideas are desired?(what you want students to understand & be able to use several years from now) | | **Questions for Deep Understanding**  What provocative questions will foster inquiry into the content?(open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding) | |
| *Students will understand that...*     * The habits that we acquire may hinder or promote a physically active life * We are personally responsible for leading a physically active life * Leading a physically active life is essential in maintaining a high quality of life. * The importance of cardiovascular endurance, flexibility, muscular endurance, and muscular strength for a healthy lifestyle * We can develop our components of health-related fitness by challenging our body through participation in a variety of movement activities | | *Content specific….*    *Make sure you consider TELs, multicultural, cross-curricular… when finalizing your questions.*     * Why is physical education important to keep your body healthy?      * How will I know when I am trying to fully participate in a physically active movement to be healthy?      * Why is it important to understand the safety concerns when being physically active? * Why is it important to identify enjoyment in different physical activity? | |
| **Knowledge:**  What knowledge will student acquire as a result of this unit? This content knowledge may come from the indicators, or might also address prerequisite knowledge that students will need for this unit. | | **Skills**  What skills will students acquire as a result of this unit? List the skills and/or behaviours that students will be able to exhibit as a result of their work in this unit. These will come from the indicators. | |
| *Students will know...*  · The benefits of dance and various movements  · The factors that contribute to personal enjoyment of being active  · Various methods of assessing cardiovascular exercise  · Exercise comes in many different forms  · Definitions: moderate activity, vigorous activity cardiovascular endurance  · How to monitor physical exertion | | *Students will be able to…*    · Use simple methods to assess their degree of cardiovascular exertion  · Monitor their progress during physical activity  · Show understanding of how their actions relate to personal enjoyment  · Explain their muscles reaction to sustained activity and exertion  · Challenge their cardiovascular strength and endurance | |

|  |
| --- |
| **Stage 2 – Assessment Evidence** |
| **Assessment Evidence**  Through what evidence (work samples, conversations, observations, performances, quizzes, tests, journals, presentations or other means) will students demonstrate achievement of the outcomes? Identify both formative and summative assessments you will use throughout the unit and indicate which outcome(s) each assessment will be evidence for (note that one assessment can provide evidence on more than one outcome). Consider including authentic performance task(s) where students will demonstrate the desired knowledge, understandings, and skills? (Typically, a performance task describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real-life situation).  **NOTE**: You must also include one pair-created Assessment tool for one of your identified Summative Assessments which clearly presents the outcome-driven criteria for assessment. |
| Formative assessment:  - Observations (PE 2.3 & 2.6)  - Conversations (PE 2.1, 2.2. 2.9, & SI1)  - Feedback (PE 2.1, 2.2, 2.3, 2.6, 2.9, & SI1)  - Wonder Wall (PE 2.1, 2.2, 2.3, & 2.6)  - Emotional Dance Charades (PE 2.7)  Summative Assessment:  - Journal Entry (PE 2.1, 2.2, SI1, & )  - Check list (PE 2.1 & 2.3)  - Self-assessment (PE2.1 & 2.2)  - Exercise routine video (PE 2.1, 2.2, 2.3, 2.6, 2.9, 2.7) |
| **Student Self-Assessment**  How will students reflect upon or self-assess their learning? Provide at least three examples of how you can engage students in self-assessments. |
| Students will have the opportunity to reflect upon their learning and growth throughout the unit. The students will do journal reflections about their experience with different forms of exercises in hopes of changing daily activity and habits. The students will also complete a self assessment sheet so they are able to challenge their understanding of daily activity and expand their enjoyment of exercise. At the end of the unit students will create an exercise routine, and we can do a teacher students review if students are needing the extra support. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage 3 – Learning Plan**  **What teaching and learning experiences will you use to:**   * **achieve the desired results identified in Stage 1?** * **equip students to complete the assessment tasks identified in Stage 2?** | | | | |
| **Where are your students headed? Where have they been? How will you make sure the students know where they are going?**  **What experiences do the learners bring to the unit? How have the interests of the learners been ascertained? Have the learners been part of the pre-planning in any way? What individual needs do you anticipate will need to be addressed?**  **Learning environment: Where can this learning best occur? How can the physical environment be arranged to enhance learning?** | | | | |
| After this unit the students will have a good idea of how to safely develop an exercise routine, which involves safely creating and mending different exercises and activities to become more active.. This unit focuses more on reflecting and developing one's own personal enjoyment of exercises by allowing opportunity to try new activities. After the students have explored moderate and vigorous cardiovascular endurance by doing a variety of yoga, dance, and jump rope to live a more well-rounded physically active lifestyle. After exploring some different activities students will engage in some reflection and self-assessment to help students engage in activities they find enjoyable. Taking into consideration what majority of the students enjoy doing, they will help pre-plan some of the activities in the lessons because the goal is to help students become more physically active through exercises and activities they enjoy. From the point after this unit the students will move into building relationships through physical education and activity. Some of the individual needs that must be addressed may be physical or emotional but it is difficult to know what they are until you know the students. There can be some adaptations made before the lesson such as always discussing the safety regulations before starting the activity, and always creating a welcoming environment to participate in the lessons.    Learning Environment: Since it is early in the school year, I believe the best learning environment would be outside because this becomes a more holistic approach to education due to learning on the land. Students also do not have access to the gym equipment at home so if they are to set goals, they must use the natural environment to achieve these goals. However, we will also be utilizing an indoor gym space for some of the pieces of our unit, as the skill level needed for some of the balancing, dancing and jump rope will require level, solid ground to practice on (or a darker space for a projector to work in). | | | | |
| **How will you engage students at the beginning of the time frame/unit? (Motivational set for the unit)** | | | | |
| Have students get together in groups of 5-6 and give them a sticky note and get them to write down yes or no they know about exercise. Have them complete a relay race that involves different cardiovascular activities such as hopping, skipping, running, etc. and get their sticky note to the wonder wall on the end of the gym.  Explain the definition of cardiovascular exercise, what cardiovascular looks and feels like, and the importance of exercise. Ask yes or no questions about exercise and what exercise looks like. This is meant to assess a student's view of exercise and start them questioning what exercise can look like. | | | | |
| **What events will help students experience and explore the deep understandings and questions in the unit plan? How will you equip them with needed skills and knowledge? Note: For this assignment you must include full summary details across all columns for 6 days only. For the other days, you need to complete the Outcome(s) and Indicators column along with a brief description of the learning tasks/experiences in the second column below. There must be at least 12 days in this sequence of learning.** | | | | |
| **#** | **Outcome(s) and**  **Indicators** | **Assessment** | **Instructional Strategies/Process**  **Learning Tasks/Experiences** | **Resources/Materials** |
| 1 | **PE 2.1- Health-Related Fitness** a, b, e  **PE 2.2 – Active Living** a, b, f    **PE 2.3- Locomotor Skill** a, b    **PE 2.6 - Movement Variables** a, c, e  **PE 2.9- Safe Behaviours** a, b, i | **Assessment of prior knowledge (Diagnostic)**  Formative Assessment:  **(Question Wall)**  PE 2.1- complete the wonder wall ensuring students are understanding the given feedback to the students about cardiovascular exercises.  PE 2.3 & 2.6- Observe and complete checklist of the movements through a variety of locomotor skills and movement variables. Pay attention to the students who may need extra practice or individual support with these activities.    **(Heart Pumping Check)**  PE 2.2 & PE 2.9- Have conversations about the aspects of cardiovascular exercise and the safety aspects when completing physical activity. | Warm-up: Red-light, Green -light (basic walking, running, jogging)- to stay consistent each class but with minor adaptations to tie into each activity.  **(Question Wall)**  Guided Exploration: Have students answer questions on the wonder wall in groups of 2 while completing different movement activities to get to the question wall.  Questioning: ask students about what happens to their body when they complete a movement activity to help them understand what cardiovascular exercises cause the body to do such as breath heavier & faster, increased heart rate.  Questioning: Discuss as a class the importance of safety while exercising, such as body exertion, using equipment properly, how to take care of the body after vigorous activity. | Sticky Notes    Pencils  Question Wall  Checklist to record each students level at the skills  Gym equipment (possibly hoola hoops, pylons, bean bags) |
| 2 | **P.E 2.1 - Health-Related Fitness**  a,c,f,g,h,i    **CP 2.2 - Creative/Productive**  e,f,g  SI- **Spirit and Intent of Treaties** 2 | **Formative Assessment:**  PE 2.1, CP 2.2 - Students are being assessed through observation as to how they are initially able to do these movements. They will receive verbal feedback during the class as they learn how to initially do the movements. They will also reflect verbally about each movement.  SI - Students will assess verbally how they feel participating in the yoga poses | Warm-up: Red-light, Green -light (basic walking, running, jogging)  Teacher Led Group Discussion:  The Teacher will verbally and physically demonstrate key yoga poses with the students mirroring. The teacher will “pause” students and adjust their positions as needed. After each movement, the class will have a discussion as to what went well, if it was difficult, tips and tricks etc.  The poses will be on a poster as well to help the students to have words to describe the balances and positions they are doing.  Questioning:  Discuss what students feel physically and emotionally when they are participating in moderate to vigorous activity like yoga.  This will be leading up to the second class - the purpose of this lesson is to walk through movements that the yoga instructor for next week’s video in a slower, more controlled environment where the teacher can work on posture and balance.  Behavioural Plan:  Have students learn the stretches at a slow pace so they can really understand. If students are getting bored teach them how to adjust the poses for additional challenges.  Create additional space for students so that if they fall they aren’t falling on another student and use mats as an additional safety precaution | Yoga mats (optional)  Grippy Footwear  Visual Anchor with the names and pictures of the poses they are working on. |
| 3 | **P.E 2.1 - Health-Related Fitness**  a,c,f,g,h,i    **CP 2.2 - Creative/Productive**  e,f,g | PE 2.1, CP 2.2  **(Good Stretch vs Bad stretch)**  **Cat/Cow, dog, warrior, airplane)**  Observation:  Students are being assessed through observation. The educator is looking for smooth transitions and the ability to adjust some of the balance movements according to needs. The expectation is a demonstration of beginning to approach ability towards the basic skills. Educators are also looking for students to recognize when they cannot safely do the movement.  Self-Reflection:  The students will reflect on what movements were easy and difficult for them in a short journal entry. | Warm-up: Red-light, Green -light (basic walking, running, jogging)  **(Cat/Cow, dog, warrior, airplane)**  Students will be mirroring a yoga instructor on video moving at a pre-set pace. The purpose is to further enact the movements, spaces and levels that the class learned last class. It is also to demonstrate smooth movement transitions in an applicable way. The educator will be assessing and observing students doing the movement. The students will also be doing an exit ticket/journal entry where they will be asked their favourite move and their least favourite move and why. The poster from last class will be up to give them the names of the poses  Behavioral Plan: have students learn the stretches then go through the routine at a faster pace than the video of students are finding a difficult time engaging. Another way would be to take away more points so add a difficulty level. | Yoga Mats  Grippy Footwear  Projector  Laptop  Speakers  Visual Anchor with the movements and the names  <https://www.youtube.com/watch?v=4ZpkRAcgws4> |
| 4 | **PE 2.1- Health-Related Fitness** d, i  **PE 2.3- Locomotor Skill** k, i  **PE 2.7- Rhythmic Movement** b,e,h  **CP 2.2 - Creative/Productive** e,f,g,i,j | Formative Assessment:  PE 2.1 & 2.3- Observation and checklist of students who have control of the sequence and transitions of dance. Write down if students have (Control, progression towards control or in the exploring stage) with their movement variables and patterns.  PE 2.7, CP 2.2- have students complete a self assessment (thumbs up or thumbs down) tio a variety of questions provided by the teacher. The questions will be based around how dancing has made or makes them feel. On a sheet with all the student names out a check for thumbs up and leave blank for thumbs down. | Warm-up: Red-light, Green -light (dance moves version, disco, chicken dance, crab walk)  Exploration: Students dance freely to the music while it is playing then watch the youtube video and have the students watch and dance along to the video. Have students practice their locomotor skills through sequences of movements in the video.  Guided Instruction: Students play dance simon says where they all get a chance to be the leader of the group and show off their moves. The students do this as a class. The students get some free time to explore their own dance moves with their peers.  Behavioural Plan:  If students are not capable of keeping up with the dance, project Just Dance Kids on the screen so that they can follow that  Encourage children to take leadership in the Simon Says dance. If children are performance shy, go around the circle and have every child create a move to imitate. Accept non-movements (such as freezing, toe-tapping, shrugging) as funny dance moves to relieve anxiety about dance ability. | Youtube Video:  <https://www.youtube.com/watch?v=qrTi2aLx8dw&t=45s>  Music  Speaker  Class list of the students names |
| 5 | **PE 2.1- Health-Related Fitness** d, i  **PE 2.3- Locomotor Skill** k, i  **PE 2.7- Rhythmic Movement** b,e,h  **CP 2.2 - Creative/Productive** e,f,g,i,j |  | Warm-up: Red-light, Green -light (dance moves version, disco, chicken dance, crab walk)  Learn the choreography for two dances. Start off with the Chicken Dance, Macarena. Practice bit by bit until the educator puts the whole thing together. Educator explicitly points out differences in movements like the levels, spaces etc.  Behavioural Plan:  Provide optional coloured bracelets to help relieve anxiety over directions  Take the movements slowly and piece by piece for students who may not understand. Encourage those who understand the movements to help their classmates to understand.  Allow students to pick their places in the gym so that they can stand according to their comfort level  While teaching the dance movements, face the class so that you can keep an eye on how they are doing  Make sure students are adequately spaced and avoid having students who do not work well together beside each other. | Two different colours of wrist band for each child to help them learn left and right. |
| 6 | **PE 2.1- Health-Related Fitness** d, i  **PE 2.3- Locomotor Skill** k, i  **PE 2.7- Rhythmic Movement** b,e,h  **CP 2.2 - Creative/Productive** e,f,g,i,j |  | Warm-up: Red-light, Green -light (dance moves version, disco, chicken dance, crab walk etc)  Learn the choreography for two dances.  Start with the Cha Cha Slide. Practice bit by bit until the educator puts the whole thing together (have two-coloured wrist bands to help differentiate left and right). Educator explicitly points out differences in movements like the levels, spaces etc.  Try learning “The Hustle” choreography (if too difficult show the moves to a simple line dance like Achy Breaky Heart). Practice bit by bit until the educator puts the whole thing together (have two-coloured wrist bands to help differentiate left and right). Educator explicitly points out differences in movements like the levels, spaces etc.  Behavioural Plan:  Provide optional coloured bracelets to help relieve anxiety over directions  Take the movements slowly and piece by piece for students who may not understand. Encourage those who understand the movements to help their classmates to understand.  Allow students to pick their places in the gym so that they can stand according to their comfort level  While teaching the dance movements, face the class so that you can keep an eye on how they are doing  Make sure students are adequately spaced and avoid having students who do not work well together beside each other. | Two different colours of wrist band for each child to help them learn left and right. |
| 7 | **PE 2.1- Health-Related Fitness** d, i  **PE 2.3- Locomotor Skill** k, i  **PE 2.7- Rhythmic Movement** b,e,h  **CP 2.2 - Creative/Productive** e,f,g,i,j  SI- **Spirit and Intent of Treaties** 2 | Formative Assessment:  Observation and “Peer Assessment”  PE 2.1, 2.3, 2.7, CP 2.2, SI 2 - Have a “Dance Charade” activity where the students (in pairs or groups of three) must pull an emotion word out of a hat (like happy, sad, angry, frustrated) and use varied movements towards expressing it. The rest of the class must guess what the word is. In doing this the student and teachers give self-feedback as to what levels and movements conveys what emotional state.  Formative Assessment:  Teacher-led student discussion:  After each demonstration the educator will facilitate a constructive conversation as to what body language indicated each emotion and why they thought that. Then the teacher asks what they would do to express that emotion in their everyday life. | Warm-up: Red-light, Green -light (dance moves version, disco, chicken dance, crab walk etc)  The educator helps the students explore emotions and body language by having them go in groups of two or three to draw a secret word from a hat. They will silently try to express that emotion through a dance (they will have half the class to work on this beforehand). Then they will present and the class must guess what emotion they are conveying. Afterwards the teacher will facilitate a group discussion about what body language indicated each emotion and why they thought that. Then the teacher asks what they would do to express that emotion in their everyday life.  Behavioural Plan:  Review student beliefs about constructive feedback. Do not ask students for what is wrong or what they would improve in the performance. Have students speak in turn. If a student cannot adhere to speaking kindly, do not call upon them. If behaviour persists, remove them from the situation and talk to them after class.  Have pre-set places for groups to meet and practice to reduce outer group conflict  Set a timer where students can visually see the time going down so they understand how much time they have left. | * Hat * Emotion words cut out on paper * Speakers * Something to play music on * Music with varying emotional concepts (slow, fast, upbeat, lower tempo etc.) with spotify, apple music or youtube * Grippy Footwear |
| 8 | **PE 2.3- Locomotor Skill** k, i  **PE 2.7- Rhythmic Movement** b,e,h  **CP 2.2 - Creative/Productive** e,f,g,i,j |  | Warm-up: Red-light, Green -light (dance moves version, disco, chicken dance, crab walk etc)  Have students dance to an external beat exploring stations with various implements. Have varying colors and thicknesses of scarves at station #1. Have different types of ribbons at station #2 (varying colours, lengths and if the ribbon is attached to a stick or not). Tambourines, triangles, and rhythmic instruments at station three (this station is different from the others, they are practicing finding and playing out the beat of the rhythm). The final station is with light batons.  For one song the students will have an opportunity to dance in their zone using the implement. For specifically the baton users, they will have extra space so they do not throw a baton at another student’s head.  Have students fill out a journal entry as to how they felt regarding each implement (what they enjoyed and what they did not enjoy)  This lesson is meant to be a transition lesson to using an implement to a rhythms. It is meant to move this lesson smoothly to the next one (where students use a jump rope).  Behavioural Plan: Have control of the music so that it is like musical chairs. This will help with the transitions from station to station. If children are not great at spatial relationships, have pre designated areas for them to dance in. Map out these areas with tape or a big hula hoop depending on desired result. | * Something to play music on * Music with varying emotional concepts (slow, fast, upbeat, lower tempo etc.) with spotify, apple music or youtube * Grippy Footwear * Drum (optional) * Ribbons of varying lengths, sizes and whether they are attached to a stick * Scarves of varying lengths and thicknesses * Batons * Instruments - small rhythm instruments (like maracas, triangles, tambourines). |
| 9 | **PE 2.1- Health-Related Fitness** b, e  **PE 2.2 – Active Living** g, h    **PE 2.3- Locomotor Skill** m, n, o    **PE 2.6 - Movement Variables** c, g  SI- **Spirit and Intent of Treaties** 2 | **(Learning to Skip)**  **Formative Assessment:**  PE 2.1, 2.3, 2.6- Observations and feedback about skipping, while helping students make adjustments to learn to control movements while skipping.  **Summative Assessment:**  PE 2.3 & 2.6- Have a checklist of the proper movement activities (in the curriculum) with each student and write where they are at (control, progressing towards control, exploration).  PE 2.2 & SI- Have students write a journal entry about how they felt about this activity to help them live an active lifestyle. | Warm Up: Red light, Green Light (while moving on green light students skip, hop, gallop)  **(Learning to skip)**  Teacher Led Instruction: teacher directly teaches students how to skip through gradual increase of skipping skill level starting with simple hops, jumps, jumping over a rope on the ground, jumping to a beat of a drum, then jumping individually with a rope.  Questioning:  Discuss what students feel physically and emotionally when they are participating in moderate to vigorous activity like skipping.  Student exploration:  Allow students to have practice and repetition so they are able to control this movement. Play a few songs while students explore the new movement skills they have learned. Play some songs and allow students practice skipping.  Behavioral Plan: have control of music so if students get crazy then you can stop the music and allow them to reset after 45 seconds of a song playing. To challenge students have them partner up and create a skipping rhyme.  . | Spotify, youtube or apple music  Device to play music on  Skipping rope  Drum  Speaker  Journal |
| 10 | **PE 2.1- Health-Related Fitness** h, i, j  **PE 2.2 – Active Living** d, g    **PE 2.3- Locomotor Skill** m, n, o    **PE 2.6 - Movement Variables** c, g | **Formative Assessment:**  **(Skipping Inclusion)**  PE 2.1- Conversation about exercises and how different exercises and adaptations can be modified for each person. Have a conversation with each student about what activities they enjoy outside of school and what activities they might enjoy in this unit.  **(Self Assessment Check)**  PE 2.1 & 2.2- Students complete self assessment so understand how active students are outside of school, if students are getting the correct amount of physical activity a week, and what they enjoy doing for physical activity outside of school. | Have students continue movement patterns and practice skipping while doing a guided exploration of skipping with movement variables.  Student- centered exploration:  Set up stations around the gym and allow students to practice and learn more skipping skills such as: one-foot skipping, skip forward, skip backwards, skip and land quietly.  Teacher Led group discussion:  Discuss the idea of exercises, how they can be different and adapted for each person  Behavioral Plan: If students need more guidance and stations are too much freedom, have students spread out around the gym and practice the skipping movements while you read them out and walk around. Practice each skipping station without a skipping rope. To challenge students, have them complete these with a partner. | Skipping rope  Station poster  Student self assessment |
| 11 |  |  | Review Yoga Balances by doing a yoga class again |  |
| 12 |  |  | Review  Dances and Rope Skipping |  |
| 13 | **PE 2.1- Health-Related Fitness** a, b, e  **PE 2.2 – Active Living** a, b, f    **PE 2.3- Locomotor Skill** a, b    **PE 2.6 - Movement Variables** a, c, e  **PE 2.7- Rhythmic Movement** b,c,f | Formative Assessment:  **(Create exercise routine)**  PE 2.3 & 2.6- Observe and complete checklist of the movements through a variety of locomotor skills and movement variables. Pay attention to the students who may need extra practice or individual support with these activities. | Students Directed Instruction:  **Work Period:**  Creating an exercise routine in groups of 2-3. | Gym equipment  Music  Speaker |
| 14 | **PE 2.1- Health-Related Fitness** a, b, e  **PE 2.2 – Active Living** a, b, f    **PE 2.3- Locomotor Skill** a, b    **PE 2.6 - Movement Variables** a, c, e  **PE 2.7- Rhythmic Movement** b,c,f | PE 2.3 & 2.6- Observe and complete checklist of the movements through a variety of locomotor skills and movement variables. Pay attention to the students who may need extra practice or individual support with these activities. | **Work Period:**  Creating an exercise routine in groups of 2-3. |  |
| 15 | **PE 2.1- Health-Related Fitness** g, f  **PE 2.2 – Active Living** g, h    **PE 2.3- Locomotor Skill** m, n, o    **PE 2.6 - Movement Variables** c, g    **PE 2.7- Rhythmic Movement** b,c,f | Summative Assessment:  PE 2.1, 2.2, 2.3, 2.6, 2.7- video performance of students when presenting the workout routine with all the skills learned from the unit. See rubric below. | Students presenting lessons | Video camera  Speaker and music  Journal  Video |
| 16 | **PE 2.1- Health-Related Fitness** g, f  **PE 2.2 – Active Living** g, h    **PE 2.3- Locomotor Skill** m, n, o    **PE 2.6 - Movement Variables** c, g    **PE 2.7- Rhythmic Movement** b,c,f | Summative Assessment:  PE 2.1, 2.2, 2.3, 2.6, 2.7- video performance of students when presenting the workout routine with all the skills learned from the unit. See rubric below. | Students presenting lessons |  |

|  |  |
| --- | --- |
| **Self-Assess and Reflection (Stage 4)** | |
| **Considerations** | **Comments** |
| **Learning Alignment:**  Is there alignment between questions for deep understanding, the outcomes/indicators, learning assessments, and learning tasks/experiences? | Yes there is alignment between stage 1, stage 2, and stage 3 because we followed along with our main theme to help guide our unit plan. With each lesson my partner and I went back to the questions for deeper understanding to make sure the questions could be answered and understood. My partner and I found this to be more difficult because we have limited experience in the classroom so we have not had a chance to see how unit plans flow in the classroom. |
| **Adaptive Dimension/Differentiation:**  Have you made purposeful adjustments to the learning content (not outcomes), instructional practices, and/or the learning environment to support meeting the learning needs and diversities of all your students? What might variations in learning tasks look like to meet the needs and learning styles of diversity of learners? | For struggling students:  Provide two different examples of what this might look like.   * One of the adaptations we made to the lesson plan was changing the ‘normal’ idea of exercise to be more appealing to students. Along with this adaptation is changing the language to be child friendly. Such as instead of workouts we call them exercises and guide them to participate. * Variations and adaptations were made in each different activity (yoga, skipping, and dance) a specific example is the stations. The students could skip with a rope not without as long as they attempted each station. Some of the students having a challenge with the activity could complete the stations without a rope. Another adaptation to me made for inclusivity for students who may be in a wheelchair is to participate in the rope skipping for a large rope or have them show the students how they might get over the roep while in a wheelchair.     For students who are exceeding and need a challenge:   * The student led exploration allows the opportunity to challenge themselves and push their own boundaries of what they are able to do. There is plenty of opportunity for students to challenge themselves in a safe environment while going at their own pace. For example, the skipping rope station students can try to add different footwork into the skipping such as a crossover or they can challenge themselves to move around while they skip. * The adaptations made for the yoga unit can involve more balance and flexibility, while the activity focuses on stretches and body relaxation the poses can still be adapted to challenge students. For example, when students try a tree pose they rest one foot on the other like a kickstand to help balance themselves but they could try taking their foot completely off the ground to challenge themselves. |
| **Instructional Strategies/Models/ Approaches:**  Did you use a variety of teacher directed and student-centered instructional approaches? Do the selected modes/approaches align with the learning focus? | For three different instructional strategies, name and explain where, why and how you used it.   * In the first lesson the students do a guided instruction activity where the teacher asks them a variety of questions and while in groups they have to answer yes or no on a sticky note. After they have their answer they must complete the movement variable the whole way to the other end of the gym to put their answer on the wall. This was an engaging introduction activity to assess the students prior knowledge. * Another instructional strategy used in our unit plan was questioning and conversations to gain a formative assessment of the students knowledge. Conversations and questioning was used to lead students to gain a deeper understanding of the importance of being physically active through a variety of exercises. In the fifth lesson or class period there was a discussion and question portion of the learning plan so students could discuss their feelings and reflect on how to care for their bodies when they participate in moderate or vigorous activity. * Student-centered exploration was an instructional approach we took many times throughout this unit plan because it was important that students had the chance to explore activities they enjoyed themselves. The students explored a variety of types of skipping stations on their own in lesson six while challenging themselves. This was for teachers to assess their control level on locomotor skills while allowing them the freedom to practice and enjoy the activity. |
| **TELs Content/Gender Equity/Multicultural Education:**  Have you nurtured and promoted diversity while honouring each child’s identity? How have you interconnected your learnings to support holistic learning? | Holistic education is practiced throughout our lesson plan by engaging students in a variety of movement variables and activities that they might enjoy. These activities give students the opportunity to explore and engage in what they take interest in to help them engage is active living. As students are exploring these activities they are also gaining knowledge about the bodies physically, mentally, and emotionally because of the different yoga practices, dance patterns, and understandings of what their bodies can or cannot handle. These lessons are focused towards the holistic education of the whole student. |

**Exercise Routine Rubric (\_\_\_/12)**

**Names:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| Meeting (4) | Progressing (3) | Approaching (2) | Beginning (1) |
| Exercise routine is 3 -5 minutes, has appropriate music and exercises fit in with the music to create smooth transitions. Exercise routine has 2 or more skipping or hopping exercises, 2 or more yoga poses, and 2 or more dance moves worked in throughout the routine. The form and positions of the exercises are done correctly without error. | Exercise routine is 3 minutes long, has music to fit into the movement with mostly smooth transitions but 2 or less transitions that are not smooth. Exercise routine has 2 skipping or hopping exercises, 2 yoga exercises, and 2 dance moves working throughout the routine. The form and positions of the exercises are done correctly with few errors (2) and they attempt to correct their form. | Exercise routine is less than 3 minutes, that has music that does not match or fit into the music with the movements. There are less than 4 smooth transitions in the routine. The exercise routine has 1 skipping or hopping exercise, 1 yoga exercise, and 1 dance move worked throughout the exercise routine. Some of the form and positions of the exercises are done correctly, but with many errors (3-4). There are attempts to correct their form. | Exercise routine is less than 2 minutes, has less than 6 smooth transitions with no music. There are no skipping, yoga and dance exercises in the routine. The exercise routine is poorly attempted. There are many errors in form (4+) and there are no attempts to correct their form. |
| Comments:  ( \_\_\_\_\_/12) |  |  |  |