

<b>Subject/Grade: Gr.4 Phys.Ed   Lesson Title: Relationship Building on the Land   Teacher: Hannah Klassen</b>		
<b>Stage 1: Identify Desired Results</b>		
<b>Outcome(s)/Indicator(s):</b>  <b><u>4.9 Skillful Play</u></b>  <b>Select and use effective movement skills, tactics, and strategies while participating in:</b>  b. low-organizational, inventive, and cooperative games (e.g., tag games, relay race, prisoner's base)  <b><u>4.12 Relationships</u></b>  <b>Create and apply a personal understanding of what it means to be a positive, inclusive team member who makes a commitment towards showing team spirit and the ideals of fair play.</b>  b. Identify and demonstrate the skills needed for effective teamwork (e.g., listening actively, questioning for clarity, paraphrasing, verbalizing own movement and thoughts).		
<b>Key Understandings: ('I Can' statements)</b> I can participate in group activities I can be a good team mate I can actively listen to my team mates		<b>Essential Questions:</b> What does a good team mate look like? Is it important to connect to the land? How can team work reflect how the land works together?
<b>Prerequisite Learning:</b> - Experience with team games/activities		
<b>Instructional Strategies:</b> Group discussion Visuals Peer discussion		
<b>Stage 2: Determine Evidence for Assessing Learning</b>		
Participation in group activities Teacher observation for active listening		
<b>Stage 3: Build Learning Plan</b>		
<b>Set (Engagement):   Length of Time: 20 minutes</b> While in class, present the power point visual including information on the outdoor games being played, and information about inuit people which they are derived from. After the powerpoint, students will get their backpackers ready and outdoor clothes on.  Triangle tag <ul style="list-style-type: none"> <li>- Students will get in groups of 3 (or 4), with two students holding each others hands/arms</li> <li>- The third student has to try and get to the other side of the triangle.</li> </ul>		<b>Materials/Resources:</b> A ball or object  <b>Possible Adaptations/ Differentiation:</b> -  <b>Management Strategies:</b> -  <b>Safety Considerations:</b>

- The group of two must move and turn to prevent the third student from finishing the triangle
- Rotate who is the third player each 1-2 minutes

**Development:**

**Time: 20 mins**

**Shoe Shoe**

Have students sit in a circle, and facilitate a conversation about relationship to the land, relating to indigenous ways of knowing. Introduce the Inuit game "Shoe Shoe" and give credit to indigenous Games for Children.

- Students sit in a circle, with one person in the middle
- Students in the circle will pass an object behind their knees, hidden from the person in the middle.
- Someone from the circle will throw the object at the person in the middle, and the person in the middle must try to catch it
- If they catch it, they return to the circle and the person who threw the object is in the middle

**Animal Muk**

- Participants do six animal sounds or actions common in the Northwest Territories; a seal, a goose, an owl, a black bear, a moose and a crow.
- The participants form a circle with one person standing in the middle.
- The person in the middle uses only animal sounds or actions to make someone in the outside circle smile or laugh.
- Eye contact between the person in the middle and the person they selected in the circle must be maintained at all times. •
- If the person in the circle smiles, laughs, or breaks eye contact, he or she will take their turn in the middle to make someone else in the circle try to smile or laugh.
- Participants are not allowed any physical contact with their opponents.

**Learning Closure:**

**Time: 10 mins**

Review why these lessons are important. To respect each other and to respect the land. And to be together on the land.

Game of "Whoosh! Woah" if we have extra time

**Stage 4: Reflection**

## Backwards by Design Lesson Plan Template

### Professional Goals Plan

Topic: Outdoor Phys Ed,

Date:

Teacher: Hannah Klassen

Observer:

<p>1. Professional Goal</p> <p>Communication Skills: language usage</p>	<p>2. Steps to Achieve Goal</p> <ul style="list-style-type: none"><li>- prepare what to say before the lesson</li><li>- use clear language</li><li>- use proper terminology</li></ul>
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3. Instructions to observer (be specific):

- Track strengths and weaknesses of lesson in terms of language and communication.

4. Data Collection: