



Choice Board Lesson Plans



Week 6: Moving Forward: Community Action

Division: INTERMEDIATE

Category:

Comm & Team Building --- [Physical Activation](#) --- Social Emotional Skill Development

Lesson Title:

8 Whatevers

Learning Goal:

Throughout the day the student leader calls out “8 Whatevers” and working in small groups or individually, students participate in or lead a group through their favourite on-the-spot physical activity.

Student Pre-Reflection:

Before you begin, think about exercises you can do to with minimal gym equipment.

Learning Task/Activity:

Students form groups of 5–6. (Be prepared to help with this. Make sure no student is left out.)

The leader begins with an on-the-spot physical activity for 8 beats/counts. Everyone in the group follows.

Students take turns leading physical activities. If a student does not have an idea for a move, he/she can say “Whatever” and all students in the group perform any move they choose for 8 beats.

After the leader has completed leading 8 repetitions of a movement, or “Whatevers”, he/she calls out a student’s name and this student is the new leader. Make sure each student gets a turn.

After everyone in the group has led the on-the-spot physical activity for 8 beats/counts, everyone begins to jog, dance, or move on the spot, waiting for the next student leader’s instructions.

Ideas for Follow up / Discussion:

Increase or decrease the intensity of the activity.

Make the groups larger or smaller.

Add some music.

Add a theme to the activity like winter activities, Olympic events, or super heroes.

Further Resources:

This activity has been adapted from a larger [SMH/Ophea lesson](#)

Learning Connections

We develop social-emotional learning skills throughout our lives. SEL has been shown to support student emotional wellness, when offered in the context of a caring, inclusive, equity-minded classroom setting. When student identity is affirmed, and skills are introduced in a developmentally appropriate and sequenced manner, students can select and adopt social-emotional strategies that build on their strengths. Both elementary and secondary curriculum contain expectations for social-emotional learning. Here is an outline of the six skill categories of social-emotional learning. The two highlighted skills will be the focus of this lesson series. Integrating opportunities for students to practice and discuss stress management and coping strategies will benefit learning in all subject areas.

Students will learn skills to:

- identify and manage emotions
- recognize sources of stress and cope with challenges
- maintain positive motivation and perseverance
- **build relationships and communicate effectively**
- **develop self-awareness and sense of identity**
- think critically and creatively

So they can:

- express their feelings and understand the feelings of others
- develop personal resilience
- foster a sense of optimism and hope
- **support healthy relationships and respect diversity**
- **develop a sense of identity and belonging**
- make informed decisions and solve problems

The resources in this series contain links to sources external to HWDSB such as YouTube and TedTalk. The written content also relies on information gathered from external sources such as School Mental Health-ASSIST, Ophea and others.

Your feedback is appreciated, please follow the link: <https://ca.research.net/r/educatorfeedback>



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