

Lesson Plan

Class: Year 3 & 4	Date: To be confirmed	No of pupils: 10 Mixed Ability: Yes	Length of time for lesson: 60 Min	National Curriculum ref: 2. Acquire the skills necessary for the activities undertaken. 7. Use what they find out to plan how to improve their next attempts.	
Health and Safety Issues: See attached Risk Assessment	Resources: Young willow branches x15, natural wool/yarn in a variety of colours, sawing needle, thread, plants and trees information leaflet x6, basic map of school grounds with clear indication of buildings and play areas, TA (teaching assistant).				
Title of unit of work: Willow Dreamcatchers and Environmental Awareness					
Learning Outcomes (LOs): Gain basic knowledge about species of plants, learn to tie certain knots, and work through improvement					
Lesson Structure					
Time	Activity Sequence	Organization (Pre-Impact)	Teaching and Learning Methods (Impact)	Points to Remember	Assessment Focus (Post-Impact)
15 minutes	Warm-Up / Introduction - Introduce myself to the children and explain the activities we will be doing. - Lead the children through a Bothmer exercise. - Continue with a game of Cat and Mouse.	 ○ Have basic knowledge of pre-existing medical conditions in the group. ○ Have prepared a Bothmer routine suitable for all abilities	A – Command E – Inclusion	This should be a fun and memorable session for the children Be patient and support the children with no discrimination or judgement	Observations: Level of movement Engagement in activities Questions: Are there any questions? Is anyone unsure of what we are doing?

10 minutes	Activity 1: - Searching for resources - Split the group into pairs and give each pair one information leaflet. - Set the children the task to hunt down leaves, feathers, flowers, etc that can be woven into their dreamcatcher. - They must find at least three things smaller than their little finger and two things bigger. - They should identify what leaves they bring back and where they were found using a map of the school yard.	○ Check that the information leaflets provided are relevant to the area and time of year ○ Explain basic health and safety to ensure they don't harm themselves whilst running around looking for materials ○ Have maps prepared with clear indicators of natural features (trees, bushes, flower beds)	C – Reciprocal B – Practice F – Guided Discovery (possibly) H – Divergent Discovery	Keep an eye on the children Be nearby so that if they have any questions you can help Make sure to make it an adventure searching for the resources Encourage the children to get their hands dirty and think about the natural environment and any plants or animals that might also share the area	Observations: Check that they are actively searching Check that they are consulting the guide and discuss the species of plants they are looking at Questions: Where did you find those (feathers/flowers)? What type of plant is that? Did you find anything exciting?
25 minutes	Activity 2 - Making the dream catchers - Once all children have returned with their resources, gather them together and sit down in	○ Willow should be soaked or freshly cut to ensure it is still flexible ○ Chose an area prior to the class starting which is a comfortable natural	B – Practice D – Self-Check H – Divergent Discovery	Catch their interest, tell the story don't read it (this increases engagement and interest)	Observations: Check that the children understand what they are doing Make sure that if they come to a difficult section

	a circle with enough space to work - Give each child a willow branch and place the pre-made hoop in the circle for the children to look at and work from. - The teacher should also take part in the activity (create their own dreamcatcher) whilst the TA can assist the children if need be. - Demonstrate the knots and weaving pattern necessary to create the dreamcatcher to the children - Once the children are underway, tell a native North American story/legend about the origins of dreamcatchers	environment to sit down in with the group ○ Search into relevant folklore from North America and learn the basics of a story		Let them consider other cultures with respect and understanding Encourage thinking for themselves to improve their dreamcatchers and attaching their finds onto them	that they attempt it first before assisting See if they are listening and understanding the story Questions: Do you like your dreamcatcher so far? Can you relate to the (children/people) in the story? Are you enjoying yourself? Can you weave this (flower/plant) into your dreamcatcher?
10 min	Conclusion and Review - When all dreamcatchers are finished, get the children to show what they have made - Each child should share something they have learnt from the session or	○ Chose a spot in the classroom to display the dreamcatchers ○ Have the appropriate equipment ready to hang the dreamcatchers up			Observations: Have they demonstrated that they have learned something new? Ensure that the children are taking something away from the lesson

	story, or something they are proud of - Take the children back into the classroom and create a display with all of the dreamcatchers - End the session by saying goodbye and hoping that they will show their families how to make their own dreamcatchers				Questions: What was your favourite part of the session? Would you make more dreamcatchers? Have you learnt more about the environment?
Contingency Activity (What if?)	Outline of Activity: This activity can be adapted to work inside in the case of extreme weather conditions. Prior to the class gather materials that can be woven into the dreamcatchers and place the in a variety of spots in the class room, create a scavenger hunt for the children. Continue with the rest of the session as stated above.				

References for activities:

Bothmer Movement International (2021) *A Movement For The Future*. Available at: <https://bothmer-movement.eu/> (Accessed: 2nd May 2022).

South Devon Steiner School (2017) *Curriculum policy*. Available at: https://www.southdevonsteinerschool.org/uploads/5/8/8/7/58878259/sdss_-_curriculum_policy_-_version_2_-_november_2017.pdf (Accessed: 27th April 2022).

Welsh Assembly Government (2008) *Physical Education in the National Curriculum for Wales*.

Welsh Assembly Government (2009) *Physical Education: Guidance for Key Stages 2 and 3*.

Risk Assessment for Lesson Plan				Completed by: Tirion Brackenbury	
Hazard	Unmanaged Risk	Who is at risk?	Unmanaged Risk Possible Outcome	Control Measures	Resulting Risk
Lack of supervision and instruction	Medium	Students	- Injury - Illness	- Appropriately trained staff - Correct number of students to teachers - Students to be warned of relevant risks	Low
Medical emergency (caused by a reaction or a pre-existing medical emergency)	High	Students, staff, other members of the school	- Injury - Illness - Death	- All staff fully informed by parents of any allergies, medical conditions, and illnesses - Any life-saving equipment should be carried by teachers (e.g. epi pens, inhalers) - Staff to be first aid trained	Low
Environmental factors	High		- Sunburn - Fatigue - Cold injury - Exposure - Rash - Cuts and abrasions	- Weather conditions should be looked at ahead of time and taken into consideration - Appropriate clothing must be worn - First aid kit must be kept nearby or on hand - Sun cream should be provided for children who do not have any	Low
Inappropriate behaviour	Low		- Injury	- All participants briefed on acceptable and unacceptable behaviour	Low
Slips, trips, and falls	Medium		- Cuts and abrasions	- Warning that the ground may be uneven and slippery if recently wet - First aid kit kept nearby	Low
Falling Objects	Medium		- Injury	- Appropriate area chosen to hold the activities	Low
Collision with students and stationary items	Medium	Students	- Injury	- Advice on being aware of surroundings and to look forward when moving	Low