





Physical Education Lesson Plan

By: Jordan Weisgerber, Mark Elson, Colton Sutter, and Diandra Magee

Grade: Div II Lesson/Unit: Water Relays Date: Jan 31st

| | | | | | | | | | | | | |
|---|-----------------------------|--|------------|-----------|--|-----------|------------|----------|--|--------|----------------------------------|--------------------------------|
|  Activity | |  Benefits Health | | |  Cooperation | | | |  Do It Daily...For Life! | | | |
| | | | | | | | | | | | | |
| Basic Skills | Application of Basic Skills | Functional Fitness | Body Image | Wellbeing | Communication | Fair Play | Leadership | Teamwork | Effort | Safety | Goal Setting/ Personal Challenge | Active Living in the Community |
| ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |

Learning Activities/Teaching Strategies

Hook: Talk about the value of water. How water brings life to everything. In aboriginal culture they believe that water is alive; water is life. Aboriginal culture discusses how we are all connected living and non-living. This especially includes water; we are made up of more than 70% water, thus it is essential to all beings. Water is something we must be grateful for. In this game, you will have an opportunity to play with water, while also respecting and honouring it the way aboriginal people do.

Thank the Water: Aboriginal cultures thank the natural elements they use. We want to thank the water for giving their life to play this game. Here in Canada we take water for granted it is something that for most of us is clean and readily available. We should be thankful that we have this access to water to play this game.

Higher Order Question: What should we do for those who do not have enough water?

Introduction: The objective of this game is to transport water from one bucket to another. Students will be split into teams of 4 (good rest to work ratio) if possible. Each group will receive a large bucket full of water and a smaller bucket that is empty. The buckets will be approximately 20 meters apart if outside, if inside half the gym (preferably an outside activity). Teams will receive a sponge, the goal of this activity is to soak your sponge in the larger bucket and transport it to the smaller bucket squeezing it out to fill the smaller bucket.

Assessment/Evaluation

Students will be assessed formatively through the use of constant monitoring and observation. We will be looking for the criteria listed below.

Once the activity is over they will be required in teams to fill out a sticky note of what they learned during that class, no name is required. They will stick it on there section of wall on the way out. This can be focused on aboriginal culture, or a specific skill they have performed. This would be an activity we would like students to perform on the way out of every phys ed class. It is safe and gives the instructor some feedback on where students are at and what needs to be visited further.

Basic Skills

Students will be performing the basic skills correctly. There is a number of various movement options that can be provided (gallop, skip, hop, run). Students demonstrate these movements properly.

Effort

Rules:

- Only one person is allowed to go from each group at one time
- You must go in sequential order (no hogs)
- In order to win (time dependent) (bucket size dependent)
 - students must either fill their bucket
 - Have the fullest bucket when the time expires. This requires students to use math skills (cross curricular connection).
- The students in the group who are waiting must wait behind the pylons, they are not allowed to leave until they receive the sponge from their teammate.



Students are actively involved and encouraging their teammates throughout the activity.

D5-1 participate regularly in physical activity to develop components of health-related fitness and movement skills
D5-2 demonstrate factors that encourage movement

Communication

Students are communicating to their teammates in a calm and respectful manner. This will require a well built environment within your phys ed. class.

C5-1 identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity

Fair Play

Students will follow the rules. Winning and losing in a respectful manner.

C5-3 demonstrate etiquette and fair play

Teamwork

Teams will work together and demonstrate practices that enhance their team environment.

C5-5 identify and demonstrate practices that contribute to

C5-6 identify and demonstrate positive behaviours that show respect for self and others

Equipment

- 1 large bucket per group
- 1 small bucket per group
- 1 sponge per group
- 1 towel per group
- 1 Measuring cup per group
- 6-8 pylons
- Other water transportation instruments (ladles, cups, different sized sponges, large spoons etc.)

Safety Considerations

- Watch where you are going so you don't run into anyone or spill the water
- If water is spilled have it cleaned up before next round so no one will slip and fall

Cross Curricular Connection

1. Demonstrate an understanding of volume by: estimating and measuring volume (Program of Studies; Grade 5) (Math Measurement).
2. Identify human actions that can threaten the abundance or survival of living things in wetland ecosystems; e.g., adding pollutants, changing the flow of water, trapping or hunting pond wildlife. (Specific Outcome: 5-10-9) This will be done through the discussion about wasting water and the repercussion that come from it.

Adaptations

Tier 1:

1. Shorten the track between each bucket if needed.
2. Take out the competitive nature by explaining to students that it is not a race, but rather a challenge to fill your bucket without wasting water. Students can then perform the activity using their own safe pace.
3. Ask students to number themselves in their groups from 1-4. Then ask the students to line up from 1-4. Explain to the students they will be passing a sponge behind their team members that is soaked with a bucket of water. The first student will fill the sponge from the big bucket of water, then facing forward they will pass the sponge behind their head to their team member. This movement will continue until the third team member passes the sponge to the last team member.. When the last student in the line receives the sponge, they will transfer the remaining water in the sponge into the bucket. The last member will pass the sponge to the student in front of them, repeating the same movement. The goal is to fill the entire bucket with water. If a team finishes early, they need to help another group.

Tier 3:

1. Have students perform a different running skill each round when travelling between the buckets. For example, two foot hops, one foot hops, skipping, squat jumps, side shuffle, or crossovers. These skills will be challenging for this age because they need to make sure they are not wasting the water.
2. Distances between buckets can be extended for further physical activity.
3. Could use alternative equipment to transport water. For example, a soup ladle or other type of spoon. In regards to sponges, you could use alternative sizes.
4. Obstacles can be put in place that students must go through. For example, crawl under chairs, climb over certain gym equipment, or navigate through equipment they cannot touch/step on. An example of this could be placing skipping ropes or cones in the track that students must avoid.
5. Offer alternative equipment for water transportation where students can problem solve in regards to the most efficient way to fill their buckets.

Tier 4:

1. Have students perform exercise movements such as lunges, squat jumps, side shuffle, crossovers, high knees, sprints.
2. Distances between buckets can be extended for further physical activity.
3. While waiting for the next turn, students could be required to do a certain number of pushups, burpees, mountain climbers or situps.
4. Time limits can be adjusted to make it more challenging.
5. Offer alternative equipment for water transportation where students can problem solve in regards to the most efficient way to fill their buckets.
6. Students could be required to do the transportations in pairs (like four legged races), which would promote collaboration and teamwork.

Differentiation of Activities

For students with disabilities:

- Modify skills that meet the needs of the student
- Have another student or EA work with the child

-Option: if a child does not want to participate in the activity, the student can be given another task (e.g. the student can take on a role as the “Zamboni” wiper, by taking a towel and wiping down the wet areas during each round)
-see tier 1 point 3.