## McGill University Lesson Plan format

**Learning and Evaluation Situation Focus / Topic:** Routines and Procedures **LES Period Number:** \_\_\_\_\_\_\_\_\_

Class Name: Cycle: 1.1 1.2 2.1 2.2 **3.1** 3.2 Date: March 15th, 2011

Number of students: 20-25  Year: K 1 2 3 4 **5** 6 Duration: 30 mins.

**Objectives:** The student will be able to …

1) Run around the gymnasium avoiding and chasing others (Psychomotor Domain)

2) Establish proper communication; receive and understand information from teammates in the activity (Cognitive Domain)

3) Use and demonstrate appropriate behaviour towards others during the games (Affective Domain)

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| **Essential Knowledges** | **Knowledge** | **Strategies** | **Motor Skills** | **Behaviour** |
| **Competency****2**To interact with others on different physical activity settings | **Principles of communication**-Name a few ways of being understood by others-Name a few ways of being receptive to other’s message**Methods of Communication**-Names different ways of communicating.**Roles**-Explains in his/her own words the main actions of a team captain or leader | N/A | **Opposition Movements or actions**-Opposition movements or actions in duelling activities in a common space: 1) gets away from opponent 2) reaches the opponent 3) dodges an attack by the  opponent 4) deceives the opponent using a  feint**Cooperation:** collaborating, communicating, interpreting**Cooperation-Opposition:** Gets free from an opponent or moves to an open space. 1. Moves into open space in

relation to partners | **Ethics related aspects:**-Respects his/her peers 1) Treats his/her  opponent with respect1. Accepts the mistakes

of teammates1. Helps partners who

are having difficulty-Demonstrates fairness-Accepts victory and defeat 1) accepts defeat with  dignity 2) respects opponents  victory-Demonstrates honesty in his/her behaviour- Names a few values that can be developed through games and sports (honesty) |
| **Equipment Needed:**- 4 round cones - 25 pinnies (red, blue, yellow and green)- 5 to 10 poly spots | **Major Safety Concerns:**-use round cones to create boundaries so that students avoid the walls-students must use appropriate and safe tagging methods- tuck pinny on the side |

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| **Activity** | **Task Progressions** | **Verbal Cues** | **Time (mins)** |
| 1. Introduction
2. Entering of Students
3. Introduction to class
 | 1. Assemble all of the Grade 5 students in a circle in the middle of the gymnasium and have them sit down.
2. Introduce ourselves to the students and explain to them that we are from McGill University and will be teaching their class today.
3. Explain teaching cues.
 | “When I say GO” – to start activity or to follow teacher’s instructions“Three, two, one, stop” – to stop“Freeze” – to stop where they are | ~3 mins. |
| 1. Warm-up

Everyone is it Frozen Tag | 1. Begin by asking the students if they know the rules of regular tag. Tell the students that they will be playing a different version of tag today.
2. Have the students find a spot anywhere on the gymnasium floor and begin to move around the gym avoiding others.
3. Next, the students will run around and try to tag each other, explain to them that everyone is it, and when they are tagged, they must stand still with the hands out in front of them, palms up.
4. Advise them that once they are frozen, another student must can free them by tapping their hands three times saying, “You’re free, you’re free, you’re free” for them to become unfrozen. Explain that when a student is freeing another student they are on base and cannot be tagged.
5. Add nose and toes moveable bases and/or static one person bases using poly spots
6. If it seems students are staying frozen to long, we will add automatic defrost by doing 5 jumping jacks
7. When the game is finished have all of the students stand at the end line and based on this warm up, make even teams for the first main activity.
 | Questions:* What happens when you get tagged?
* Where do you go when you get tagged?

“When I say Go…”“Watch where you’re going”“Keep your head up”“Move around using the entire gymnasium”“Avoid the walls”“3, 2, 1, Stop” | ~5-7 mins.  |

Organization / Diagram(s):

Transitions:

Introduction: Warm-Up:

Tag!

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| **Activity** | **Task Progressions** | **Verbal Cues** | **Time (mins)** |
| 1. Main Activity

 Flag Tag- Students have already been divided into teams. Attach pinnies to their shorts and attempt to pull the pinnies off other students in the space given.  | 1) Students will be given a pinnie and asked if they know the proper way to place their pinnie in their shorts; and if they know the proper way to remove a pinnie from another student and the tactics involved**Rehearsal:** Show an example with the other Teacher leader how to put your pinnie and how to steal it from someone else.2) Students move around the gym trying to grab other students pinnies while trying to protect their own from being grabbed3) If a student’s pinnie has been stolen, they must pick up their pinnie, walk to the side of the playing area, tuck the pinnie back into their shorts, do five jumping jacks and return to the game4) **Flag Teams**: Students are placed in coloured teams (according to the pinnie they’re already wearing), teams can work together to de-flag other teamsCan start off by playing all teams against each other, and then move on to one color against another (ex. red vs. blue and green vs. yellow). Teams can switch every 30 secs-1 min.5) Can incorporate nose and toes bases and/or one person static bases using poly spots | Questions:* “Where do you place your pinnie?
* “Does anyone know how to grab a pinnie from another student?”
* “What types of movement pattern do you use to steal someone’s pinnie or to defend your pinnie?”

“When I say Go…”“Freeze”“Watch where you’re going”“Keep your heads up”“Don’t steal pinnies to aggressively”“3, 2, 1, Stop” | ~7-10 mins |

Organization / Diagram(s):

Five Jumping Jacks!

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| **Activity** | **Task Progressions**  | **Verbal Cues** | **Time (mins)** |
| 1. Cool Down / Culminating Discussion
	1. Sum-up
	2. Exit
 | 1. Assemble all the students together in the centre circle and have them sit down.
2. Go over the some of the cues and routines that the children have practiced today.
3. Have the students form a line in front of the door to exit the gymnasium. The two best behaved students get to stand at the front and the back of the line.
 | “Three, two, one, stop” “Sit in a circle” “Go” – to form a line | ~ 2-3 mins.  |

Organization / Diagram(s):

Sum-Up: Exit:

Post-Lesson Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_