



Choice Board Lesson Plans



Week 6: Moving Forward: Community Action

Division: PRIMARY

Category:

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

Lesson Title:

Cooperative Fun Outside

Learning Goal:

Students will learn to apply relationship and social skills as they actively and safely participate in a variety of outdoor cooperative activities.

Student Minds On Warm Up Activity:

Students will gradually increase their heart rate by participating in the following activity.

[Monkey in the Middle Relay](#)

Divide students into groups of 3 – 5.

- One team member stands inside the hula hoop while the rest of the team each puts one hand on the hula hoop to hold it in place.
- On the signal, the whole group starts speed walking while holding on to the hula hoop with one team member still in the centre. The group walks down to the other end of the activity area, around a pylon approximately 20 giant steps away from the first pylon and back again.
- Repeat the course until every member of the team has been in the centre of the hula hoop.
- Remind students to be careful not to pull the student in the centre of the hula hoop while they are moving.
- The focus of the activity should be to challenge the group to move the hula hoop forward without it touching the person standing inside of the hula hoop. Adjust the distance to and from the pylons to increase or decrease the difficulty.



Learning Task/Activity:

Bobsleds Unite

- Outline the boundaries of the activity area.
- Students may remain in the same groups as they were in for the Warm-Up activity or create new groups of 3 – 6 students.
- Groups form a bobsled by standing in a line holding onto the shoulders of the student in front of them. The bobsled team then sleds (i.e., jogs or walks) around the activity area.
- The students in the front of each bobsled attempt to attach to the back of another bobsled while at the same time trying to avoid being joined from behind.
- Once two bobsleds join, they act as one bobsled unit.

Follow the Leader

- Outline the boundaries of the activity area.
- Students pair up and find a space on their own.
- Students choose who will follow whom first.
- Standing next to a partner and only looking at his or her shadow, each student tries to match the partner's movements.
- Have the leader pick his or her favourite shapes and then perform them one after another, while the partner matches the shapes as best as possible.
- Next, have the partners travel around the activity area, moving in different pathways, directions and levels.
- Switch followers so each student has a chance to match the movements.

Ask students to self-assess their level of participation and whether they were staying on task and following directions. Students use the Thumbs-Up Strategy

COOL-DOWN

Students gradually decrease their heart rate to a resting rate by participating in the activity below. Students should also stretch the body parts that have been active throughout the lesson. See Appendix for stretches.

Pass the Stretch

- Students stand in a circle.
- One student holds a small ring and leads a stretch. When they finish the stretch, they pass the ring on to the next person.
- The next person can either lead a stretch or pass the ring to the next student.

Ideas for Follow up / Discussion:

Bring the class together for a large group discussion on cooperating safely in outdoor games.

- Ask students the following. *Teacher prompt:* "How do you show respect when you are being active?" *Student response:* "I show respect by tagging other people gently when we are playing tag and speaking politely to others."
- Ask students the following. *Teacher prompt:* "How do you stay safe and keep your friends safe in these types of chasing games?" *Student response:* "I can run with a partner and not pull his or her arms. I can also run without colliding."

Further Resources:

This activity has been adapted from OPHEA Grade 2 Outdoor Challenges

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>



@HWDSB_WeHelp
Share with us!

We Help.