

EDCP 331: Social Studies Project Plan

Inquiry and Enacted Learning

Sports: People and Place

ABSTRACT

Over the course of the term, we led 4 lessons in two separate grade 6 classrooms. The lessons were based off a topic they selected, sports, and were developed in a matter that allowed the students' to question and explore.

Class description:

The grade 6 class we are working with is covering grade 7 social studies material this year. The class we are working with is very high energy and an active class. They enjoy hands-on activities and opportunities to collaborate and move around. The teacher describes the class as a strong academic group that has the ability to produce impressive work. The class is challenged with behavior and their level of maturity. The teacher does find it more challenging to bring the class in and keep them in equilibrium greater than they have to their classes in the past. This highlights their level of energy and need for breaks in the day. The group is a good group of students, chatty but highly involved with class participation. We have found that the class works best when learning hands-on.

Rationale:

The main purpose of the Social Studies curriculum is to develop graduates who have the knowledge, skills, and competencies to be active, informed citizens (BC's New Curriculum, 2016). Our rationale to teach this 'mini-unit' was based on the students' interests of being active and participating in sporting activities. We took their interest and figured out how to tie sports and physical activity into the grade 7 social studies curriculum through geography. Students are to develop an understanding of the interactions between humans and the environment. We had the students' focus on the connection between sports and place, the relationship between the environment and how this influences a sport. We connected this to one of the Big Ideas in grade 7 Social Studies: Geographic conditions shaped the emergence of civilizations. To fit the interest of the students, we altered this to the emergence of sports. In the Content Competencies, students are expected to understand human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources available. Learning about geographical conditions and how humans adapt to their physical environment. Another Big Idea we drew attention to was for grade 6 Physical Education, physical activity enables us to practice skillful movement and helps us develop physical fitness, and healthy choices influence our physical, emotional, and mental well-being (BC's New Curriculum, 2016).

Objective:

Our overall objective was to have the students' grasp an understanding of how there is a relationship between sports and place. How the environment and place influences the development of sports and the accessibility needed for different sports. Through our lessons students used inquiry processes and skills to ask questions, gather, interpret, and analyze ideas, and to communicate findings and decisions. The students selected a topic that was relevant to them, enabling them to enact their learning.

Assessment:

In our first lesson we had the class measure their heart rate, energy level and mood before and after physical activity. The evidence we collected was the difference in their

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recorded information, if they experienced changes, and how those changes made them reflect on the activity. Students were able to engage in discussion on how physical activity may have affected their energy level, mood and heart rate. We started off the second lesson by having the class write down what they learned from our first lesson and crumpling it up and throwing it into a bin. We then had student's look at different pictures of sports and inquire about the different geographical conditions needed to play that sport by answering various questions in groups. Assessment was done by collecting their answers at the end and having a discussion on how geography links to sports. Students were able to compare different sports and understand the different environments needed to play the sport. Lesson three we had student's research a sport of interest to them in groups and find out where the sport originated from, where the sport is most popular now, the climate and landforms needed for the sport and how accessible it is. We assessed what they learned by having each group come up and place a pin on a map of where their sport originated and where it is most popular now. They also presented a short piece of what they found out about their sport. We collected their findings at the end. Our last lesson we put students into groups and they got to create their own sport. Student's got to present their sports at the end and connect it to the geographical aspects of where you can play their sport.

Lesson Plans:

Lesson #1:

Grade/Subject Area: 6		Area of Focus: Physical Activity and Connection to the Body		Big Idea: Healthy choices influence our physical, emotional and mental well	
Curricular Competencies: (What students will do) <ul style="list-style-type: none"> - Students will begin by measuring their HR, mood, and energy levels. Then participate in GoNoodle activity for 10mins and then play a game if time permits. Then, measure again after activity and foster a decision about differences, why, and impacts. In general, anything good for your heart is good for your brain - Apply methods of monitoring and adjusting exertion levels in physical activity - Describing and assess strategies for promoting mental well-being, for self and others - Observe, measure and record data, identify patterns and connections in the data recorded and identify possible sources of error that could impact analysis - Enactivism, learning by doing students will be seeing how their bodies will react to physical activity first hand. Physiological difference will be evident to them. 		Core Competencies: <input type="checkbox"/> Communication <input type="checkbox"/> Creative Thinking <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Positive Personal/Cultural Identity <input type="checkbox"/> Personal Awareness & Responsibility <input type="checkbox"/> Social Responsibility Inquiry Question: How does physical activity influence your body's functions and your mental well-being?		Assessment: (What evidence you will collect): <ul style="list-style-type: none"> - Analyzing the difference in their recorded information, if they experienced changes, or how those changes made them reflect on the activity - Discussion on how "breaks" can be positive for our health and our brain? 	
Content Learning Standards: (What students will know and understand) <ul style="list-style-type: none"> - Ways to monitor and adjust physical exertion levels - How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and game - Basic functions of physical activities impact on brain signals 		Learning Targets/Success Criteria: (I can statements) <ul style="list-style-type: none"> - I can understand how physical activity may impact my ability to focus in class and my emotions, how I am feeling - I can understand that external factors may affect this - I can start to think why it is important to take "brain breaks" throughout the day - I can appreciate the need and importance of physical activity, even if I don't really enjoy it - I can change the physiology of my body in a matter of minutes 		Tasks To Support Inquiry: <ul style="list-style-type: none"> - Recording the information, assessing them self - Doing the activity - Ask students if they slowed down or felt low - Ask students if their was ever a time they wanted to stop - Encourage students to reflect on how they are feeling and how they think they might feel after the activity? - Encourage students to reflect on the differences at the end, why might there be differences or no differences at all? Are there other factors influencing your body and brain? 	
				Resources: (What you currently have that can be reused, tweaked, or repurposed and what you will need gather) <ul style="list-style-type: none"> - Activity sheet for recording information and making predictions - Reference facts from workshop given on resilience by Roxanne Jones 	

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Lesson #2:

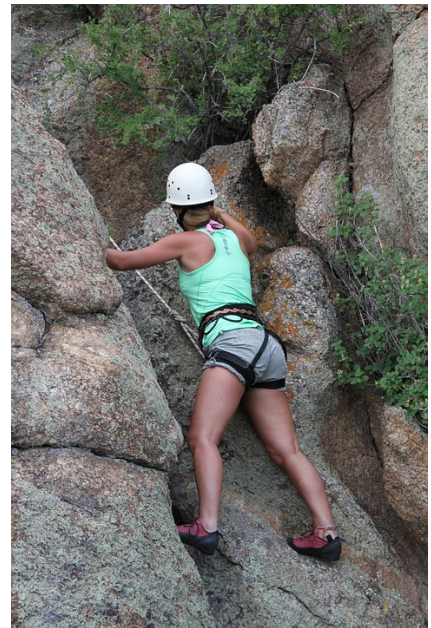
Grade/Subject Area: 6		Area of Focus: Link between Geography and Sport	Big Idea: Geographic conditions shaped the emergence of civilizations
Curricular Competencies: (What students will do) <ul style="list-style-type: none"> - Activity at the beginning of the class "basketball game", write what they know on a piece of paper and throw it into the basket, then have a few read out - Students will work in small groups to try and brainstorm answers for the pictures and questions presented, will route around the room - Then have an opportunity to share their thoughts, inputs and add more if necessary - Go through questions, how weather/climate would effect the sport; what facilities (human-made) are needed, which require a natural environment; what sports are rural vs. urban (define this terms for the students); and special man-made equipment is needed - Knowledge test: listing countries and their national sport - Build into have the students get in small groups and select a sport to do their "inquiry" of its origin, history, how it has involved, what are the mechanics required 	Core Competencies: <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Creative Thinking <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Positive Personal/Cultural Identity <input type="checkbox"/> Personal Awareness & Responsibility <input type="checkbox"/> Social Responsibility	Assessment: (What evidence you will collect): <ul style="list-style-type: none"> - Students are working on task in groups, critically thinking to purpose answers to the questions - Are participating in discussion and sharing their ideas - Students will be able to start to understand a link between geogprahy and sport - To assess what the students know before the lesson through "basketball game" - Assess through answers the groups come up with and discussion had at end of class (show two pictures to contrast answers), focus is on having the students practice critical thinking and analysis 	
	Content Learning Standards: (What students will know and understand) <ul style="list-style-type: none"> - Use Social Studies inquiry processes and skills to - ask questions, gather, interpret, and analyze ideas, and communicate findings and decisions - Inquiry about human responses to particular geographic challenges and opportunities, such as climates, landforms, and natural resources - Interactions and exchanges between past and present civilizations 	Learning Targets/Success Criteria: (I can statements) <ul style="list-style-type: none"> - I can understand how landforms and environment influence play - I can understand that external factors influence the development of sports - I can start to think how geography links to sports 	Tasks To Support Inquiry: <ul style="list-style-type: none"> - Have students work in small groups, building collaborative skill set and building cooperation with others - Encourage students to reflect on the importance of the external environment, how humans have managed it to play sports in natural environments that perhaps do not support that particular sport? - Encourage students to reflect on the differences at the end, why might there be differences?
		Resources: (What you currently have that can be reused, tweaked, or repurposed and what you will need gather) <ul style="list-style-type: none"> - Photos of different sports for rotating in groups, questions they'll be answering - Chart paper for the students to record their ideas, felts for writing - Online source: https://sharemylesson.com/search?search_api_views_fulltext=link%20between%20geography%20and%20sport 	

Pictures used:



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Questions students were considering:

Answer the following questions on a separate piece of paper for each picture

- 1) What sport is displayed in the picture?
- 2) Describe how a hot/sunny or cold/winter day would affect this sport?
- 3) Describe any special facilities that are built by humans or natural environment that are needed for this sport to be played?
- 4) Can you list different countries or areas that would have the ideal environment to play this sport?

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Lesson #3:

Grade/Subject Area: 6		Area of Focus: Link between Geography and Sport	Big Idea: Geographic conditions
<p>Curricular Competencies: (What students will do)</p> <ul style="list-style-type: none"> - Students will be divided into partners or small groups of 3 and research a sport that they're interested in. Will have guiding questions to follow on origin of the sport, how, why, where? The environment of that particular area. Where it is most popular now, how it spread? - Students will then pin their sport on the world map to show students a 'global' look of sports, from emergence to travel. - They will use social studies inquiry processes and skills to ask questions, gather, interpret, and analyze ideas and communicate findings and decisions - Comparison of time - Assess the credibility of multiple sources and the adequacy of evidence to justify conclusions - The role of geography <p>Enacted learning through student's inquiry on a topic (sport) they personally are interested in and chose. Being involved with sharing their findings with the class and positioning their sport on the global map.</p>	<p>Core Competencies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication <input type="checkbox"/> Creative Thinking <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Positive Personal/Cultural Identity <input type="checkbox"/> Personal Awareness & Responsibility <input type="checkbox"/> Social Responsibility <p>Inquiry Question:</p> <p>Where sports originated and its relation to place?</p>	<p>Assessment: (What evidence you will collect):</p> <p>The map will indicate the student's research done to determine more about the sport selected, to place the pin for where their sport originated and why share a brief history as to why</p>	
<p>Content Learning Standards: (What students will know and understand)</p> <ul style="list-style-type: none"> - Use Social Studies inquiry processes and skills to - ask questions, gather, interpret, and analyze ideas, and communicate findings and decisions - Create a map to show movement - Inquiry about human responses to particular geographic challenges and opportunities, such as climates, landforms, and natural resources - Interactions and exchanges between past and present civilizations 	<p>Learning Targets/Success Criteria: (I can statements)</p> <ul style="list-style-type: none"> - I can understand how landforms and environment influence play - I can understand that external factors influence the development of sports - I can start to think how geography links to sports - I can understand where sports are prevalent and popular, and how accessibility to play them 	<p>Tasks To Support Inquiry:</p> <ul style="list-style-type: none"> - Research a sport they're interested in and place pins on map together as a class to visualize where different sports originated about the world - Have students work in small groups, building collaborative skill set and building cooperation with others - Encourage students to reflect on the importance of the external environment, how humans have managed it to play sports in natural environments that perhaps do not support that particular sport? - Encourage students to reflect on the differences at the end, why might there be differences? 	
		<p>Resources: (What you currently have that can be reused, tweaked, or repurposed and what you will need gather)</p> <ul style="list-style-type: none"> - Map to record data collected - Online source: https://sharemylesson.com/search?search_api_views_fulltext=link%20between%20geography%20and%20sport 	

Worksheet used:

Names: _____
 Sport selected: _____

Where did the sport originate?

What environmental and relationships factors influenced its origin here?

Climate:

Landforms:

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Accessibility:

Where is the sport most popular now?

Lesson #4:

Grade/Subject Area: 6	Area of Focus: Link between Geography and Sport	Big Idea: Geographic conditions
<p>Curricular Competencies: (What students will do)</p> <p>Students' will be divided into groups and be able to create their own sport with different equipment provided. Students' will be given a scenario as to the environment they are working with. Students will utilize their knowledge learned from prior classes to create a sport that fits the needs to play in that environment.</p> <ul style="list-style-type: none"> - The role geography plays in where sports are played - Use social studies inquiry processes and skills to use their gathered, interpreted information and create their own sport - Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments - Develop and demonstrate safety, fair play, and leadership in physical activities <p>Enacted learning, as the students will be creating the sport themselves through experiential learning.</p>	<p>Core Competencies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication <input type="checkbox"/> Creative Thinking <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Positive Personal/Cultural Identity <input type="checkbox"/> Personal Awareness & Responsibility <input type="checkbox"/> Social Responsibility <p>Inquiry Question:</p> <p>Can students create a sport based on their prior knowledge of geography affecting the development of sports?</p>	<p>Assessment: (What evidence you will collect):</p> <p>On their worksheet, their ability to create a sport while thinking about the environment, climate, and accessibility needed to play this sport</p> <p>Informal, observing and interacting with the students to ensure they are on task and thinking creatively and critically about the relationships between sport and place</p>
<p>Content Learning Standards: (What students will know and understand)</p> <p>Human responses to particular geographic challenges and opportunities, including climate, landforms, and natural resources</p> <p>Interactions among cultures</p> <p>How to participate in different types of physical activities including individual and dual activities</p>	<p>Learning Targets/Success Criteria: (I can statements)</p> <p>I can understand how landforms and environment influence play</p> <p>I can start to think how geography links to sports</p> <p>I can work cooperatively with others on a task</p> <p>I can work creatively and use my imagination to picture scenarios</p>	<p>Tasks To Support Inquiry:</p> <p>Collaborating and creating a sport that best fits the environment for that sport</p> <p>Provide provocations to generate students creativity</p> <p>Allow independent, student directed inquiry and learning based on their prior knowledge and curiosity</p>
		<p>Resources: (What you currently have that can be reused, tweaked, or repurposed and what you will need gather)</p> <p>Worksheet for students to describe their sport</p> <p>Equipment from the school to generate thought about variations to sports or games they may already know</p>

Resource Critique:

Dynamite Lesson Plan. (2015). Create Your Own Sport—A Small Groups Classroom. Retrieved from <http://www.dynamitelessonplan.com/create-your-own-sport-a-small-groups-classroom-project/>

We used this resource to gather example questions and ideas to enhance our lesson for student's to create their own sport. We utilized similar questions for the student's to answer about their own sports. We adapted questions to also link to the geographical aspect of creating a sport. We found this resource helpful to generate questions for student's to answer about their own sports.

Province of British Columbia. (2016). Social Studies and Physical Education. Building Student Success – BC's New Curriculum. Retrieved from BC's New Curriculum, <https://curriculum.gov.bc.ca/curriculum>

We used the provincial site for reference to Big Ideas, Curricular Competencies, and Curricular Content for grade 6/7 subjects. We used these in developing our objective for lesson plans.

Share My Lesson Powered by AFT. (2016). What is the link between geography and sport? Teaching Resources. Retrieved from <https://sharemylesson.com/teaching-resource/what-link-between-geography-and-sport-153842>

We used this resource to gather ideas how to provoke the students' to start thinking critically about the sport. The lesson was designed to address the link between sport and geography, we took this and adapted what we needed to fit the plan we had. We found this resource useful in generating ideas for inquiry with the students, opposed to us providing answers.