

## Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

|                      |                          |                 |                    |                  |               |
|----------------------|--------------------------|-----------------|--------------------|------------------|---------------|
| <b>Lesson Title:</b> | Harper Mountain Ski Trip | <b>Lesson #</b> | 1                  | <b>Date:</b>     | Jan. 23, 2023 |
| <b>Name:</b>         | Maddie Irvine            | <b>Subject:</b> | Physical Education | <b>Grade(s):</b> | 6/7           |

### Rationale:

This lesson is important because students are able to get out of the school grounds and experience different terrains for their physical and health education. For some students, this may be a familiar experience and for others this may be something completely new. This is also a really good chance for students to try something new if they have never tried skiing or snowboarding.

### Core Competencies:

| Communication  | Thinking  | Personal & Social  |
|--|---|--|
| <ul style="list-style-type: none"> <li>● Communicating               <ul style="list-style-type: none"> <li>○ Connecting and engaging with others - Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Critical and Reflective Thinking               <ul style="list-style-type: none"> <li>○ Reflecting and assessing - Students apply critical, metacognitive, and reflective thinking in given situations, and relate this thinking to other experiences, using this process to identify ways to improve or adapt their approach to learning.</li> </ul> </li> <li>● Creative Thinking               <ul style="list-style-type: none"> <li>○ Evaluating and developing - Students consider whether their idea would ultimately support the well-being of self, community, and the land.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Personal Awareness and Responsibility               <ul style="list-style-type: none"> <li>○ Self-advocating - Students who are personally aware and responsible have a sense of self-worth and a growing confidence in a variety of situations.</li> <li>○ Self-regulating - Students who are personally aware and responsible take ownership of their choices and actions.</li> <li>○ Well-being - Students who are personally aware and responsible recognize the factors that affect their holistic wellness and take increasing responsibility for caring for themselves.</li> </ul> </li> <li>● Positive Personal and Cultural Identity               <ul style="list-style-type: none"> <li>○ Identifying personal strengths and abilities - Students acknowledge their strengths and abilities, and they intentionally consider these as assets, helping them in all aspects of their lives.</li> </ul> </li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>• Social Awareness and Responsibility <ul style="list-style-type: none"> <li>◦ Resolving problems - Students identify and develop an appreciation for different perspectives on issues.</li> </ul> </li> </ul> |
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## Big Ideas (Understand)

Physical and Health Education 7 - Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.

## Learning Standards

| (DO)  | (KNOW)   |
|---|--|
| Learning Standards - Curricular Competencies  | Learning Standards - Content   |
| <ul style="list-style-type: none"> <li>- <b>Physical Literacy</b> <ul style="list-style-type: none"> <li>- Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments</li> <li>- Develop and apply a variety of movement concepts and strategies in different physical activities</li> <li>- Apply methods of monitoring and adjusting exertion levels in physical activity</li> </ul> </li> <li>- <b>Healthy and Active Living</b> <ul style="list-style-type: none"> <li>- Participate daily in physical activity designed to enhance and maintain health components of fitness</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills</li> <li>- movement concepts and strategies</li> <li>- ways to monitor and adjust physical exertion levels</li> </ul> |

## Instructional Objectives & Assessment

| Instructional Objectives (students will be able to...)   | Assessment  |
|--|---|
| <ul style="list-style-type: none"> <li>• SWBAT learn basic/intermediate/advanced ski/board skills from an instructor</li> <li>• SWBAT practice their ski/board skills through free play on the mountain</li> <li>• SWBAT distinguish safe and unsafe mountain practices</li> </ul> | <ul style="list-style-type: none"> <li>• <b>What</b> <ul style="list-style-type: none"> <li>• Students being safe on the mountain</li> <li>• Students practicing their ski/board skills</li> </ul> </li> <li>• <b>How</b> <ul style="list-style-type: none"> <li>• Skiing with the students</li> <li>• Being with the students on the mountain</li> <li>• Watching and observing</li> </ul> </li> </ul> |

## Prerequisite Concepts and Skills:

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| <ul style="list-style-type: none"> <li>- know the basics of how to be safe on the mountain</li> <li>- keep track of the time in the day</li> <li>- stay safe &amp; have fun!</li> <li>- ski/board with an adult at all times</li> </ul> |
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## Indigenous Connections/ First Peoples Principles of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves patience and time.

### Universal Design for Learning (UDL):

#### Multiple Means of Representation

- Rate and volume of speech is good for all
- Font for print materials is good for all
- Pre-teach vocabulary and symbols
- Activating prior knowledge about the mountain

#### Multiple Means of Expression

- Providing alternatives
- Stop and think methods
- Breaking long term goals into short term goals

#### Multiple Means of Engagement

- Learners have lots of expressions and autonomy
- Outcomes are authentic

### Differentiate Instruction (DI):

- Daniel - did not come for this field trip
- Mathew - had Ms. B with him the entire time

### Materials and Resources

- Snow gear
- Board/skis with poles
- Boots
- Helmets, goggles
- Lift tickets, lesson tickets
- Lunch
- If needed - heat packs

### Lesson Activities:

| Teacher Activities  | Student Activities  | Time                         |
|---|---|------------------------------|
| <b>Introduction (anticipatory set – “HOOK”):</b> <ul style="list-style-type: none"><li>- 8:30am, students and teachers board the bus at school</li><li>- Count of students before we leave</li><li>- Reminder of bus rules</li></ul>  | <ul style="list-style-type: none"><li>- Students arrive at school ahead of time to board the bus by 8:30</li><li>- Say “here” when teacher calls your name for head count</li><li>- Listen for instructions</li></ul> | 3 mins<br>3 mins<br>4 mins   |
| <b>Body:</b> <ul style="list-style-type: none"><li>- Once we get to the hill, students will get their snow gear on in the lodge</li><li>- Students will then receive their lift tickets and lesson tickets</li><li>- Students will then get their skis/board and rest of their gear</li><li>- Students will be split into 4 groups:</li></ul> | <ul style="list-style-type: none"><li>- Stand patiently and wait for your tickets</li><li>- Stand patiently and wait for your gear</li></ul>  | 5-7 mins<br>15 mins<br>1 hr? |

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| <ul style="list-style-type: none"> <li>- groups 1, 2, 3, and 4</li> <li>- Groups 1 &amp; 2 will have their lessons first in the days (board and ski)</li> <li>- Groups 3 &amp; 4 will have their groups after (board and ski)</li> <li>- If their groups are not in lessons, students can free ski (minus the chairlift)</li> <li>- The chairlift can only be accessed after lunch (opens at 11am)</li> <li>- Students MUST ski with a parent chaperone at all times</li> <li>- Make sure each student knows what time to be back at the lodge by &amp; what time the bus leaves</li> <li>- Students MUST be back in time</li> </ul> | <ul style="list-style-type: none"> <li>- Students go to your assigned lesson groups (when the time comes)</li> <li>- Free ski with an adult chaperone</li> <li>- Everyone be back at the lodge and ready to be back on the bus by the designated time</li> </ul> | rest of day                     |
| <b>Closure:</b> <ul style="list-style-type: none"> <li>- Board the bus</li> <li>- Count students before we leave the mountain</li> <li>- 2:40 pm arrive back at school</li> <li>- Everyone helps unload</li> <li>- Students go home for the day</li> </ul>   | <ul style="list-style-type: none"> <li>- Board the bus</li> <li>- Students head count (say "here" when teacher calls your name)</li> <li>- 2:40 pm arrive back at school</li> <li>- Everyone helps unload</li> <li>- Students go home for the day</li> </ul>     | 5 mins<br>3 mins<br><br>10 mins |

### Organizational Strategies:

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| <ul style="list-style-type: none"> <li>- Prep students with school and mountain rules ahead of time</li> <li>- Send permission slips home 4 weeks ahead of time (lots of time for students to get back to their parents and you)</li> <li>- Set up rides (this time bus, but if parental rides are needed schedule those)</li> <li>- Schedule any alternatives</li> <li>- Make sure students/parents are aware of what they need to pack/bring</li> <li>- Make sure students/parents are aware if the itinerary</li> </ul> |
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### Proactive, Positive Classroom Learning Environment Strategies:

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| <ul style="list-style-type: none"> <li>- For the students that are trying something new, encourage them to have patience and to take things one step at a time</li> <li>- Make sure that you always wait for your friends/adult chaperone</li> <li>- Take breaks when needed</li> <li>- Enjoy the small things</li> <li>- Be safe and have fun!</li> </ul> |
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### Extensions:

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| <ul style="list-style-type: none"> <li>- prepare students on ski hill requirements/instructions beforehand</li> <li>- instruction videos, preparation guides, etc.</li> </ul> |
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### Reflections (if necessary, continue on separate sheet):

n/a until after practicum