

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

October 5,
2025

Lesson Title: Traditional Games Lesson # 1 Date: _____
 Name: Denae & Cheyenne Lafferty Subject: PHED Grade(s): 6

Rationale:

Core Competencies:

Communication	Thinking	Personal & Social
<p>Communicating</p> <ul style="list-style-type: none"> ● Communicating encompasses the set of abilities that people use to impart and exchange information - Students will communicate with each other and encourage each other to learn this new skill/game. <p>Collaboration</p> <ul style="list-style-type: none"> ● Collaborating involves the skills, strategies, and dispositions that people use to work together to pursue common purposes and accomplish common goals. - Students will work together and help motivate one another while learning this new skill/game. 	<p>Critical and Reflective Thinking</p> <ul style="list-style-type: none"> ● Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. - Students will use this to think of their next move or how they will accomplish the task we set. - Students will reflect on their learning and collaborate with their peers. <p>Creative Thinking</p> <ul style="list-style-type: none"> ● Creative Thinking involves the generation of ideas and concepts that are novel and innovative in the context in which they are generated - Students will think creatively as they learn about the traditional games. The traditional games are often mimicking animals or hunting skills, so the students will imagine themselves as either of those situations when playing these games. 	<p>Positive Personal and Cultural Identity</p> <ul style="list-style-type: none"> ● Positive Personal and Cultural Identity involves the awareness, understanding, and appreciation of the factors that contribute to a healthy sense of oneself - The traditional games are meant to push yourself individually and to be aware of your surroundings and were traditionally played as practice for hunting season. This requires one to think of themselves, their family, the land, the ancestor and their community. <p>Social Awareness and Responsibility</p> <ul style="list-style-type: none"> ● Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. - The traditional games were played to keep families active, social and ready for hunting

		<p>season. These are very important roles within the community. The traditional games will help students understand the different responsibilities and awareness within the different Indigenous communities. They will learn about different cultures and ways of life and different ways to keep your body healthy and fit.</p>
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Big Ideas (Understand)

<ul style="list-style-type: none"> • Daily physical activity enables us to practice skillful movement and helps us develop personal fitness. • Learning about similarities and differences in individuals and groups influences community health.

Learning Standards

(DO)	(KNOW)
<p>Learning Standards - Curricular Competencies</p> <ul style="list-style-type: none"> • Students will develop and apply a variety of movement concepts and strategies in different physical activities • Student will develop and demonstrate safety, fair play, and leadership in physical activities • Students will identify and describe preferred types of physical activity • Students will describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness • Students will describe the impacts of personal choices on health and well-being • Students will explore strategies for promoting the health and well-being of the school and community • Students will explore mental well-being 	<p>Learning Standards - Content</p> <ul style="list-style-type: none"> • Students know proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • Student know movement concepts and strategies • Students know 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"> • Student will be able to strategize and apply certain movements and concepts • Students will be able to play the physical activity fairly and safely with leadership. • Students will be able to understand and explain how physical activities can be 	<p>Observation</p> <p>The teacher will observe the students throughout the lesson. This lesson is only the introductory lesson, so the teacher is looking for participation and trying to boost the students confidence in trying something new.</p>

<p>done outside of school within the community and home.</p> <ul style="list-style-type: none"> ● Students will be able to come up with strategies to promote a healthy lifestyle within the school, home and community. ● Students will be able to understand and explain mental well-being and how physical activity relates to it. ● Students will be able to promote and describe the mental well being of self and others. 	<ul style="list-style-type: none"> ● Students trying the skill being taught ● Teacher will walk around and ask questions to help students try something new such as: <ul style="list-style-type: none"> - How is this challenging? - Do you think you can push yourself a bit farther than the last time? - Can you try it with your other hand? <p>Other ways students can participate:</p> <ul style="list-style-type: none"> ● Students can participate by cheering on their classmates on ● Students can participate by time keeping or scorekeeper to help the teacher ● Students can participate by practicing their skills on the side while everyone else is playing. ● Students can try their best ● Students can roll the hoop for the other students so they can still participate and be apart of the class
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Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> ● Students know how to respect the speaker and listen carefully when somebody else is talking ● Students understand friendly competition ● Students have a good understanding of the fundamental movement skills such as jumping, skipping, running, walking and throwing. ● Student know their own limits and know that it is okay to say no
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Indigenous Connections/ First Peoples Principles of Learning:

<p>Northern Indigenous connections</p> <ul style="list-style-type: none"> - Connecting traditional games to former and current indigenous practices - Learning how to continue these practices <p>First Peoples Principles of Learning</p> <ul style="list-style-type: none"> ● Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors ● Learning involves generational roles and responsibilities ● Learning recognizes the role of Indigenous knowledge ● Learning involves patience and time ● Learning is embedded in memory, history, and story ● Learning requires exploration of one’s identity
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Universal Design for Learning (UDL):

<p>Engagement:</p> <ul style="list-style-type: none"> - Having alternate activities for students - Ability to be the teachers helper - Ability to cheer on classmates <p>Action and Expression:</p> <ul style="list-style-type: none"> - Students will work individually trying to beat their past score - Mini competition to compete with classmates - Students will get a chance to work together
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Representation: - Teacher will orally explain, then demonstrate

Differentiate Instruction (DI):

- If students find themselves standing around there are alternate activities available to practice or try.
- Ability to leave or take a break at any point if necessary
- Students have the ability to participate in whatever they choose to and can also say no to whatever they don't want to participate in
- Noise canceling headphones on hand if needed
- All activities can be adapted for all levels

Materials and Resources

- Space
- Lard
- Stick
- String
- Ball
- Speaker (optional)
- Cones
- Tape
- whistle

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – "HOOK"):		
Body:		
Closure:		

Organizational Strategies:

- The teacher will orally explain all of the activities as well as demonstrate them before dismissing the students to try on their own to avoid distractions.
- The teacher will demonstrate each activity
- The teacher will allow for practice with partners before the mini competition
- The teacher will give the class a warning before the timer goes off to wrap up their activity and switch.
- The teacher will include brain break activities

Proactive, Positive Classroom Learning Environment Strategies:

- The teacher will circulate around the gym while students are practicing and ask questions to get students to try something new and challenge them
- The teacher will encourage students to cheer on their classmates
- The teacher will encourage students to practice their skills off to the side while waiting for their turn.

Extensions:

This lesson could be extended in all kinds of ways.

- This lesson could be taught outside
- This lesson could be taught by a local elder/knowledge keeper
- This lesson could have real objects to demonstrate such as a seal skin ball or caribou antlers for the different games
- This lesson can become a mini tournament and friendly competition. We could actually keep score

Reflections (if necessary, continue on separate sheet):

To be filled out after class.