

Candidate's name: Kieron Vick

Grade/Class/Subject:	1/Physical Health & Education/Team Building	School:	Thornhill Primary School
Date:	November 28, 2024	Allotted Time:	25-30 Minutes
Topic/Title:	Chocolate River – Team Building PH&E Game		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

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 for Physical Health and Education 1 is about a game called “Chocolate River”, which is another name given to a team building game called River Crossing. The aim of the game is that there are two teams in a race, and each person must work together in order to get to the finish line (other side of the Chocolate River).

Participants will have carpets which I will refer to as marshmallows (since we put marshmallows on hot chocolate) that they must always stand on/in, and they must move them to get to the finish line. The student at the beginning of the line will have 1 carpet to place down in front of them as they move towards the line, then the person behind them will give the leader of the line one to continue placing down, and this repeats as more students go across the Chocolate River towards the finish line.

Rules of the game:

- A carpet must be always stood on. If there is an isolated carpet between students in the line towards the finish, I will take it away, as that “marshmallow” floats away in the chocolate river. This makes it more challenging and enables the students to communicate more and be more strategic with the carpet placement.
- If a participant falls off the carpet, they must go to the back of the line.
- There can be more than one person on one carpet, as long as their foot is touching it. Only two people max.
- The first team to get everyone to the finish line wins!

The goal of this game is to promote positive communication between the grade 1 students, focus on team building, and help with relationship building.

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

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.
<input type="checkbox"/> COMMUNICATION – Communicating <input type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input type="checkbox"/> THINKING – Critical Thinking <input type="checkbox"/> THINKING – Reflective Thinking <input type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p>COMMUNICATION:</p> <p>This is a gym activity that completely emphasizes communication. Students communicate with intention and purpose and combine their efforts with those of others to effectively accomplish learning and tasks. As members of a team, they appreciate interdependence and cooperation, commit to needed roles and responsibilities, and are conscientious about contributing. They also negotiate respectfully and follow through on plans, strategies, and actions as they share resources, time, and spaces for collaborative projects, and also engage with others in ways that build and sustain trusting relationships and contribute to collective approaches.</p> <p>THINKING:</p> <p>Students are required to think creatively and critically in a collaborative effort to meet the intended goal of the activity. All students recognize that their participation and input are important to the objective of the activity and their overall well-being. They explore possibilities, develop and reflect on processes, monitor progress, and adjust procedures in light of criteria and feedback.</p> <p>PERSONAL AND SOCIAL:</p> <p>This activity is done in a group setting, therefore, students have to be personally and socially aware and responsible of their peers who are also participating. Students who are personally aware and responsible have a sense of self-worth and a growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. Students also build and maintain diverse, positive peer and intergenerational relationships. They are aware and respectful of others’ needs and feelings and share their own in appropriate ways. They adjust their words and actions to care for their relationships.</p>

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

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

FPPL to be included in this lesson <i>(check all that apply):</i>	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<p><input checked="" type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</p> <p><input type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</p> <p><input checked="" type="checkbox"/> Learning involves recognizing the consequences of one's actions.</p> <p><input type="checkbox"/> Learning involves generational roles and responsibilities.</p> <p><input type="checkbox"/> Learning recognizes the role of Indigenous knowledge.</p> <p><input type="checkbox"/> Learning is embedded in memory, history, and story.</p> <p><input checked="" type="checkbox"/> Learning involves patience and time.</p> <p><input type="checkbox"/> Learning requires exploration of one's identity.</p> <p><input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</p>	<p>While this is a Physical Health & Education lesson, there is still a lot of emphasis on community as students must work positively work together in the activity (teamwork makes the dream work). In this lesson, students learning about teamwork will support the well-being of the self and classroom community they are a part of.</p> <p>Since this is a game in a group setting, the learning involved with communication and team building will certainly involve recognizing the consequences of one's action and will involve patience and time to accomplish the win.</p>

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

<i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i>
<p>Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living.</p> <p>Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.</p>

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
<p>Physical literacy:</p> <ul style="list-style-type: none"> - Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments. - Develop and demonstrate safety, fair play, and leadership in physical activities. <p>Healthy and active living:</p>	<ul style="list-style-type: none"> - Proper technique for fundamental movement skills, including non-locomotor, locomotor. - How to participate in different types of physical activities.

<ul style="list-style-type: none"> - Participate daily in physical activity at moderate to vigorous intensity levels. <p>Social and community health:</p> <ul style="list-style-type: none"> - Describe ways to prevent and respond to 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. 	
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6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

*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 **observations**, 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?*

Assessment is strictly formative. I am not assessing who wins the game, but I will observe the activity to see how students communicate and work as a team. This is the main idea of the activity, and therefore I will be focusing on those team-building aspects and will be giving feedback in that regard.

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

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.

In the context of this grade 1 class, every student who comes to the gym is fully capable of being a participant and can actively choose if they want to take a leadership role or not.

For students with behavioural challenges, I will strategically make the two teams in a way which I believe will mitigate arguments or outbursts between certain students. As much as the game emphasizes the importance of team building, there are a couple of students in the class who might be better off not working together in this manner.

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.*

- Make a list of two teams.
- Get the carpets organized prior to the activity.

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>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</i></p>	<p>After students do two laps around the big yellow circle, I will quickly set up the game as they sit down in the center. After this, I will introduce the game Chocolate River, emphasizing the theme of teamwork and positive communication.</p> <p>I will go over the rules as stated in the lesson orientation.</p> <p>Once I go over the rules, I will do a demonstration of the game and have a student or two volunteer to help me demonstrate. After the demonstration concludes, I will divide the students into two teams.</p>	5 Minutes
<p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>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</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 	<p>The game will then begin! I will monitor the teamwork of the two teams and observe how well they are communicating together to get to the other side of the Chocolate River.</p> <p>If the game is flowing smoothly and students are working well, I will present a challenge round: Getting to the other side of the chocolate river without talking. This will show the importance of non-verbal communication, and I will debrief this in the closing phase of the lesson if we get to this round.</p>	15-20 Minutes
<p>CLOSING:</p> <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what's next in learning</i> • <i>"housekeeping" items (e.g. due dates, next day requirements)</i> 	<p>Once the game session is over, I will debrief with all the students on the importance of communication and teamwork, emphasizing that if we as a group are communicating and working together positively, then everything is more achievable and easier to accomplish.</p> <p>I will then congratulate them on their efforts!</p>	5 Minutes

9. REFLECTION *(anticipate if possible)*

- *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?*