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| **CENTER/PLACE:** | | **Nº STUDENTS/ AGE:** | **DATE:** |
| **NUMBER OF THE SESSION:** | | **RESPONSIBLES:** | **LIFE SKILL:** |
|  | | | |
| **OBJECTIVES** |  | | |
| **CONTENTS** |  | | |
| **METHODOLOGY** |  | | |
| **SPACE** |  | | |
| **MATERIAL** |  | | |
|  | | | |
| **AWARENESS TALK** | | | |
| How long?  About 3 minutes | Awareness Talk  This is a brief structured meeting that officially begins the lesson. During this talk, usually just a few minutes, the teacher can go over the plan for the day, invite input from students, and most importantly, remind them of the goals and objectives of the program. Depending on the stage of the program, a teacher might be focusing on a particular aspect of responsibility or just reminding students of the overall emphasis in the program, (e.g. how they conduct themselves and how they treat others). | | |
| **MAIN PART – WORKING THE AIMS AND THE PROPOSED VALUES/LIFE SKILLS** | | | |
| **Time:**  **Time:**  **Time:**  **Time:** | Physical Activity Lesson Time  This constitutes the majority of the lesson and could involve any age appropriate physical activity, exercise, or sport content that would normally be taught to a given group in their physical education program. The key difference is that the teaching strategies employed during this activity time shift power to the students and put them in responsible roles. The key here is to integrate the teaching of responsibility with the teaching of the physical activity.  Teaching strategies:   * Modeling Respect – The teacher models respectful behavior in interactions with the students and others. * Setting Expectations – The teacher organizes all aspects of the lessons and clearly communicates directions and behavioral expectations to students. * Providing Opportunities for Success – The teacher structures all activities so that no students are excluded or unable to successfully participate due to individual differences. * Fostering Social Interaction – The teacher creates structures that allow students to have interactions with one another that are not directly controlled by the teacher. * Assigning Management Tasks – The teacher asks students to contribute to the management and organization of the lesson by taking on specific tasks or jobs. * Promoting Leadership – The teacher shares some instructional responsibility with students by given them the opportunity to instruct or lead some of their peers. * Giving Choices and Voices – The teacher creates opportunities for students to voice their opinions, offer suggestions, and make decisions. * Involving Students in Assessment – The teacher lets students engage in self- and or peer-assessment. * Addressing Transfer of Life Skills – The teacher directly addresses the life skills taught in the program and their application outside the program. * Activity 1: Warm up * Activity 2 * Activity 3: * Activity 4: Cool down | | |
| **GROUP MEETING/ OBSERVATIONS AND REFLEXIONS:** | | | |
| **Time:** | **Group meeting**  After most of the time has passed in the lesson and the physical activity is completed, the teacher gathers students together to discuss the lesson. This provides students an opportunity to share their opinion about the lesson, make suggestions, as well as comment on the group’s performance and cohesion. If the day’s activities had involved student leadership, this Group Meeting could provide a safe and structured opportunity for students to provide feedback to their peer-leaders and vice versa. Only a few minutes are necessary for this meeting.  **Reflection Time**  For the last few minutes of the lesson, students are asked to reflect on their OWN attitudes and behaviors during the lesson. Using the responsibility levels as reference points, the teacher prompts the students to think about their performance that day relative to each. Depending on the number of students and the climate of the program, the teacher may have students share their self-reflections at this time verbally, with a hand signal (thumb up for ‘great’, sideways for ‘okay’, or down for ‘needs work’), or writing in a reflective journal. | | |
| [**Relational Time**](http://www.tpsr-alliance.org/lesson-format)  This refers to the informal one on one interactions the teacher has with students that help to create a welcoming environment and establish personal relationships with students. It is an opportunity to chat, ask students how their day is going, and discuss things that may be coming up or going on in their lives. Unlike the other components that occur in a specific order, Relational Time can happen whenever an opportunity arises, (i.e. before or after the lesson, or even during the lesson while the students are in transitions). | | | |