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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Victoriia Finley** |

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| **Grade** | Grade 2 | **Topic** | Physical Education |  |
| **Date** | November 26th | **Allotted Time** | 60 min |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| <https://curriculum.gov.bc.ca/curriculum/physical-health-education/2/core> | | | |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| Today students will participate in YOGA activities which will include reading a book *I Am Yoga* by Susan Verde, practice Yoga poses and a Yoga pose game. Yoga will help students to get a break from sitting at their desks and will stretch their bodies. |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication**   * Communicating * Collaborating | **Thinking**   * Creative Thinking * Critical & Reflective Thinking | **Personal and Social**   * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility |
|  |  | **I can be personally aware and responsible, recognize the factors that affect my holistic wellness and take increasing responsibility for caring for myself. I can keep myself healthy and stay active, manage stress, and express a sense of personal well-being.** |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| Learning involves patience and time. | **Students recognize that during Yoga activities they have to be patient and respect others’ space.** |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand***  Big Idea(s):  Learning how to participate and move our bodies in different physical activities helps us develop physical literacy.  *Essential or Guiding Question(s):*  Why do we practice Yoga? How do we safely practice Yoga? |
| ***Do***  Curricular Competencies (Learning Standards):  Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments. |
| ***Know***  Content (Learning Standards):  Effects of physical activity on the body |

**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

* I can participate in discussion.
* I can respect other students’ place and don’t distract others during activities.

SUMMATIVE ASSESSMENT: (Assessment of Learning)

* I can practice Yoga poses and participate in activities.

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | * I will learn how to do Yoga. |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | * I will do Yoga. |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | * I have a matt to do Yoga on. |

**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?*  *How will you plan for students who have learning/behaviour difficulties or require enrichment?* | | |
| Students need to/must do   * I can try to do Yoga poses. * I can listen to instructions and the story read by the teacher.   Access/All | Students can do   * I can be peaceful during the activity and respect others’ space.   Most | Students could do/try to   * I can repeat the poses after the teacher and do them correctly.   Few/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

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| *I Am Yoga* by Susan Verde,  Yoga cards,  Yoga mats (prepared and laid out before students enter the classroom),  Sanitize spray and paper towels (to wipe down mats) |

**Organizational/Management Strategies:** *(anything special to consider?)*

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| Some students might not be enthused by Yoga poses, then the teacher should mention they have to respect others’ space. |

**Lesson Development:**

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| **Connect:**  *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.*  **Process:**  *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built in guided practice?*  **Transform:**  *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?*  **Closure:**  *How will you solidify the learning that has taken place and deepen the learning process?*  *Refer back to the learning intention, connect to next learning.* | | Pacing |
| **Teacher will**   * Prior to the lesson teacher will prepare everything for the class. Teacher will move tables and chairs, place mats on the floor and dim the lights. Teacher will have the book and the cards up at the front ready for the class. * Once students will come to the classroom, ask them to quietly change and choose a matt. Tell students that they have to make good choices when choosing matts so they won’t distract others. * Teacher will turn the Yoga music on very quite and ask students to listen to the story she will read to them. Teacher will start reading the story, stop at each page and show a picture. * Teacher will ask students to stand up and do a stretch before doing Yoga poses. Then teacher will ask students to stand still and repeat after her. * Finish the Yoga poses. Now go around each matt and spray with the sanitizing liquid, ask students to grab paper towels and wipe their matts. Put away matts in the corner. * Ask students to come to the middle of the room and sit in a big circle. Go around the circle and put cards with yoga poses around the circle. Tell students that you play songs and students will walk around the circle. Once you will stop the music, students have to stop, look at the card in front of them and repeat the yoga pose from the card. Do this a couple of times (depending on the time). * Ask students to help you put the desks and chairs back on their spots. * Ask students to sit at their desks and tell what did they learn today. * Finish the lesson by thanking students for participating in the activity. | **Students will**   * Students come to the classroom, change and choose a matt to sit on. * Students listen to the story read by the teacher. * Students stand up, stretch and start repeating Yoga poses after the teacher. * Clean up their mats and put them away. * Sit in the circle in the middle of the room. Listen to the teacher explain the activity. Start the activity. Finish it up. * Help put the desks and chairs away. * Sit at the desks and tell what they learnt. |  |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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