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Title of the STEPAM Unit: Be Fit

AUTHORS (NAMES /SCHOOL / COUNTRY): EXPERIENCE WORKSHOP, JAGODINA

RELATED SUBJECTS	AGE GROUP OF THE STUDENTS	TOTAL ACTIVITY TIME	LEARNING OBJECTIVES DURING THE LESSON SUBJECT-SPECIFIC COMPETENCIES	LEARNING OBJECTIVES AFTER THE LESSON
Science, Mathematics, Physical Education, Language, Arts	1-4 grade (6 to 11 years old)	90 minutes	Learning about the factors that influence health (healthy habits, hygiene, diet, physical activity) Developing skills to visually represent data Developing skills to purposefully use mobile application Creating comics Development of movement coordination and concentration ??	Science ?? Students read, use and create tables and graphs Purposeful use of mobile application The students improved their coordination and concentration ??

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OVERVIEW: TOPIC & PURPOSE

ACTIVITY PREREQUISITES -

STEAM ELEMENTS

ELEMENT 1: context presentation	What are the factors which influence our health? Using various form of visual representation. Dopuniti

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ELEMENT 2: creative design	Creating physical exercise plans. Making comics with instructions for safely doing physical exercises. Dopuniti
ELEMENT 3: emotional and social learning	Learning cooperation and communication skills through working in pairs and groups. Experiencing focus and concentration during the building process. Experiencing focus and concentration during the exercises.

STEAM SUBJECT ELEMENTS

STEAM SUBJECTS	SCIENCE	TECHNOLOGY	ENGINEERING	Physical Education	ARTS	MATHEMATICS

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SHORT INTRODUCTION TO RELATED SUBJECT ELEMENTS	The creation of shadow, shadow and half-shadow, transparent and invisible materials, propagation of light, shape and size of the shadow.	Using electronical devices and mobile applications (Pulse meter, mobile pulse meter app).	?	Catch your shadow. Differnet way of movement – Running, skiping, hopping, crowling etc. Games Copy Paste ??	Designing and creating comics with instruction for physical exercises.	Data collection and respresentatio n

SYLLABUS

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LESSONS	SUBJECTS	TOPIC OF THE UNIT	LEARNING OBJECTIVES DURING THE LESSON: SUBJECT SPECIFIC COMPETENCIES	LEARNING OBJECTIVES AFTER THE LESSON: STEAM COMPETENCIES
1	Science, Mathematics	Science ?? Data collection and visual representation of data. ACA ??	Science ?? Understanding and reading various graphs and charts. ACA ??	Science ?? Students learned to read graphs and charts. ACA ??
2	Engineering, & Arts. Physical education, Technology Mathematics,	ACA ?? Using pulse meter and pulse meter mobile app. Creating and using tables and graphs to collect and represent data. Designing and creating instructional comics.	The students are physicaly active and they develop their physical skills. They also learn to work in the team and maintain focus and concentration. The students gain skills to create and use different ways of data representation.	ACA ?? The students practice various forms of data representation in real life.

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			Students use their creativity to design and create comics with instructions for physical exercises.	

INSTRUCTIONAL PLAN BY LESSON (COPY AS MANY TIMES AS NEEDED)

LESSON Grade 3-4 Science, Engineering, Physical Education, Art (Language) and Mathematics

TIME PLAN	TEACHING & LEARNING ACTIVITIES	MATERIALS	LEARNING OBJECTIVES

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INTRODUCTION (5 – 10 minutes)	Introducing students to different factors that influence the health. Giving examples of visual representation of data (various graphs and charts), related to the topic of health (healthy habits, hygiene, diet, physical activity). For example, how much physical activity is needed or what amount of different food is required etc.	Visual representation of healthy habits, diet, physical activity, Slides 1 -	Students are introduced to the factors which influence their health Students are introduced to different ways of data representation (tables, graphs and charts)
LEARNING ACTIVITIES (60-70 minutes)	Warm up activity. Students work in pairs. They are given the bar graph to determine the amount of each exercise they must complete. Each bar graph includes 5 exercises and pictures to help show the skill. Additionally, teacher can create PE Fitness Stations, so student can move to	Worksheets with examples of bar graph exercise plan, Slides	Students practice reading and using graphs

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	each one and do the exercises. Students are introduced to safe exercise practices using pulse meters during resting, warm-up, work and cool-down phases. The teacher emphasis the importance of using a warm-up and cool-down exercise by making comparison to the nature (for example, seasons). Students are asked to measure their pulse using pulse meter application before starting a warm-up. They use tables to record data. After warm-up activity (about 10 minutes) students measure their pulse by using app and record the results in the table.	Pulse meter, pulse meter mobile application	

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	ACA piše koje vežbe. After each exercise students measure pulse and record the data. The exercises are followed by the cool-down activity such as walking for several minutes. After cooling-down students measure the pulse. Group work. Students create bar graphs by using data recorded in tables and discuss the impact of each exercise on pulse.		
WRAP-UP & EVALUATION (15-20 minutes)	Group work. Students create their own bar graph plan for physical activity by using empty grid. They also draw instructions for each exercise in the form of comic.	Worksheets with empty grid, Slides	Learning about how to create healthy physical exercise plan

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EVALUATION PLAN BY LESSON

LESSON	EVALUATION CRITERIA	EVALUATION METHOD
1, 2	**whether students can make some of the shadow models using their hands.**	Demonstration
	Can students make shadows of different shapes and sizes using objects from the environment and varying the distance and position of the light source	Observation, comparing products
	Did the student presented creativity in creating/ crafting objects (used given/suggested art technics)	Observation and evaluation of creativity (technics) art craft.
	Did the students cooperate with each other in the groups	Observation, self-evaluation of groups / students.
	Is the students able to implement what they learned and present it during the Play in Shadow theater?	Observation, peer-review of presentation materials
	Homework done and uploaded in padlet	Observation & peer-review

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HOMEWORK

Students have the task to do the activity of the opposite group. For example. students who worked with transparent foil have the task of making art installations by combining realistic shadow objects and drawing, and conversely students who made art installations have the task of drawing on transparent foil. The completed task should be recorded in video format and attached to the padlet.

NOTES –

ACTIVITY SHEETS TO BE LINKED -

EVALUATION MATERIALS TO BE LINKED -

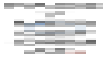
REFERENCES / SUPPORTING MATERIALS TO BE LINKED

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PDF / PPT slides:



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