

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

Lesson Title: Moving Our Bodies Lesson # 1 Date: Feb. 2026
 Name: Tanya Blackall Subject: PHE Grade(s): 1

Rationale:

This lesson is important because it serves as the foundational lesson for the Grade 1 dance unit. The purpose of this lesson is to introduce students to movement exploration in a safe, structured, and developmentally appropriate way. Before students can learn choreographed dances later in the unit, they must first develop body awareness, spatial awareness, and comfort moving in front of others.

At the Grade 1 level, students are still developing fundamental movement skills such as balance, coordination, locomotor movement, and body control. This lesson provides opportunities for students to explore different ways their bodies can move (e.g., high/low, fast/slow, big/small) while building confidence in a non-judgmental environment. Emphasis is placed on exploration rather than performance, allowing students to feel successful regardless of skill level.

This lesson also establishes important routines and expectations for future dance lessons, including:

- Moving safely within personal space
- Responding to start/stop cues
- Following teacher modeling
- Participating respectfully in whole-group activities

By focusing on basic movement concepts such as levels, tempo, and pathways, students begin to develop foundational dance literacy. These core concepts will later be applied in structured choreography (e.g., Macarena, Cha-Cha Slide, Banana, Banana, Meatball). Therefore, Lesson 1 is critical in scaffolding learning for the remainder of the unit.

Additionally, this lesson supports social-emotional development. Students practice self-expression, build confidence in group participation, and develop comfort performing simple movements in front of peers. The emphasis on effort over perfection helps create a positive classroom climate where all students feel safe to participate.

Core Competencies:

Communication	Thinking	Personal & Social
		Personal Awareness & Responsibility Self-advocating Students who are personally aware and responsible have a sense of self-worth and a growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when needed,

		find purpose and motivation, act on decisions, and advocate for themselves.
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Big Ideas (Understand)

Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living.

Learning Standards

(DO)

(KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
Healthy and active living <ul style="list-style-type: none"> Participate daily in physical activity at moderate to vigorous intensity levels Social and community health <ul style="list-style-type: none"> Develop and demonstrate respectful behaviour when participating in activities with others 	<ul style="list-style-type: none"> Proper technique for fundamental movement skills, including non-locomotor, locomotor, 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"> Demonstrate at least 3 locomotor or non-locomotor movements Move safely in shared space Respond to a freeze signal 	<ul style="list-style-type: none"> Participates in movement exploration Demonstrates 3 different movements Freezes safely when signaled Maintains personal space

Prerequisite Concepts and Skills:

- Ability to follow simple 1–2 step verbal instructions
- Ability to respond to start/stop signals
- Ability to watch and copy a modeled movement
- Basic locomotor skills
- Personal space awareness (not bumping into others)
- Basic knowledge of high and low levels
- Basic rhythm awareness

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: Taking care of ourselves in body and mind is an important skill throughout life to maintain our overall health as human beings. When students explore exercise, creative movement, and music, it enhances a state of calm and gives an outlet that many need to feel happy, relaxed, and productive. Happiness leads to mental health which is very important for all of us to have.

Universal Design for Learning (UDL):

- Multiple Means of Engagement
- Movement exploration is playful and non-competitive, reducing anxiety
 - Students are encouraged to try movements in different ways (big, small, fast, slow)
 - No “right” or “wrong” movements – focus is on participation
 - Clear, predictable lesson structure (warm-up → explore → share → cool down)
 - Freeze-and-reset signal supports emotional regulation and classroom safety

Multiple Means of Representation

- Teacher models every movement clearly
- Movements are demonstrated visually before students attempt them
- Verbal cues are short and clear (“Move high!” “Move low!”)
- Rhythm is reinforced through clapping and counting
- Concepts like levels and tempo are demonstrated physically, not just explained verbally

Multiple Means of Action & Expression

- Moving in their own style
- Demonstrating high vs. low levels
- Showing fast vs. slow tempo
- Freezing when signaled
- Participating in whole-group exploration

Differentiate Instruction (DI):

- Allow walking instead of faster locomotor movement
- Reduce complexity (focus on only high/low)
- Provide extra modeling
- Stand closer to teacher for visual cues
- Repeat movements multiple times before transitioning
- Students are spaced appropriately to reduce collisions
- Clear boundaries are established
- Music volume is adjusted as needed
- Freeze signal provides structure and regulation

For Students Ready for Challenge:

- Combine movements (high + fast)
- Add direction changes
- Add different body parts
- Create a short movement sequence

Materials and Resources

- Movement cards (stretch, clap, march, jump, twirl)
- Level cards (high, medium, & low)
- Screen down in the gym to separate classes
- Bluetooth speaker
- Cell phone for music/Spotify
- Music:
 - <https://www.youtube.com/watch?v=mIBY-LQYkVA>
 - <https://www.youtube.com/watch?v=t1zgGJTbups>
 - https://www.youtube.com/watch?v=wF3ECvvHEBg&list=RDwF3ECvvHEBg&start_radio=1
 - https://www.youtube.com/watch?v=bCbwCF_Lq1o&t=82s
 - https://www.youtube.com/watch?v=5DiMoehAeOU&list=RD5DiMoehAeOU&start_radio=1

Lesson Activities:

Teacher Activities	Student Activities	Time
<i>Introduction (anticipatory set – “HOOK”):</i> Warm-Up Steady beat Music = Baby Beluga by Raffi The teacher will model:	<ul style="list-style-type: none">• Students will listen to the teacher	10 min.

<ul style="list-style-type: none"> • Walk in gym space • Students will freeze when the music stops and the teacher yells "freeze!" • Students will then try 	<ul style="list-style-type: none"> • Students will follow the teacher's directions 	
<p>Body: Activity 1 – Movement Exploration Music = Action Song by Kiboomers The teacher will:</p> <ul style="list-style-type: none"> • Hold up movement cards • Model to the students • Students copy • Cycle through stretch, clap, march, jump, twirl • When the music stops, students will "freeze" <p>Activity 2 – Levels (10 minutes) Music = The Dance Freeze Song 2 by Scratch Garden & Move and Freeze by P.E. with Mr. G. For the 1st song – the teacher will:</p> <ul style="list-style-type: none"> • Follow the songs directions & actions • Model for the students • Students copy & improvise when appropriate • Students will freeze when the song tells them to <p>For the 2nd song – the teacher will:</p> <ul style="list-style-type: none"> • Follow the songs directions & actions • Model for the students • Students copy • Students freeze when the song tells them to 	<p>15 min.</p> <ul style="list-style-type: none"> • Students will listen to the teacher • Students will try to follow the teacher and listen for changes in directions/cycles <p>10 min.</p> <ul style="list-style-type: none"> • Students will listen to the teacher • Students will attempt to follow the teacher • Students will freeze when the music tells them to <ul style="list-style-type: none"> • Students will listen to the teacher • Students will attempt to follow the teacher • Students will freeze when the song tells them to 	
<p>Closure: Cool down Music = Relaxing Disney Piano Collection 3 The students will follow the teacher's modelling:</p> <ul style="list-style-type: none"> • Slow walking • Slow swaying • Slow stretching standing on feet 	<ul style="list-style-type: none"> • Students will listen to the teacher and follow directions 	<p>5 min.</p>

Organizational Strategies:

<ul style="list-style-type: none"> • Space organization (circle to individual spots) • Music off = freeze like a statue • Teacher says "Freeze!" & students freeze like a statue • Expectations stated • Warm-up provided
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- Cool down provided
- Guided movement exploration
- Practice
- Sharing
- Minimal equipment is needed

Proactive, Positive Classroom Learning Environment Strategies:

- Establish that everyone moves differently and that is okay
- Effort over performance
- Positive reinforcement
- Normalize mistakes
- Emotional regulation (deep breaths for cool down, freeze moments, & calm closing routine)

Extensions:

Extension 1 – Movement Combinations

Ask students to:

- Move HIGH and FAST
- Move LOW and SLOW
- Combine 2 movements together

Extension 2 – Body Part Challenge

The teacher will call out:

- “Move only your elbows!”
- “Move like your knees are dancing!”

Extension 3 – Pathway Introduction

The teacher could add:

- Move in a straight line
- Move in a zigzag
- Move in a curve

Reflections (if necessary, continue on separate sheet):