

Transform-Us!

#MoveMore #SitLess

Teacher Resource Sample Pack



IPAN
INSTITUTE FOR PHYSICAL
ACTIVITY AND NUTRITION



What is Transform-Us!?

Transform-Us! is a whole-of-school approach to physical activity that involves active pedagogy and creating supportive environments to help students learn and improve their health and wellbeing.

What does this pack contain?

The **Teacher Resource Sample Pack** was developed by Dr Natalie Lander (School of Education, Deakin University) and contains Active Lesson Plans for:

- Geography
- English
- Mathematics

These lesson plans have been specifically modified so that the lessons can be **delivered online** and children can complete the activities in their own home!

To access **FREE** online training and further resources please

[click here](#)

What are Active Lessons?

Teacher's normal planned class lessons, where the delivery method rather than the content is changed to incorporate movement throughout the lesson.



Active Lessons

GEOGRAPHY

CONTENT DESCRIPTIONS

LEVEL: 3 & 4

STRAND: Geographical Concepts and Skills

SUB STRAND: Data and Information

Victorian curriculum code: [\(VCGGC076\)](#)

Australian curriculum code: [\(ACHASSI057\)](#)

EQUIPMENT

- Access to a world map, atlas, internet etc
- Scrap paper and pens
- Clear space

LEARNING INTENTION

Interpret maps and other geographical data and information to develop identifications, descriptions, explanations and conclusions, using geographical terminology including simple grid references, compass direction and distance.

Describing the relative location of different features in a place by distance and compass direction.

LESSON 1: GEOGRAPHY - WHERE ON EARTH?

TASK

- Using a resource of your choice (map, atlas, internet) select 10 locations.
- Write each location on a small piece of paper and put the words in the 'geographical location' bucket
- Set out a location space as far from the 'geographical location' bucket as possible.
- Home represents your own home ☺
- The aim is to create a distance reference for each location you draw out from the bucket and your own home.



HOME



x meters



GEOGRAPHICAL
LOCATION
BUCKET



EXTENSION

- Repeat as explained, however introduce the concept of scale.
- Turn the distance line into a geographical scale, altering the scale according to the local, national and internal locations.
- Discuss what it means to create a map (or in this case distance line) 'to scale'.

For example:

- **Create a scale.**
- **Children can select objects in their own home.**
- **Have students measure the objects in the room, from their designated 'home' location, as well as the distance between the various objects.**
- **Use these measurements to create a distance line to scale.**
- **Can introduce concepts about relative distance, formal and informal measurements, as well as the idea of symbols and legends, and other key features of a map.**

LESSON 1: GEOGRAPHY - WHERE ON EARTH?

Activity 1: Your Local Area

- Look up 10 locations in your local area – they could be schools, parks, shopping centres, train stations etc.
- Write each location on a small piece of paper and put the words in the 'geographical location' bucket
- Start standing at the home space.
- Race over to the bucket of words and select one word/location.
- Race back to the home space.
- Work out where the location fits on the distance line and place it down.
- Then race back to the bucket and collect the next location.
- Repeat as above, using your home and the first location as a reference point.
- If needed you can adjust the prior locations.
- Repeat until all locations have been placed along the reference line.
- Check accuracy of your reference line against your resource.

Activity 2: Your Country

- Repeat as above, however this time you are selecting well known Australian landmarks as your locations.

HOMEWORK

Your world:

Repeat as above, however this time, use countries of the world as your locations.



Active Lessons

ENGLISH

CONTENT DESCRIPTIONS

LEVEL: 5

STRAND: Language

SUB-STRAND: Phonics and word knowledge

Victorian curriculum code: [\(VCELA326\)](#)

Australian curriculum code: [\(ACELA1829\)](#)

EQUIPMENT

- Chalk
- Concrete (car port, drive way or back yard)

LEARNING INTENTION

- Recognise and write less familiar words that share common letter patterns but have different pronunciations
- Spelling words that share common letter patterns but have different pronunciations

9 LETTER WORDS

For example

identical, chocolate, Christmas, beautiful, happiness, Wednesday, challenge, celebrate, adventure, important, consonant, Christian, dangerous, masculine, Australia, irregular, something, knowledge, pollution, President, wrestling, pineapple, adjective, secretary, undefined, , ambulance, seventeen, affection, congruent, community, different, vegetable, influence, structure, invisible, wonderful, packaging, provoking, nutrition, crocodile, education, abounding

LESSON 2: ENGLISH - HOP TO IT

Activity 1: Hop To It

1. Draw a 3 X 3 grid big enough for you to hop into each square. Repeat so you have 5 grids drawn up.
2. Using your 9 letter spelling words, place one letter in each square of the first grid (as shown above).
3. Repeat, using different 9 letter spelling words in the other four grids.
4. In the first grid, hop on each square of the grid to successfully spell your first 9 letter spelling word.
5. Start off slowly, saying the letters out loud each time you land on the square/letter.
6. Once you get to the final square, say the word, say each of the letters that make up the word, and say the word again.
7. Repeat with increasing pace.
8. Once completed, move to grid two and repeat, this time hop on the opposite foot as you spell out the letters.
9. Ensure you continue to check the accuracy of your spelling.
10. When you get to grid three change your movement from a hop to a two foot jump and repeat task as above.
11. At grid 5 – think of another movement you could do to spell out your word.

For example

Spelling word: 'DIFFERENT'

| | | |
|---|---|---|
| I | R | F |
| E | D | E |
| F | T | N |



EXTENSION

Create a grid of letters that highlight spelling words that share common letter patterns but have different pronunciations.

For example:

- Choose the word journey, write the seven letters in the grid, and complete the grid with two additional letters.
- Review what sound the 'ou' in 'journey', makes, then identify as many other words either using the letters in grid, or buying additional letters, to make words that also include 'ou'but have a different sound e.g., 'your', 'tour', 'sour'
- Repeat using different words.
- Compile a list to share with the class.

HOMEWORK

Next to your grids, create a large chalk table on the ground. Moving from grid 1-5, write out each of your spelling words, their length, consonants, vowels and syllables.

| WORD | LENGTH | CONSONANT | VOWELS | SYLLABLES |
|-----------|--------|-----------|--------|-----------|
| DIFFERENT | 9 | 6 | 3 | 3 |

LESSON 2: ENGLISH - HOP TO IT

Activity 2: Build It Up

1. Draw a 3 X 3 grid big enough for you to hop into each square.
Repeat so you have 5 grids drawn up.
2. Using your 9 letter spelling words, place one letter in each square of the first grid (as shown above).
3. Repeat, using different 9 letter spelling words in the other four grids.
4. Move back to the first grid.
5. This time the aim is to make as many smaller words as you can out of the letters in the grid.
6. As above, hop/jump on each of the letters that compose your words.
7. Record a list the words you have generated next to each of the grids.
8. **Buy a letter** – if you want to buy a letter that is not already in the grid, you can. However, for each additional letter, you will be required to do 10 repetitions of an exercise e.g. 10 star jumps, 10 sit ups, 10 push ups, 10 burpees etc. You can buy up to 5 additional letters per grid, and you can purchase as many letters as you like at the one time, as long as you do the appropriate number of activities.
9. Repeat above for all grids, keeping a record of the words you have generated. Cross check, using a dictionary, that you have used the correct spelling for your words.



Active Lessons

MATHS

CONTENT DESCRIPTIONS

LEVEL: 3

STRAND: Mathematics Number and Algebra

SUB STRAND: Number and Place Value

Victorian curriculum code: ([VCMNA130](#)).

Australian curriculum code: ([ACMNA052](#))

LEARNING INTENTION

- Recognise, model, represent and order numbers to at least 1000
- Placing four-digit numbers on a number line using an appropriate scale
- Reproducing numbers in words using their numerical representations and vice versa

EQUIPMENT

- Small items for throwing e.g, rolled up socks, small teddies, plastics juice, water or milk bottle lids, discs, plastic money etc...
- Masking tape, or chalk if doing the lesson outside)

TH

H

T

U

3M

THROWING LINE

LESSON 2: MATHS - HUNDREDS AND THOUSANDS

TASK

1. With the masking tape or chalk create 4 squares on the floor.
The smaller the square the harder the activity is – so perhaps start with 50cm.
2. Using the masking tape/chalk mark each square with the following letters U, T, H, TH to represent units, tens, hundreds and thousands.
3. Again with the masking tape, mark out a throwing line approximately 3 meters away from the squares.
4. Have a few practice throws – throw under arm, aiming for each of the squares (remember step forward with the opposite foot to your throwing hand)

Activity 1: Tens (using only U + T squares)

- Choose a two digit number between the numbers 50-90
For example 63
- Aiming only at the Units square, throw items from the throwing line. Once there are 10 successful throws made into the Units square, you can retrieve all thrown items and place 1 item in the Tens square to represent 10 Units = 1 Ten (can also pause to review partitioning at certain stages of activity)
For example 13 = 10 + 3
- Repeat as above until the exact number is achieved. To add some competition - You can either count how many attempts it took, or how long it took to get to your target number.



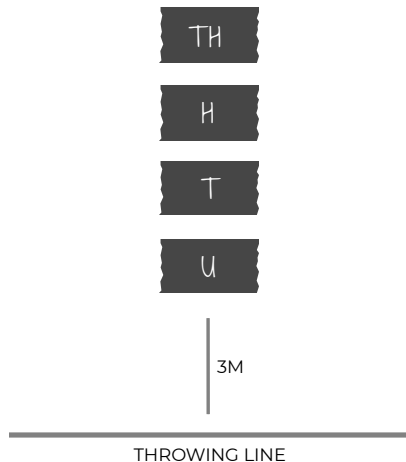
LESSON 2: MATHS - HUNDREDS AND THOUSANDS

Activity 2: Hundreds (using only U, T & H squares)

- Choose a three digit number

For example 327

- Aiming at either the U, T, H squares attempt to get to the number in as few throws as possible. Obviously the T and H squares are more challenging than the U as they are further away from the throwing line. Remember once there are 10 items in the Units square, they must be collected and replaced by one item in the Tens square. Similarly once there are ten items in the Tens square they must be removed and one item placed in the Hundreds square.



Activity 3: Thousands (using only U, T, H & TH squares)

- This time you are trying to generate the biggest number you can. You will have 80 throws in total.
- The first 20 must be thrown only at the U square, carrying across the place values to Tens when appropriate (only successful throws are to be carried across). Write the digit on a piece of paper – or on the ground with chalk if outside.
- Then throw the second lot of 20, this time at the Tens place, carrying across place value to Hundreds when appropriate. Write the digit on a piece of paper – or on the ground with chalk if outside.
- Repeat for hundreds and thousands.
- Add all digits together to generate your total score.
- You could play again to see if you can better your score, you could choose two different colored items e.g. black socks versus white socks, or even ask a sibling or parent to play with you.

