

Physical Education Lesson Plan



Instructors:

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Lesson/Theme: Striking & Batting Games

Grade: 4

Aims/Objectives:

The aim of striking and fielding games are to gain points by striking an object and running into open spaces, during which the opposing team will learn how to field an object and return it quickly to avoid giving the opponent the opportunity to score runs. Students will also learn how to strike a ball using correct technique and strategy to score runs.

Principles of Learning:

Accuracy, Teamwork, Participation

Curricular Competencies:

- Developing fundamental movement skills
- Participating in a fun, vigorous activity to a moderate level
- Develop and demonstrate safety, fair play and leadership
- Being able to recognize that these skills apply to various physical activities

Prescribed Learning Outcomes (PLO's):

1. Student can communicate efficiently with teammates
2. Student can strike the ball with the appropriate part of the foot (instep)
3. Student can direct the ball/object in the way he or she wants it to go (towards a teammate or into open space)
4. Students gain a basic understanding of the principles and objectives of striking games
5. Students are competent in fielding objects (passing to a teammate, throwing into open space)
6. Students gain confidence in striking and fielding objects
7. Students feel comfortable participating in each activity and working together with teammates

Organizational Strategies/Cues:

- Clear communication, removing all potential hazards, small group activities
- Meeting in center for large group instruction
- Use of whistles to get attention /indicate that an activity will be ending
- Checking in with group during activities to ensure understanding of skills/rules
- Feedback and modifications will be discussed during the cool-down

Lesson Plan

❖ Introduction/Warm-up (3-5 min)

- We will take a couple of minutes to explain order of the day, as well as show a short video on Game 2. (Gemma)
- Before we head outside we will do a 2 minute dynamic warm up in the gym.(Tobi)
- Following our warm-up we will run to the field as a group.

❖ 1st Game: Chuck the Chicken (10-12min) (Gemma)

1. Students are divided into two groups, with each group divided into Team 1 and Team 2. Each group will play a separate game.
2. Select a team to "Chuck the Chicken" first (you can decide by playing a game of rock-paper-scissors).
3. Team 1 shouts "Chuck the chicken!" and chucks the chicken into an open space.
4. Once the Chicken is in mid flight, Team 1 huddles together and whoever chucks the chicken runs as many laps as they can around their group.
5. In the meanwhile, Team 2 has to retrieve chicken as fast as possible.
6. Once they have the chicken, they line up in a single file line and go "over and under" with the chicken.
7. When the last player on Team 2 receives the chicken they yell out "CHUCK THE CHICKEN" and throws the chicken into another open space.
8. Team 1 stops running laps and gets ready to run for the chicken.
9. Game continues for ten minutes, or until students are tired.
10. Transition to next activity by blowing whistle and gathering students in the centre of the field

❖ 2nd Game: 3-ball-kick baseball (10-12min) (Emily)

Quick overview of using correct technique for striking the ball, spatial awareness, and explain what fielding is.

Create 3 groups of 8 so that multiple games are going on at once. Each group will have their own baseball diamond that includes a home plate and three bases. Off to the side at each home base there will also be a hula hoop to act as a 'bucket'. Three balls will be placed at each home plate.

1. One team starts at bat while the other team is in the field
2. The first participant up to bat kicks each other the three balls one at a time and then runs the bases
3. Fielders on the other team attempt to catch the balls as soon as the first ball is kicked
4. Fielders work together to place all 3 balls in the hula hoops by home plate
5. The hitter is not required to run to the next base if they don't think they will make it. Once all 3 balls are in the hula hoop the hitter must stop running the bases. If the runner is between bases once all of the balls have been placed in the hula hoop they need to return to the previous base.
6. Runs are scored each time a participant reaches home base safely.
7. The entire group takes a turn at bat before the groups switch places.
8. Game continues for ten minutes, or until students are tired.
9. Transition to next activity by blowing whistle and gathering students in the centre of the field

❖ **Cooldown/Closure: (3-5) (Gemma, Tobi, Emily)**

- Students come into a circle for stretching
- Reflection on how the game went, suggestions for modifications
- Clean up of equipment
- Walk as a group back to the gym

Modifications:

For the inclusion of those students with disabilities, or those that are having difficulty, some suggestions include:

- Instead of using a regular kickball, you can use a ball with bells inside for students with visual impairments
- Use oversized balls for students with severe coordination impairments and limitations.
- Punch or throw the ball rather than kick it. Place ball on home plate rather than roll it.

Resources/Equipment:

9 balls (soccer or soft-skinned ball)

4 bases per game (12 bases)

3 hula hoops

2 Chickens

www.playsport.net

www.pegames.org

Robinson & Randall. (2013). Teaching Physical Education Today (Canadian Perspectives).

Thompson Educational Publishing Inc.

Safety Considerations:

Some safety considerations to consider are:

- Making sure the group stays together when we run to the field
- Keeping the group inside the boundaries when playing outdoors
- Ensuring every student has proper clothing and footwear to be playing outside
- Ensure that the playing area has no potential hazards (i.e. holes in the grass)
- remind students to be aware of the personal space of others.

Order of Lesson

- Welcome (Gemma, Emily, Tobi)
- Video/ Explanation of game 1 and directions for going to the field (Gemma)
- Warm up in gym (Tobi)
- Explanation and demonstration of chuck the chicken, split group into 6 vs 6, 2 games (Gemma)
- Play Chuck the Chicken (10 mins)

- Stop, bring group in and re-explain 3 ball kick baseball (Emily)
- Split group up into 3 groups of 8, play 3 games at once
- Cool Down (Gemma, Emily, Tobi)

	<i>Developmental Stage</i>	<i>Approaching Expectations</i>	<i>Meeting Expectations</i>	<i>Exceeding Expectations</i>
<u>Participation & Sportsmanship</u> -Is able to call for a pass and communicate properly with teammates - Is respectful of teammates and opponents and demonstrates proper etiquette -Is cooperative and considerate of others - Appropriate effort and enthusiasm	<ul style="list-style-type: none"> • Student is still learning and developing these competencies 	<ul style="list-style-type: none"> • Student can recognize the need for communication, communicates when prompted • Student is sometimes aware of teammates and opponents • Participates in activities but does not demonstrate full engagement 	<ul style="list-style-type: none"> • Student vocalizes when he or she is open without needing a cue • Student is aware of teammates and opponents • Participates in activities and is engaged 	<ul style="list-style-type: none"> • Student vocalizes when he or she is open and encourages teammates to do the same • Is considerate of teammates and opponents at all times • Participates in activities to the best of their ability and is enthusiastic throughout
<u>Manipulation Skills</u> - Using foot skills to strike the ball - Demonstrates proper body stance	<ul style="list-style-type: none"> • Student is still learning and developing these competencies 	<ul style="list-style-type: none"> • Student demonstrates correct striking techniques using instep 	<ul style="list-style-type: none"> • Student can make contact with the ball most of the time and is comfortable with the technique 	<ul style="list-style-type: none"> • Student strikes the ball in the direction he or she wants to
<u>Movement Concepts</u> -Spatial Awareness -Being in open space - Understanding where to move and pass the ball	<ul style="list-style-type: none"> • Student is still learning and developing these competencies • Student is still learning and developing these competencies 	<ul style="list-style-type: none"> • Student can recognize where the space is and will move if prompted • Student can recognize where to hit the ball ie:. Not to an opposing player, but into the surrounding space 	<ul style="list-style-type: none"> • Student attempts to move into open space and can understand why this is important • Student will send ball to correct player/ space most of the time 	<ul style="list-style-type: none"> • Student moves into open space and encourages teammates to do the same • Student moves and passes into open spaces / to teammates and encourages teammates to do the same

Knowledge of the game

- Understands the principles, components and objectives of the activities

- Understands safe practices and applies strategies permitted by the rules of the game

- Student is still learning and developing these competencies
- Student is attempting to understand these strategies and can apply them some of the time.
- Student is competent at these strategies and utilizes them the majority of the time
- Student is proficient in these competencies and encourages others to do the same