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| **ACTIVITY PLAN** | | | |
| **Title of unit (if applicable)** |  | **Kindergarten** |  |
| **Goal for Activity** | *What is the purpose of this activity? What will make the activity engaging for students?* | | |
| **Rationale for Activity** | *Why have you chosen this activity? How does it develop or reinforce the intended learning?* | | |
| **QEP Preschool Competencies** | *What is(are) the important competencies that you expect students to address as a result of this learning activity? (Explain the competencies instead of simply listing them)* | | |
| **Differentiation / Attention to EDI** | *How will you present activity content in different ways? How will you differentiate the ways that students can express themselves? How will you stimulate interest and motivate all children? How will you ensure that students’ multiple, intersectional identities are honored and reflected in the activity?* | | |
| **Materials and resources** | *What materials and/or resources does this activity require? (Include student and teacher materials and resources)* | | |
| **ACTIVITY PLAN** | | | |
| **Student will know/understand/do as a result of this activity** | *What key knowledge and developmental skills will student acquire as a result of this unit (e.g. vocabulary, terminology, definitions, key factual information, critical details, important events or people, sequence and timelines)? What should students be able to explain, interpret, apply? How should students demonstrate perspective, display empathy, or have self-knowledge? What should they eventually be able to do as a result of their learning? (e.g. basic skills, communication skills, thinking skills, inquiry, investigation, interpersonal or group skills).* | | |
| **Procedures** | *This section should outline the step-by-step instructions for the activity. Consider the ages and abilities of the students you are working with. Most explanations benefit from multiple approaches i.e. Oral explanation that includes visual elements as well as an example or demonstration. You should also include a general sense of timing for each step e.g.5 minutes.*  *Step 1*  *Step 2*  *Step 3*  *Step 4* | | |
| **Assessment** | *How will you know what students have learned? Understand? Can do? How will you cause students to reflect and rethink? How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding? How will help students to understand where they are going next?* | | |

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| **Broad Areas of Learning** | | | | |
| Health & Well  being | Career Planning & Entrepreneurship | Environmental Awareness & Consumer Rights & Responsibilities | Media Literacy | Citizenship & Community Life |
| **Explanation:** | | | | |
| |  | | --- | | *Explain the specific broad areas of learning in relation to THIS learning instead of simply listing them: How does the intended learning promote Health and well-being, personal and career planning, Environmental Awareness and Consumer Rights and Responsibilities, Media Literacy, or Citizenship and Community Life?* | | | | | |

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| **Cross Curricular Competencies** | | | | |
| Uses Information | Solves Problems | Exercises critical judgement | Uses Creativity | Adopts effective work methods |
| Uses information & communications technologies | Achieves their potential | Cooperates with others | Communicates appropriately |  |
| **Explanation:** | | | | |
| |  | | --- | | *Explain the cross curricular competencies in relation to THIS learning activity instead of simply listing them*: *How does the intended learning promote the intellectual, methodological, personal & social and communication related competencies?* | | | | | |