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| **Name:** Sherri Begay **School:** Park Elementary |
| **Date and Time:** February 20, 2020 at 8:00-8:40 am **Lesson Duration:** 40 min. |
| **Grade:** 3rd **Lesson Title:** Crew |
| **CO Academic Standards:**  3.P.E.1 Demonstrate positive social behaviors during physical activity.  **Evidence Outcome:**   1. Congratulate teammates and opponents upon conclusion of a game or activity. 2. Follow directions, activity-specific rules, procedures, and etiquette with few reminders. |
| **Objective(s):**  Students will work together with a partner by verbally guiding each other through the “slime” and get to safety.  **Learning Target:**  I can show teamwork and responsibility to help my teammate get to safety by communicating instructions to them. |
| **Assessment:**   * Thumbs up/thumbs down * Debrief * Questioning |
| **Materials:**   * Bandanas, blind folds * Rubber Disks (mines) * Video: ‘Teamwork can make a Dreamwork- best ever motivational short film on youtube’ by Inhouse Corporation * List of Rules for ‘Slimefield’ |
| **Inquiry Questions or Big Picture Statement:**   1. What outside activities or games could we use the habits of teamwork and trustworthy? 2. How can we use teamwork/trust today? 3. What worked well for your team? Why? 4. What was difficult for your team? Why? |
| **Step-by-Step Lesson**  **INTRODUCTION (15 mins.)**  -Greet students at the door and say “good morning” with a high five  -Students read morning message and put away coats and bags in closets  -Students are to put their lunch stick in either hot or cold lunch  -Student helper waters the plants, writes the date on the calendar, and counts the number of hot lunches  -As soon as everyone is at the meeting area in a circle, we sing our morning song, “Give me an R, R for responsibility, Give me a T, T for teamwork, Give me an E, E for empathy, Give me a P, P for perseverance, Give me a W, W for wonder, Those are the habits of a mindful scholar in our crew community!”  -Then we read the class norms together, “Care for self, others, and property, Learn and let others learn, Appropriate talking at appropriate times, Stay focused on lessons and work, Show awareness of everything”  -Take morning attendance as student helper lets me know who is absent and how many hot lunches there are for the day.  -We do the pledge of allegiance in English and in Spanish and listen to morning announcements when it comes on the intercom  -After the pledge of allegiance, we all sit down in a circle and we do our morning greeting with the student helper deciding what topic we should talk about. (Good morning crew, my name is Ms. Sherri….)  -After everyone has shared, I will have students get into a “blob island” and read the learning target for crew out loud  -I will briefly explain what we will be doing for crew today, “Today we will be watching a short video about teamwork and trust within your team, then we will do an activity called ‘Slimefield’ that involves using teamwork and communication.”  -I will show the short video clip called, ‘Teamwork Can Make a Dreamwork- best ever motivational short film on youtube’ by Inhouse Corporation (4:45)  -After the video, I will ask, “From the video, what did you notice?”  -S: They are working together to get the fruit  -S: They are trying to get the fruit from the vulture  -“Yes! They are using teamwork to get the fruit, they are all working together to achieve one goal as a team.”  -Ask students, “What other habits besides teamwork did you see in the video?”  -S: Perseverance, Responsibility….  -Explain to students, “Exactly, they persevered to get the fruit through the odds or challenges they faced. With responsibility, I noticed that they trusted each other, they believed in each other that they could lift each other up and throw the fruit so their teammate could catch it.”  -Ask students, “What are some activities/games that we play that use habits of teamwork/trust?”  -S: basketball, football, tag….  **MAIN INSTRUCTION (15 min.)**  -Explain to students, “Thank you for your awesome responses, now we are going to do our activity. I will post the rules on the board.” Have students read the rules together out loud.  -Explain that there are circle disks that will be laid out on the floor of the whole classroom that will be “big gooey slime”, and your partner will need to guide the other partner through the slime to get to safety. The goal is to get to the safe side without stepping on the slime or else you will get stuck in the slime because it’s so sticky. You will need to verbally guide them while they are blindfolded, it needs to be a level 2 because we have other people who are trying to hear their partners.  -Check for understanding and ask if there are any questions (thumbs up/thumbs down).  -Explain to students that they will be getting into pairs, they will be getting with partners that I will draw from the lucky bucket. That is their team partner. They will need to take turns guiding. Once one partner is done, the other partner will go next so they will need to be blindfolded.  -Explain, “Its up to you and your partner to decide who will go first. I will ding the bell when it is time to switch partners and then I will ding it a second time when we are done.”  -Draw names from the lucky bucket to make partners. “Once you get your partner, you can choose a place in the room and I will ding the bell, when you hear the ding, you can begin.”  -Students should engage in the activity after they hear the first ding.  -Walk around the room and check if they are communicating with each other and following directions/rules.  -Ding the bell a second time (5 min.) and let everyone know they need to switch partners  -Make sure both partners have taken turns before I ding the final bell.  **DEBRIEF**  **-**10 min to debrief at 8:30, have students wrap up with the activity and get into a circle on the rug near the board for debrief.  -Instruct students to place the bandanas on the horseshow table and the student helper will collect the rubber disks  -Explain to students, “For our debrief, we will be sharing one thing that was the most difficult for your team and why, or what worked well for your team and why.”  -Each person will share their responses  -After everyone has shared, say “Thank you for engaging in this activity, I hope you enjoyed it and learned how to be a better teammate. Now we can be better communicators when were working with our accountability partners during math.” |
| **Differentiation**   * Give time reminders and when to switch partner * Hang up the rules for visual * Students can raise their hand if they need assistance * If any student feels uncomfortable with a bandana covering their eyes, they can be trusted to just close their eyes * If any students don’t feel comfortable doing the activity, they can just sit/stand and watch others |