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| **LESSON PLAN By: Sharon Dulay, Harprina Sahota, Tracy Flesher, Judy Yuen, and Ashley Zacharias** | | |
| **SCHOOL: UBC** | |  |
| **INSTRUCTOR: Steve McGinley** | |  |
| **SUBJECT: PE** | **GRADE: 2/3** |  |
| **THEME: Target Games** | |  |
|  | | Leader/Time |
| **Objectives**:  PLOs:  Grade 2:  B4: demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:  -one-handed throw underhand  -two-handed catch without trapping against body.  Grade 3:  B3: demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following: kick an object to a stationary target, trap an object with the foot.  C1: demonstrate safe behaviours while participating in a variety of physical activities  -Students should be able to throw a beanbag underhand to a target.  -Participants learn about and practice sending a ball with their feet through a target  -Students are expected to send a ball, by kicking it along the ground, to a target a couple meters away.  - Students practice motor skills by kicking the ball and using different parts of their body to reach the target.  -Have students become familiar with what a target is  - Students will learn about and practice sending an object to knock down a specified target | |  |
| **Rationale:**  -The aim of Physical Education K to 7 is to provide opportunities for all students to develop knowledge, movement skills, and positive attitudes and behaviors that contribute to a healthy, active lifestyle.  -Purpose of using stations is to access students’ knowledge, understanding, and skills at the end of a target unit. | |  |
| **Materials and Resources:**  -Gym Whistle  **21 modified to 12 Beanbag Boccia**  **-**2 hula hoops -17 beanbags (8 red, 8 yellow, 1 green)  -2 floor markers  -6 pylons  -7 beanbags    **Bowling**  -6 bowling pins  - 5 bean bags  **Pinwheel**  -6 bowling pins per group  -3 pylons per group  -1 beanbag per participant  **Through the Goal**  -4 pylons  -1 soccer ball  -1 smaller or larger rubber ball | |  |
| **Management/Organizational Strategies** 1) Use of a gym whistle to signal station rotation and to get students’ attention 2) Break students up into smaller groups at stations for easier management  3) Outline where students will stand when throwing the beanbags  4) Students will stand in a line and wait their turn  5) Once students had their turn they will line up behind the last person  6) Outline and clearly state where the boundary is for aiming at the target 7) Require students to find “helicopter” space to ensure they have enough room to throw without hurting someone (ex. full arms length circumference) 8) Asks students if they need instructions to be repeated | |
| **Lesson Hook: Warm up / cool down**   1. **Shoulder Strangle**  (do both the left and right side, hold each side for 10 seconds each, repeat exercise twice on each side)   1. Cross one arm horizontally over your chest, grasping it with either your hand or forearm, just above the elbow joint.  2. Exhale, slowly pulling your upper arm in toward your chest.  3. Aim to keep the hips and shoulders facing forward throughout the stretch.   1. **Quadriceps Standing** (do both the left and right side, hold each side for 10 seconds each, repeat exercise twice on each side)    1. have one hand raised out to the side for balance.  2. Raise one heel up toward your buttocks, and grasp hold of your foot, with one hand.  3. Inhale, slowly pulling your heel to your buttock while gradually pushing your pelvis forward.  4. Aim to keep both knees together, having a slight bend in the supporting leg.  3. **Side Lunge**   (do both left and right side, hold each side for 10 seconds each, repeat exercise twice on each side)  1. Stand upright, with both feet facing forward, double shoulder-width apart.  2. Place your hands on your hips, in order to keep your back straight, slowly exhale, taking your bodyweight across to one side.  3. Avoid leaning forward, or taking the knee of the bent leg over your toes. As you increase the stretch, the foot of the bent leg should point slightly outward. | | Sharon 2 minutes |
| **Lesson Intro:**  -Explain to students that we will be participating in stations today in PE  -Explain to each student that they will be moving to different stations after two minutes  -Once the time is up they will move in a clockwise direction towards the next station  -Stations will be numbered 1-4. Students will be numbered 1-4 and they will go to corresponding station. | | Tracy 1 minute |
| **Activity:**  **Station 1:** Through the Goal: Tracy leads   * - The first participant attempts to kick the ball between the pylons, toward the first person in the other line of participants. After the participant kicks the ball, he or she runs to the back of the other line of participants. * The receiving player controls the ball using their foot and then kicks the ball through the goal and to the first person of the other line. * The group keeps track of the number of times the ball went through the goal. * After all participants have kicked the ball through the goal and switched sides, the group repeats the task. * If they get the ball through the goal in the same number of kicks or less, group will be challenged to make the game more challenging. If they are unable to better their previous number of successful kicks after a few attempts, task can be made less challenging.   **Station 2:** “21” but modified for grade2/3 level so its called “12”: Sharon leads   * Participants take turns attempting to underhand throw the beanbag into the hoop and onto the floor marker from their choice of the three distances. * When the beanbag is thrown from the closest pylon and lands inside the hoop but not on the floor marker, the participant scores 1 point. If the beanbag lands and stays on the floor marker, the participant scores 2 points. The leader will explain, that if the score value on the label is “1” then you add “1” if you land on the floor marker to get a point of “2.” * When the beanbag is thrown from the middle pylon and lands inside the hoop but not on the floor marker, the participant scores 2 point. If the beanbag lands and stays on the floor marker, the participant scores 3 points. The leader will explain, that if the score value on the label is “2” then you add “1” if you land on the floor marker to get a point of “3.” * When the beanbag is thrown from the furthest pylon and lands inside the hoop but not on the floor marker, the participant scores 3 point. If the beanbag lands and stays on the floor marker, the participant scores 4 points. The leader will explain, that if the score value on the label is “3” then you add “1” if you land on the floor marker to get a point of “4.” * Participants try to reach exactly 12 points in as few throws as possible. When a participant reaches 12, they then the game over again, but this time their goal is to reach 16, then the next round the goal will be to reach 20 and so fourth. In this way, all students will continue participating in the game. The goal is to have students use math skills to learn about and practice aim and accuracy as they send an object toward targets different distances away.   **Station 3:** Bowling and Pinwheel: Harprina and Ashley lead  Bowling:  Ask individuals to stand in a line. Each person will receive one beanbag.  -Each individual will toss their beanbag to knock over the bowling pins (one person at a time). They only have one chance to knock the bowling pins over and once their attempt is over, they must pick up the bowling pins for the person behind them and go to the back of the line.  \*Remind participants that they cannot toss their beanbag until after all of the bowling pins have been picked up by the person before them (only underhand tossing permitted)  Pinwheel   * Participants take turns using an underhand throw to send a beanbag into the circle without knocking down any of the bowling pins. * Participants start at the closest distance and move farther away with each successful throw. * Participants keep track of how many attempts it takes them to get the beanbag into the target from each distance.   Once a participant has been successful at each line, the participant starts at the beginning again and attempts to complete the game with fewer throws.  **Station 4**: Beanbag Boccia: Judy leads  1) Throw beanbag close to the target beanbag (green) to gain points to win. 2) Divide participants into **2 groups of 3-4**. Each participant gets **2 beanbags**.  3) One group member from the red team will **underhand toss the target** (green beanbag). Teams will **take turns underhand tossing beanbags** starting with the red team first. Participants are allowed to knock either the target or other beanbags.  4) The group with **the closest beanbag to the target scores 1 point**. That group also receives a point for each beanbag that is between the target and the other group’s closest beanbag.  Example: If there are 3 yellow beanbags between the target and the closed red beanbag, team with yellow beanbags receives 3 points. | | 20 minutes total. 5 minutes per station with 4 rotations |
| **Assessment**  -The stations will assess students’ ability on underhand throwing, aiming at an object, and kicking.  -See attached rubric for further assessment. | |  |
| **Adaptations or Modifications**  **Station 1: Through the Goal**  Modifications:   * To decrease the challenge, participants could: * Decrease the distance between the kicking line and the goal. * Increase the space between the two pylons to make the goal larger. * Change the object they choose to send (e.g., beach ball, beanbag). * Change how they choose to send the object (e.g., throwing, rolling, sliding). * To increase the challenge, participants could: * Increase the distance between the kicking line and the goal. * Decrease the space between the two pylons to make the goal smaller. * Allow only one touch when receiving the pass. Participants pass the ball back immediately without stopping it first. * Send the object in different ways that increase the challenge (e.g., using the non-dominant foot, using an implement).   **Station 2: “12”**  *To decrease the challenge, participants could:*   * Decrease the distance between the pylons and the target. * Remove the floor marker and only use a hula-hoop as the target. * Adjust the scoring system   *To increase the challenge, participants could:*   * Increase the distance between the pylons and the target. * Use a smaller target (e.g., a piece of tape to mark the target) within the hula-hoop.   **Station 3: Bowling and Pinwheel**  -If individuals are having a hard time knocking over the pins, shorten the distance to the pins  -If the circle isn’t big enough then move the bowling pins into a bigger circle  To decrease the challenge, participants could:   * Decrease the distance between the throwing lines and the target. * Make the circle of bowling pins larger. * Choose their throwing implement (e.g., rubber chicken, sponge).   Work together with a partner to attempt to toss the beanbag into the circle. If one of the partners is successful, then both partners move to the farther line.  To increase the challenge, participants could:   * Increase the distance between the throwing line and the target. * Make the circle of bowling pins smaller. * Use their non-dominant hand to perform an underhand throw.   Attempt to send the object in different ways (e.g., standing on one foot, one eye closed).  **Station 4: Beanbag Boccia**  1) Participants toss beanbags with non-dominant hand. 2) Participants toss beanbags facing backwards, sliding it. 3) Target is in the middle of a circle. | |  |
| **Lesson Closure:**  **-**Tell students to come to the circle in the middle of the gym  -The teacher will lead a cooling down warm up.  -Ask what students learned about target games and to share some effective strategies  -What was their favorite game? | | Ashley 2 minutes |
| **Safety:**   * Make sure the area is clear around you before you kick or roll the ball so that you don’t hit anyone * Make sure the pace ahead of you is clear and person catching the ball is ready for it so that they don’t get hit with the ball. * Before throwing the beanbag, look behind you to make sure no one is too close; so that when you swing your arm back it doesn’t hit anyone. * Try to throw the beanbag straight and not up into the air because you don’t want the bean bag to hit anyone when it lands | |  |
| **Meeting the Physical, Cognitive and Affective Developmental Needs of Students (Early Elementary Students)  Psychomotor Domain** 1) Hand-eye coordination developing – Allow opportunity to throw beanbags at a target 2) May become suddenly tired but soon recover – Set up stations where students can change between games, each station is of a brief duration of 5 minutes  3) Physical- developing “patterning” skills as the students try to use the appropriate skills to hit the target.  **Cognitive Domain**   1. Short Attention Span – Change activities often by rotating through stations 2. Begin to understand the idea of teamwork – Split students up into teams (ex. Beanbag Boccia station) where they have an opportunity to discuss strategies and work as a team to succeed at the game 3. Want to know. Often ask why about movement-explain to students why we are doing stations. 4. Developing “Analyzing” skills as the students use problem solving skills to determine which target to aim for in order to get to a score of “12” as quickly as possible.  Students will then evaluate their strategy and apply the same strategy during their next turn or they will adjust their strategy accordingly to achieve better results during their next turn.   **Affective Domain** 1) Sensitive and individualistic – Students will learn to take turns and learn to win and lose gracefully 2) Accept defeat poorly, like small group activities – Class will be split up into stations  3) Developing a sense of effort awareness by applying controlled force to send an object into targets at different distances ([www.playsport.net](http://www.playsport.net)). Students will also develop self –awareness in that they will understand how the body moves when they throw an object towards a target. | |
| **Diverse Learners:**  -Explain to students one on one if they are having trouble understanding the rules  -If students are still unsure have them pair up with a classmate  -Modify the station if the students do not understand the instructions. | |
| **References:**  <http://www.playsport.net> (2014).    <http://www.netfit.co.uk/stretching.htm> (2014).  Robinson, D. & Randall, L. (2014). *Teaching Physical Education Today.* Canada:  Thompson Educational Publishing, Inc. | |  |

**Student Evaluation Rubric**

**Formative Assessment - Throwing**

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| ACTIVITY | NEEDS IMPROVEMENT | SATISFACTORY | PROFICIENT | EXCELLENT |
| Maintains eye contact with target. Starts by pointing non-throwing side/shoulder to target. Follows through by letting throwing arm come across opposite side of body |  |  |  |  |
| Throwing  arm swings towards the back |  |  |  |  |
| Steps with  opposite foot toward  target consistently |  |  |  |  |

**Safety and Teamwork**

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| ACTIVITY | NEEDS IMPROVEMENT | SATISFACTORY | PROFICIENT | EXCELLENT |
| Ensures safety by stepping into open spaces where throwing arms will not hit other students |  |  |  |  |
| Encourages other team members and is supportive of other participants |  |  |  |  |
| Shows respect for the opponent and demonstrates fair play |  |  |  |  |

Adapted from: [www.pecentral.org/lessonideas/overhand\_underhand\_rubric.pdf](http://www.pecentral.org/lessonideas/overhand_underhand_rubric.pdf)   
Reference: www.playsports.net