

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

Lesson Title: Hungry Hungry Hippos Lesson # 1 Date: Feb 2nd 2023
 Name: Diara Hindle and Trina Loring Subject: PE Grade(s): 4

Rationale:

This fun take on a traditional board game encourages physical activity and game play, while fostering teamwork and collaboration. The concept of hungry hungry hippos is a competitive one, without forcing the students to compete directly with one another. This fosters a healthy competition, without excluding anyone, and while encouraging the team to work together and take turns in the active role of the game.

This unique game idea is not common or popular in schools, so it will bring excitement to the students and allow them to explore something new and exciting.

Core Competencies:

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> Collaborating <ul style="list-style-type: none"> Working collectively <p>Students work together to achieve the most points they can for their team, each student has a turn to actively as well as passively participate in this team goal.</p> <ul style="list-style-type: none"> Supporting group interactions <p>The students must work together collaboratively for the success of the team, gathering as many points as they can. Deciding roles, working together to maneuver on the scooter, and contributing to the team by scorekeeping all require working together.</p>		<ul style="list-style-type: none"> Personal Awareness & Responsibility <ul style="list-style-type: none"> Well-being <p>Physical activity contributes to the physical and emotional wellbeing of the individual. Physical activity in a fun and exciting way keeps students engaged and invested in the life long journey of physical fitness.</p>

Big Ideas (Understand)

- Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.
- Developing healthy relationships helps us feel connected, supported, and valued.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> Apply a variety of movement concepts and strategies in different physical activities Develop and demonstrate safety, fair play, and leadership in physical activities 	<ul style="list-style-type: none"> how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> Students will be able to play the game while following the rules Students will be able to score the game using provided score cards Students will be able to participate effectively in team activities 	<ul style="list-style-type: none"> Teacher will observe students playing the game and make anecdotal comments Teacher will observe and record participation Teacher will collect scoring sheets to use as evidence of participation

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> Fundamental movement skills (ie. ability to balance, capacity to "lift" and propel team mates, ability to grasp balls and baskets) Ability to demonstrate sportsmanship and teamwork in a semi-competitive setting Basic addition and penmanship for score keeping Willingness to participate
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Indigenous Connections/ First Peoples Principles of Learning:

<p><u>FPPoL</u></p> <p>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors</p> <ul style="list-style-type: none"> Physical activity supports the physical and emotional well being of individuals, while teamwork and building cooperation supports the well being of the community. <p>Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)</p> <ul style="list-style-type: none"> Our use of teamwork and collaboration focuses on the connectedness of individuals within a classroom community and physical activity is an excellent example of experiential learning. <p><u>Circle of Courage</u></p> <p>Belonging</p> <ul style="list-style-type: none"> Students who can work successfully as part of a team will feel more fulfilled in the belonging quadrant. They will feel like part of a community, and valued by their peers. <p>Independence</p> <ul style="list-style-type: none"> In a game like this, it is up to the students to participate and work together. If they are unwilling or unable to work as a team, they may not be successful. This teamwork must be accomplished without the assistance of the teacher, and thus inspires independence on the part of the student. <p><u>7 Grandfather Teachings</u></p> <p>Honesty</p> <ul style="list-style-type: none"> Students are responsible for keeping score themselves, they are expected to do so honestly, but there will be no followup to verify results, thus the students must be honest in their reporting, and must monitor themselves. <p>Respect</p> <ul style="list-style-type: none"> Students must show respect for one another and for the materials that they are using. This exercise in respect demonstrates that students are cognizant of others, and aware that if they treat others, or the materials poorly, they may not get to play the game again. <p>Courage</p> <ul style="list-style-type: none"> Participating in sports or games surrounded by your peers takes courage, especially when the game may involve acting silly. All the students are demonstrating courage simply by being willing to participate in our activities.
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Universal Design for Learning (UDL):

1. MULTIPLE MEANS OF REPRESENTATION

- Game concepts and rules are presented as a video, are talked through as a class, and can be presented in written or visual pictorial representation if needed.

2. MULTIPLE MEANS OF ACTION AND EXPRESSION

- Teacher will observe class for participation and teamwork, but will also collect exit tickets to check in with how the students are feeling, and the score sheets to see how they kept score. The learning is visible in many ways by the end of the lesson

3. MULTIPLE MEANS OF ENGAGEMENT

- Students can choose to participate in supporting roles (scorekeeper, ball blocker etc) rather than getting on the scooter and going into the ball pit.
- Students overwhelmed by the chaotic nature of the game may choose to cheer on teammates rather than participate themselves.

Differentiate Instruction (DI):

- Physical accessibility concerns
 - Students without use of their limbs may be able to transfer to scooter, but could also participate by modifying gameplay to accommodate a wheelchair.
- Sensory concerns
 - Noise canceling headphones are available for students that may be noise sensitive, as the environment may be loud.
 - Students will be able to leave the gym to escape the loud and chaotic environment if needed.
- Support or CEA
 - Students with additional support can be supported however necessary by their support worker or CEA.
 - Additional supervisory support may be required for groups with exceptional behaviors

Materials and Resources

Gym Scooters (Set of at least 4)
Laundry baskets (At least 4)
Colored Balls (4 colors)
Hula Hoops
Pool Noodles
Colored tape
Class set of score cards
Class set of exit tickets/ check ins
Brain Break Video

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – “HOOK”):	Students will watch the video	2 minutes
		2 minutes

Teacher will show a video before heading to the gym, demonstrating the original hungry hungry hippos board game.	Students will walk quietly and respectfully to the gym	5 minutes
Teacher will walk the students to the gym	Students will help to set up the game and materials	5 minutes
Teacher will get students to assist in laying out the required materials and setting up the game	Students will participate in warm up	
Teacher will lead students in warm up using our set up materials		
Body: Teacher will explain the materials and the rules of the game (referencing the earlier video)	Students will listen to instructions, asking questions when necessary	5 minutes
Teacher will explain the roles and responsibilities of each role	Students will actively listen to the teacher as she explains	2 minutes
Teacher will demonstrate quickly how the game is played	Students will watch the demonstration	5 minutes
Teacher will hand out score cards and pencils	Students will take their materials and put their names at the top, and place them at the side of the gym	4 minutes
Teacher will release students to play	Students will play the game, following the rules to the best of their ability.	30 minutes
Closure: Teacher stops game play and directs students to pack up materials.	Students clean up materials and stow them in equipment room	10 minutes
Teacher collects score cards and hands out exit tickets	Students turn in completed score cards and fill out exit tickets	5 minutes
Teacher collects exit tickets and ensures gym is properly cleaned up	Students turn in completed exit tickets	2 minutes
Teacher dismisses students back to the classroom	Students line up and head back to class	2 minutes

Brain Break:

<https://www.youtube.com/watch?v=kiK0QvDtoWU>

In keeping with the animal theme, we have chosen a dance along video from Go Noodle.

Organizational Strategies:

**Students are pre-sorted into teams before arriving at the gym.
Roles are explained ahead of time and students are given the opportunity to determine who starts with what role.**

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Proactive, Positive Classroom Learning Environment Strategies:

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| <ul style="list-style-type: none">• Students are encouraged to cheer for the rest of their team while they play• All contributions to the team are recognized and appreciated |
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Extensions:

Counting and scorekeeping relates to mathematics Basic color concepts can tie into art concepts (ie primary colors) Teamwork fosters the core competency of collaboration

Reflections (if necessary, continue on separate sheet):

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