

**CODE/MOE/UOIT Makerspaces Project—Lesson Planning Template**

**School Board: Huron Superior Catholic District School Board**

**Grade(s): 1-8**

**Subject(s): Physical Education/Health**

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| **BIG IDEAS:****Connections can be made between healthy living and well-being.** **Students will make connections to healthy living by creating a winter sport from the Olympics.****Curriculum Expectations:****OVERALL:****C3. Making Connections for Healthy Living****SPECIFIC:** **Critical and Creative Thinking (CT)\* 1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.** |
| **Learning Goals:**“We are learning to…”…make connections between the Olympics and healthy living by researching and recreating Olympic events. | **Success Criteria:** “We will be successful when…”…we can make connections between healthy living and participating in one of the many Olympic events**.** |
| **Lesson Overview:****Students will discuss the importance of healthy living while researching and recreating an Olympic event using a variety of materials.**  |
| Materials and Technology: A variety of materials including: paper/plastic cups, dixie cups, styrofoam plates, construction paper, a variety of recycled cardboard boxes, Q-tips, popsicle sticks, toilet paper/paper towel rolls, tape, straws, glue, scissors, paper clips, beads, cotton balls, pom pom balls, yarn/string, fabric scraps, paper, markers, crayons,legos, lego people.Ipad or computer with projector and smart board. You would also need access to internet to be able to show different events of the olympics.  |
| **Student Accommodations/Modifications:** **Students are seated with proximity to teacher according to IEP plans.****Students may be grouped with older students.**  | **Lesson will be differentiated by:*** **Content, specifically: n/a**
* **Process, specifically: students can be grouped with older students, teacher prompting when necessary**
* **Product, specifically: offer a variety of different materials**
* **Environment, specifically: seat some students in proximity to teacher**
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| **MINDS ON: Getting Started** |
| During this phase, the teacher may: • activate students’ prior knowledge; • engage students by posing thought-provoking questions; • gather diagnostic and/or formative assessment data through observation and questioning; • discuss and clarify the task(s).  | During this phase, students may: • participate in discussions; • propose strategies; • question the teacher and their classmates; • make connections to and reflect on prior learning.  |
| **Describe how you will introduce the learning activity to your students.** I will hook them by showing a few clips of different events from the Olympics.**What key questions will you ask?** Which of the Olympic events interests you?Which one of the Olympic events would interest you to recreate?What materials do you think you will use?Do you think that these events require a lot of practice?What kind of things do these athletes have to do to prepare themselves for the Olympics?What do these events have to do with physical activity? What about lifestyle?Do you do any of these events or sports?Will you try out for the Olympics one day?**How will you gather diagnostic or formative data about the students’ current levels of understanding?**I would be able to mark or give a grade to the student's final product. I will also see how the students do during group activities (are they taking turns, sharing ideas?) Conversations and observations may be made during the process as well as anecdotal notes.**How will students be grouped? How will materials be distributed?** I will group students with older students. I would have a variety of materials on a table and students are to come and get materials as required.  |
| **ACTION: Working on it** |
| During this phase, the teacher may: • ask probing questions; • clarify misconceptions, as needed, by redirecting students through questioning; • answer students’ questions (but avoid providing a solution to the problem); • observe and assess; • encourage students to represent their thinking concretely and/or pictorially; • encourage students to clarify ideas and to pose questions to other students. | During this phase, students may: • represent their thinking (using numbers, pictures, words, manipulatives, actions, etc.); • participate actively in whole group, small group, or independent settings; • explain their thinking to the teacher and their classmates; • explore and develop strategies and concepts.  |
| **Describe the task(s) in which your students will be engaged.** The students will love to plan and build their events. They will be trying to glue or tie various objects to form their events. I think that they will add details to their events and come up with creative ways to create them. E.g. toilet paper rolls to create the luge, etc. **What misconceptions or difficulties do you think they might experience?** I think that they may have to do trial and error with some of the materials. They are not able to glue the legos. Also, if they build something out of legos, they can’t take it home. I will offer to take a picture of their event and they will be able to take that home.**How will they demonstrate their understanding of the concept?**They will demonstrate their understanding by assembling and adding details of the various events. Can they make connections between physical activity, healthy living and these Olympic events? **How will you gather your assessment data (e.g., checklist, anecdotal records)?**I will walk around making anecdotal notes of how students are planning their final product, helping or prompting students who need help. I will ask the questions listed above to my students to help develop a love of physical activity and healthy living and a better understanding of how we too, even if we are not Olympians, can set our own personal physical activity and healthy lifestyle goals. **What extension activities will you provide?** They could do a variety of activities depending on grade level, including researching the countries or the origins of various Olympic events. They could also write a descriptive paragraph about their event. |
| **CONSOLIDATION: Reflecting and Connecting** |
| During this phase, the teacher may: • bring students back together to share and analyse strategies; • encourage students to explain a variety of learning strategies; • ask students to defend their procedures and justify their answers; • clarify misunderstandings; • relate strategies and solutions to similar types of problems in order to help students generalize concepts; • summarize the discussion and emphasize key points or concepts.  | During this phase, students may: • share their findings; • use a variety of concrete, pictorial, and numerical representations to demonstrate their understandings; • justify and explain their thinking; • reflect on their learning. |
| **How will you select the individual students or groups of students who are to share their work with the class (i.e., to demonstrate a variety of strategies, to show different types of representations, to illustrate a key concept)?** I would like to put all of their work on a display, in a showcase to demonstrate that we are all makers...this time Olympic event re-creators. I will also give several students the opportunity to share their thoughts on how they planned out their events.**What key questions will you ask during the debriefing?** What did you learning by doing this activity?What was challenging about it?Why did you choose these materials?Are there any other materials that would have been more helpful?What would you do differently next time? |