** LESSON PLAN (2025)**

**Candidate’s name:** Thu Trang Nguyen

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| Grade/Class/Subject: | Kindergarten/Physical and Health Education | School: | Uplands Elementary School |
| Date: | Friday, February 21, 2025 | Allotted Time: | 30 minutes |
| Topic/Title: | Freeze Game, Frogs and Lily Pads, and Ball Transfer Challenge | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](about:blank)

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| *Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.* |
| This lesson uses three games Freeze Game, Frogs and Lily Pads, and Ball Transfer Challenge to help kindergarten students develop fundamental movement skills, teamwork, and listening skills in a fun and engaging way. Students will practice balance, coordination, and gross motor skills. These games also encourage students to master their listening, develop strategic thinking, build teamwork, cooperation, and communication skills. Additionally, they can boost students’ confidence, patience, and self-regulation. |

1. **CORE COMPETENCIES**

**Key resources:** [https://curriculum.gov.bc.ca/competencies](about:blank)

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| **Core /Sub-Core Competencies** *(check all that apply):* | *Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.* |
| 🗹 COMMUNICATION – Communicating  🗹 COMMUNICATION – Collaborating  🗹 THINKING – Creative Thinking  🗹 THINKING – Critical Thinking  🗹 THINKING – Reflective Thinking  🗹 PERSONAL AND SOCIAL – Personal Awareness and Responsibility  🗹 PERSONAL AND SOCIAL – Positive Personal and Cultural Identity  🗹 PERSONAL AND SOCIAL – Social Awareness and Responsibility | **Communication**:   * ***Communicating***   *Profile 2: In familiar settings, I communicate with peers and adults.*   * ***Collaborating***   *Profile 2: In familiar situations, I cooperate with others for specific purposes.*  Students will practice listening carefully to the teacher’s instructions and respond by stopping immediately. Students learn to follow verbal cues from the teacher and share excitement with their peers. They can use simple communication like “help me” or “hold it (the ball) steady” to work together. They can adjust their actions based on feedback from teammates.  **Thinking**:   * ***Critical Thinking and Reflective Thinking***   *Profile 2: I can use evidence to make simple judgments.*   * ***Creative Thinking***   *Profile 2: I can get new ideas or build on or combine other people’s ideas to create new things within the constraints of a form, a problem, or materials.*  These three games allow students to develop their critical thinking since they observe and react to the teacher’s cues to determine when to stop. They need to judge how far they can jump and distance to the next "lily pad", building early problem-solving and decision-making skills.  The Freeze game encourages flexible and creative thinking. Students can choose different types of movements (running, hopping or walking, etc.) and different freeze poses for Freeze game. They can find different ways to jump (e.g., one foot, two feet, sideways).  **Personal and Social**:   * ***Personal Awareness & Responsibility*** |
|  | *Profile 1: I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize my emotions.*   * ***Positive Personal and Cultural Identity***   *Profile 2: I am aware of different aspects of myself. I can identify people, places, and things that are important to me.*   * ***Social Awareness and Responsibility***   *Profile 1: I can be aware of others and my surroundings.*  Through three games, students feel a sense of accomplishment when they successfully freeze without wobbling, land safe in a “lily pad”, and successfully bring the balls to the wall. Students recognize their own physical abilities. They recognize their needs by asking for help.  These games help children explore who they are, what they enjoy, and how they connect with others. Students will understand that teamwork and belonging are important parts of their social identity. They can see themselves as team players, learning how they contribute to a group.  Students learn self-control by stopping their movement to avoid bumping into others. They practice taking turns and waiting patiently, showing respect for their peers. Also, students learn how to cooperate and encourage teammates in a team challenge. |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](about:blank)

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| **FPPL to be included in this lesson** *(check all that apply):* | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* |
| 🗹 Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.  🗹 Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).  🗹 Learning involves recognizing the consequences of one's actions.  🗹 Learning involves generational roles and responsibilities.  🗹 Learning recognizes the role of Indigenous knowledge.  🗖 Learning is embedded in memory, history, and story.  🗹 Learning involves patience and time.  🗹 Learning requires exploration of one's identity.  🗖 Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | * These three games emphasize whole-body movement, allowing children to learn through experience. * Freeze Game encourages self-regulation and body awareness, helping students reflect on how they move. * Through the game Frogs and Lily Pads, this lesson can connect to Indigenous teachings about nature, animals, and the importance of respecting the land. * Ball Transfer Challenge promotes teamwork, emphasizing relationships and cooperation as students rely on one another. It helps students understand their role in a group and recognize their strengths in teamwork. Students will understand that everybody is interconnected. * These games help children learn from their actions and develop personal responsibility. For example, Freeze Game teaches children to control their movement. If they don’t freeze, they will be out, helping them learn from their mistake. * The teacher can remind students that learning takes time and practice. They need to take turns and wait for their moment to jump or run. * This lesson allows kindergarten students to build their identity by fostering self-awareness, confidence, and a sense of belonging to their group. |

1. **BIG IDEAS**

**Key resources:** [https://curriculum.gov.bc.ca/](about:blank) (choose course under Curriculum, match lesson to one or more Big Ideas)

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| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
| Students are expected to understand:   * Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living. * Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.   With three games, Freeze Game, Frogs and Lily Pads, and Ball Transfer Challenge, this lesson aims to build fundamental movement skills like jumping, running, and balancing, the important components of physical literacy and lifelong active living. It also helps kindergarten students develop focus, listening skills, and body awareness. Through movement-based activities, they learn about teamwork, communication (helping their friends), and emotional regulation (accepting losing graciously), helping them form healthy relationships, which is essential for social-emotional well-being. |

1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** [https://curriculum.gov.bc.ca/](about:blank) (choose course under Curriculum)

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| **Curricular Competencies:**  *What are students expected to do?* | **Content:**  *What are students expected to learn?* |
| * **Physical literacy** * Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments * Describe the body’s reaction to participating in physical activity in a variety of environments * Develop and demonstrate safety, fair play, and leadership in physical activities * **Healthy and active living** * Participate daily in physical activity at moderate to vigorous intensity levels * Identify opportunities to be physically active at school, at home, and in the community * Identify opportunities to make choices that contribute to health and well-being * **Social and community health** * Identify and describe a variety of unsafe and/or uncomfortable situations * Develop and demonstrate respectful behaviour when participating in activities with others * Identify caring behaviours among classmates and within families * **Mental well-being** * Identify and describe practices that promote mental well-being * Identify and describe feelings and worries * Identify personal skills, interests, and preferences | * proper technique for fundamental movement skills, including [non-locomotor](https://curriculum.gov.bc.ca/curriculum/physical-health-education/k/core#;), [locomotor](https://curriculum.gov.bc.ca/curriculum/physical-health-education/k/core#;), and [manipulative](https://curriculum.gov.bc.ca/curriculum/physical-health-education/k/core#;) skills * how to participate in different types of physical activities, including [individual and dual activities](https://curriculum.gov.bc.ca/curriculum/physical-health-education/k/core#;), [rhythmic activities](https://curriculum.gov.bc.ca/curriculum/physical-health-education/k/core#;), and [games](https://curriculum.gov.bc.ca/curriculum/physical-health-education/k/core#;) * [relationships between food, hydration, and health](https://curriculum.gov.bc.ca/curriculum/physical-health-education/k/core) * [practices](https://curriculum.gov.bc.ca/curriculum/physical-health-education/k/core) that promote health and well-being * names for [parts of the body](https://curriculum.gov.bc.ca/curriculum/physical-health-education/k/core), including male and female private parts * [appropriate](https://curriculum.gov.bc.ca/curriculum/physical-health-education/k/core#;) and [inappropriate](https://curriculum.gov.bc.ca/curriculum/physical-health-education/k/core#;) ways of being touched * [hazards and potentially unsafe situations](https://curriculum.gov.bc.ca/curriculum/physical-health-education/k/core) * [caring behaviours](https://curriculum.gov.bc.ca/curriculum/physical-health-education/k/core) in groups and families * emotions and their causes and effects |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](about:blank) and[https://curriculum.gov.bc.ca/classroom-assessment](about:blank)

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| *How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Will you use* ***observation****s, have targeted* ***conversations****, or collect* ***products****? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be* ***formative****,* ***summative****, or both?* |
| **Formative Assessment**  Observe students throughout the lesson and assess their abilities regarding these criteria:   * Physical literacy and movement skills: jumping, balancing, coordination * Social and emotional skills: teamwork, taking turns, encouragement, supporting each other * Self-regulation: following rules, spatial awareness, self-control |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](about:blank)

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| *Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.* |
| * Classroom management: review safety rules: keep hands yourself, be aware of others’ space, listen to the teacher’s instructions. * For students needing additional support, provide extra encouragement. * Set up the space: ensure a safe, open area free from obstacles. For the game Frogs and Lily Pads, place lily pads (Hula-Hoops) in a scattered pattern for jumping. * Divide teams: ensure that each team has a balance of abilities, considering strong and slow runners. * Demonstrate: show how to freeze properly (still, balanced, and controlled). Model how to jump safely from one lily pad to another. |
| **Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.* |
| * Hula-hoops (lily pads) * Soft balls |

1. **LESSON OUTLINE**

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| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| **OPENING:**  *e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge* | * Students line up, sing the gym song, and walk to the gym. * Warm-up: run 3 laps around the gym, ensuring that no one cuts the line. Teacher gives high fives when they have finished their warm-up activity. * Gather the students on the center circle. | 5 minutes |
| **BODY:**   * *Best order of activities to maximize learning -- each task moves students towards learning intentions* * *Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback* * *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | * Go over the expectations for a gym lesson quickly * Voices off when the teacher is giving instructions * Use indoor voices when working with partners or teams * Keep hands to yourself * Accept wins and losses graciously * Encourage and support your friends * Try your best in all activities * Explain that we will play three games today. Give encouragement regularly to students throughout the games.   **Game 1: Statue game (5 minutes)**  Explain the game:   * The teacher is the leader. * When the leader says, “move around”, all players can move freely around the play area (walking, jumping, tiptoeing, hopping, etc.). * When the leader says “freeze” at any moment, players must stop immediately and hold a statue pose. * Players must stay still. If someone moves, giggles, or wobbles, they will have to sit down. * After a few seconds, the leader starts a new round by saying “move around”, and everyone starts moving again.   **Game 2: Frogs and Lily pads (7 minutes)**   * Introduce: We are frogs looking for lily pads to rest on! The lily pads (Hula-Hoops) are safe zones. * Explain the rules: * When the teacher counts from 1 to 10, frogs hop around the pond (playing area). * Demonstrate proper jumping and landing: Bend knees before jumping. Land softly on both feet. Keep arms out for balance. * When the teacher says “stop”, frogs must jump onto the nearest lily pad. * If a frog doesn't find a lily pad, they must sit down and wait until another frog rescues them by touching their shoulder. Then they can rejoin the game.   **Game 3: Ball Transfer Challenge (8 minutes)**  Explain how to play:   * Divide the class into two teams (Red and Blue) with equal players. Each player needs one ball. * Line up: Each team forms a straight line, one behind the other. * Transfer the balls: Each player grabs one ball, runs toward the wall with their ball, places it down, runs back to their team, and gives a high five to the next player in their line. * If a player drops the ball during their run, they must stop, pick it up, return to the starting line and try again. * Winning team: The first team successfully transfers the balls to the wall and lines them up!   **Extension**: Game 4: Simon says (if the three games have been done) | 20 minutes |
| **CLOSING:**   * *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* * *review or summary if applicable* * *anticipate what’s next in learning* * *“housekeeping” items (e.g. due dates, next day requirements* | **Cool down and reflection**   * Students line up. * Recap by asking reflective questions: * What was your favorite game today? * How did you feel when you completed the challenges? * Praise students: You all did a great job listening, moving safely, and supporting each other. I saw lots of teamwork, and everyone did their best today. * Reaffirm: Moving your body is important for staying healthy and strong. Great job today, and I can’t wait for next time! | 5 minutes |

1. **REFLECTION** *(anticipate if possible)*

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| * *Did any reflection in learning occur, e.g. that shifted the lesson in progress?* * *What went well in the lesson (reflection on learning)?* * *What would you revise if you taught the lesson again?* * *How do the lesson and learners inform you about necessary next steps?* * *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?* * *If this lesson is being observed, do you have a specific observation focus in mind?* |
| * **What went well in the lesson** * Students ran 3 laps, having a great warm-up. * Some students helped the class recall the expectations for gym lesson. I reminded them of the overall expectations, highlighting that they need to try their best. * For the Freeze Game, most of the students attempted to hold different poses each time they froze. * For the Frogs and Lily Pads game, the students tried to follow my hopping demonstration. They enjoyed the game since they found Hula-Hoops interesting and fun. * For the Ball Transfer Challenge, the students tried their best to finish the challenge to help their team win. * I recapped the lesson to help students understand the importance of moving their body and focusing on teamwork. * **What would you revise if you taught the lesson again** * I would limit the Freeze game in a smaller area to monitor fully the class’s activity. * I should ask one student to demonstrate how to hop around properly for the Frogs and Lily Pads game. * I would explain the word “transfer” to the students and give a clearer instruction (lining up and going back to the line when you are done) for the Ball Transfer Challenge. * I would stop the lesson and address any distracted/disruptive behaviors that do not follow my gym expectations to gain the focus of the whole class. * I would make sure all the students get back to the classroom. * **How do the lesson and learners inform you about necessary next steps?**   I will address the students who did not listen and follow my expectations.   * **Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?** * I understand that physical activities playing are essential to the development of all students. I used games to help the students enjoy moving their bodies and build their teamwork skills. * I highlighted the importance of accepting wins and losses graciously, setting them up for success in social-emotional regulation. * I discussed with my coaching teacher how to make my lesson better, indicating my intention to keep learning and attempts to improve my teaching practice. * **If this lesson is being observed, do you have a specific observation focus in mind** * I will try to maintain great classroom management. * I will focus on providing encouragement to students, reminding them to try their best. |