

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

Lesson Title: Fast & Slow Lesson # 2 Date: Feb. 18, 2026
 Name: Tanya Blackall Subject: PHE Grade(s): 1

Rationale:

This lesson plan is important because it builds upon the foundational movement exploration introduced in Lesson 1 by focusing specifically on the movement concept of tempo. At the Grade 1 level, students are developing rhythm awareness and beginning to understand how speed affects movement quality and control. This lesson introduces tempo in a concrete, physical way, allowing students to experience the difference between fast and slow movement rather than simply hearing it described.

Understanding tempo is an essential component of dance literacy. Before students can successfully follow structured choreography (such as the Macarena or other line dances later in the unit), they must first be able to adjust their movements to match musical speed. Lesson 2 therefore serves as a scaffold toward more complex rhythmic coordination in future lessons.

Developmentally, Grade 1 students benefit from clear contrasts (fast vs. slow) because these opposites are easier to distinguish cognitively and physically. By moving their bodies at different speeds, students strengthen coordination, balance, and body control. Slower movements promote control and stability, while faster movements build cardiovascular engagement and responsiveness.

This lesson also supports listening skills and self-regulation. Students must attend carefully to auditory cues (music changes or teacher prompts) and adjust their bodies accordingly. Practicing speed changes helps students develop impulse control and the ability to stop or slow their movement when required – an important safety skill in physical education.

Core Competencies:

Communication	Thinking	Personal & Social
	Thinking <i>Generating and Incubating</i> Students may generate creative ideas through free play, engagement with other’s ideas, or consideration of a problem or constraint, and/or because of their interests and passions. New ideas and inspirations can spontaneously arise from the unconscious mind, but students can also develop strategies to facilitate the generation of ideas – learning a lot about something, engaging in a period of reflection, providing time for	

	<p>incubation, and doing relaxing or automatic activities to quiet their conscious mind. The capacity for creative thinking expands as individuals increase their range of ideas and concepts to recombine them into new ideas. The ideas available as raw material for creative thinking depend on previous experiences and learning, as well as students' cultural legacies.</p>	
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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)
<p>Learning Standards - Curricular Competencies</p> <p>Physical literacy</p> <ul style="list-style-type: none"> • Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments • Develop and demonstrate safety, fair play, and leadership in physical activities 	<p>Learning Standards - Content</p> <ul style="list-style-type: none"> • Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • 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 movement at two different tempos (fast/slow). • Adjust movement in response to visual tempo cues 	<ul style="list-style-type: none"> • Responds correctly to fast cue • Responds correctly to slow cue • Maintains control (no running) • Participates in partner mirror

Prerequisite Concepts and Skills:

- Follow simple one-step verbal instructions
- Respond to start/stop signals
- Watch and imitate teacher modeling
- Listen for changes in music
- Walking
- Marching
- Stepping side-to-side
- Moving forward and backward
- Stopping safely
- Body control
- Balance when stopping
- Clap a steady beat

- Not bumping into peers
- Stopping when "Freeze!" is yelled

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

- Predictable structure
- Repetitive dance patterns reduce anxiety
- Clear routines: warm-up → teach → practice → perform → cool down
- Freeze signal established before music begins
- High engagement through music
- Familiar, upbeat songs increase motivation
- Call-and-response format builds participation
- Whole-class performance promotes belonging

Multiple Means of Representation

- Teacher demonstrates every movement
- Exaggerated modeling for clarity
- Facing students first, then turning same direction
- Repetition builds muscle memory

Multiple Means of Action & Expression

- Students can clap instead of step
- Observational participation
- Informal Assessment
- Students demonstrate learning through participation
- No written or memory-based tests

Differentiate Instruction (DI):

- Provide extra repetition before full sequence
- Repeat sections multiple times
- Ensure large personal space areas
- Allow movement breaks if overstimulated
- Allow step-out option if overwhelmed

For Students Needing Support:

- Remove turns
- Reduce steps (right + left only)
- Perform only upper-body movements
- Stand near teacher for modeling

For Students Ready for Challenge:

- Add level changes (low/high)
- Add quarter turns

Materials and Resources

- Movement cards (fast & slow)

- Gym space
- Screen down to separate the classes
- Bluetooth speaker
- Cell phone with music (Spotify)
- Music:
 - <https://www.youtube.com/watch?v=vPrmY7labLA>
 - https://www.youtube.com/watch?v=yebNIHKAC4A&list=RDyebNIHKAC4A&start_radio=1
 - https://www.youtube.com/watch?v=KhfkYzUwYFk&list=RDKhfkYzUwYFk&start_radio=1
 - <https://www.youtube.com/watch?v=QR8DsTtPBFg>

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”): Warm-Up Music = “We are the dinosaurs” by Laurie Berkner The teacher will:</p> <ul style="list-style-type: none"> • Model marching at a steady beat • Explain that the song will state other things like eating and we will follow that • The students will join and follow the song with the teacher 	<ul style="list-style-type: none"> • Students will listen to the teacher • Students will join the teacher and follow the song’s directions 	5 min.
<p>Body: Introduction & Activity The teacher will:</p> <ul style="list-style-type: none"> • Demonstrate FAST card, models quick march • Demonstrate SLOW card, models slow reach/sway • Quick class practice: 1 round FAST, 1 round SLOW • Quick class practice: Freeze once to demonstrate control <p>Activity 1 – “Golden” by K-Pop The teacher will:</p> <ul style="list-style-type: none"> • Explain that the tempo of the song changes from slow and builds to fast • Explain that they will hold up a sign that says slow or fast for the students to follow along with the song • Model and students will join in for the song • Freeze the song once in a while to get students to stop and freeze showing control <p>Activity 2 – “Sunshine in my pocket” by Justin Timberlake</p>	<ul style="list-style-type: none"> • Students will listen to the teacher • Students will attempt the movements • Students will freeze upon cue • Students will listen to the teacher • Students will join in and attempt to follow the teacher • Students will freeze upon cue 	5 min. 5 min.

<p>The teacher will:</p> <ul style="list-style-type: none"> • Explain that the tempo of the song changes from slow and builds to fast • Explain that they will hold up a sign that says slow or fast for the students to follow along with the song • Model and students will join in for the song • Freeze the song once in a while to get students to stop and freeze showing control <p>Activity 3 – Partner Mirror</p> <p>The teacher will:</p> <ul style="list-style-type: none"> • Double up the students into partners that can work together • Explain that they will be taking turns being a “mirror” with their partner • One partner will move slowly and their partner copies them • Partners then switch and the other one has a turn being the mirror <p>If there is time, partners will practice that again but with different slow/calm movements</p>	<ul style="list-style-type: none"> • Students will listen to the teacher • Students will join in and attempt to follow the teacher • Students will freeze upon cue • Students will get into pairs made by the teacher • Students will listen to the teacher • Students will follow the teachers directions 	<p>5 min.</p>
<p>Closure:</p> <p>Cool down</p> <p>Music = Ukulele instrumental Disney songs</p> <p>The teacher will:</p> <ul style="list-style-type: none"> • Tell students to do movements without talking (slow & fast) i.e. “Show me slow without talking” 	<ul style="list-style-type: none"> • Students will listen to the teacher and follow instructions 	<p>5 min.</p>

Organizational Strategies:

<ul style="list-style-type: none"> • Visual cue cards (turtle/rabbit) • Musical contrast • Partner mirroring • Freezing/stopping the music if students get too out of control • Direct modeling (I Do → We Do → You Do) • Clear safety expectations (“Dance feet, not running feet”)
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Proactive, Positive Classroom Learning Environment Strategies:

<ul style="list-style-type: none"> • Clear expectations before music begins • Establish a stop/freeze routine • Define personal space • Reminders to stay in their own space • Positive reinforcement • Gradual tempo increase • Calm down time at the end

- Normalize mistakes

Extensions:

Extension 1: Add a 3rd tempo – Medium

After students are confident with fast and slow, introduce:

- Slow
- Medium
- Fast

Extension 2: Add emotion to tempo

Students combine speed + feeling:

- Slow and sad
- Fast and excited
- Slow and sneaky
- Fast and silly

Reflections (if necessary, continue on separate sheet):