



Choice Board Lesson Plans



Week6: Moving Forward: Community Action

Division: PRIMARY

Category:

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

Lesson Title:

Frog in the Pond

Learning Goal:

To participate in a group game where students have the opportunity to release and share energy.

Student Pre-Reflection:

Before you begin, think about...

- What are some listening strategies that you might use when paying attention? (e.g., eye contact)
- What are some concentrations strategies that you might use when paying attention?
- View the [Frog in the Pond](#) video to see the game in action.

Learning Task/Activity:

Ensure a safe space for students to engage in the game. Consider playing outdoors.

To Play:

Begin with the whole group (including yourself!) kneeling in a tight circle. Explain that there are four moves that must be learnt.

1. First, place both hands, palms down, on the floor and call out: "Frog in the pond!"
2. Then place your hands on your shoulders and say, "Frog on the bank!"
3. Next place both hands on your head, saying "Frog in the tree!"
4. Finally, thrust your hands skyward waving in both directions and shout "Frog in space!"

Repeat these combinations a few times until all players are familiar with them. Then, explain to the group that they have to do what you say, *not* what you do! Place your hands on the floor saying, "Frog in the pond!", place your hands on your shoulders saying, "Frog on the bank!", place your hands on the floor saying, "Frog in the tree!" - did I catch you? If so, you have to stand up!

After a few practice rounds (trying your best to catch everyone out), announce that the game is now starting and it's time for the knockout round. From now on, students who do what you do and not what you say are out and they must stand up and be a judge. The judges ensure no one gets away with any mistakes (it is also a great way to keep students who are out of the game still engaged). The game is over when only one player remains.

Variation:

Adapt the rules to meet the needs of your students. For example, you might play the game with no one getting out and use it as a fun team building activity instead of being competitive.

Ideas for Follow up / Discussion:

Discussion:

- What did you enjoy? Why?
- What was challenging about this game?
- What strategies helped you to play?
- How might you get better at this game through practice?

Further Resources:

This activity has been adapted from [Drama Menu](#).

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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