



Choice Board Lesson Plans



Week 6: Moving Forward: Community Action

Division: JUNIOR

Category:

Comm & Team Building --- Physical Activation --- Social Emotional Skill Development

Lesson Title:

Moving Mania

Learning Goal:

Students will learn to engage in a variety of physical activities.

Student Pre-Reflection:

Before you begin, think about...

- How might we ensure we are safe while moving?
- How might we be aware of the personal space of others?
- How does your body feel? (private self-reflection)
- Check that the chairs (optional) will not tip or slide when weight is applied to the front edge.

Learning Task/Activity:

Equipment: Audio equipment (optional), chairs (optional)

Warm-up

- Have students start by walking on the spot with a variety of steps (e.g., narrow, wide), pumping their arms back and forth.
- Have students gradually increase speed every 30 seconds. Ask them to imagine that they are walking on a beach in deep sand, then walking home from school, then running a race.
- Lead, or have a student lead, a stretching routine.

Activity: Moving Mania

- Have students perform a variety of movements to music or to a verbal command for 45 seconds each. Movements may include the following:
 - shoulder rolls
 - touch the sky – touch your toes
 - arm curls
 - arm extensions
 - slip into the pool (slide posteriors off the chairs while supporting bodies with arms)
 - trunk twists
 - knee lifts
 - leg extensions
 - ankle rolls
- In between each activity, have the students do an aerobic activity of their choice for 45 seconds (e.g., walking around the room, jogging on the spot, stride jumps, heel touches).

Cool-down

- Have students walk on the spot.
- Lead, or have a student lead, a stretching routine.

Variations

- Have each student take turns leading the class in a physical activity.
- Choose activities that pertain to a specific sport or theme (e.g., seasonal events, basketball).
- Use fitness bands as weight resistance for the arm curls and extensions

Ideas for Follow up / Discussion:

- What effect does music have, if any, on engaging in physical activity?
- How did the warm-up prepare you for your aerobic sequences?
- How does your body feel now? (private self-reflection)
- Ask them about the positive aspects of being physically active that they notice during the day.

Further Resources:

This activity has been adapted from an Ontario Ministry of Education resource Healthy Schools: Daily Physical Activity in Schools – Grade 4 to 6 (2005), page 41.

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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