**EDCP 320 Group Teaching Assignment**

**Individual/Dual Activities: Grade 5/6**

**Prescribed Learning Outcomes:**

* Participate in moderate to vigorous physical activities for health benefits and enjoyment and to develop skills through practice
* Demonstrate movement skills and sequences in a variety of physical activities
* Participate safely in a variety of activities by following rules and guidelines
* Demonstrate the proper technique to send and receive an object with or without an implement in predictable settings

**Objectives:**

Students will be able to:

* + *Pass with control and accuracy so that the receiving person can receive it accurately (or so the opponent can’t)*
	+ *Send an object to a partner, to a target, or over or into a net, selecting appropriate technique for a serve, throw, or pass*

**Equipment Required:**

Station #1

Skipping Ropes (10)

* + Two big skipping ropes
	+ Eight single person skipping ropes

Station #2

Hula Hoops (14)

Bean Bags (20)

Station #3

Badminton Rackets (10)

Shuttlecocks (“Birdies”) – (6)

Station #4

Soccer Balls – (2)

Cones – (20)

Cool Down:

Chime (1)

Whistle (1)

**Safety Issues:**

* Ensure students are paying attention to instructor(s) and following instructions
* Hazards: Slippery floors
* When skipping ropes, students must be careful and aware of their surrounding, including other students, to ensure they do not hit someone
* Students might trip when they are dribbling the soccer ball through the cones, or when stepping and hoping through the hula hoops, they must be aware and careful of this
* When using the badminton rackets, students must be super careful not to hit others using their rackets (or themselves)

**Modifications/Adaptations:**

Station #1

* Use the skip rope and skip backwards. So place the jump rope in front of you and turn the jump rope from the front of your body to the back. Alternate with the foot movements from before.
* Try jumping jacks while skipping the rope. Feet apart and then together apart and together. To really test yourself you can try to cross your arms in front of your body then straighten them and repeat this.
* If students choose to use the big rope, they can skip with others as well

Station #2

* Hold a bean bag in your hands
* Balance bean bag on your head
* Hop through using only one foot
* Hop through using both feet in every hoop

Station #3

* Start with passing back and forth with your partners
* Start with walking pace and slowly build up parallel movement only
* The use of chasse steps for parallel, diagonal (forward and backward) movements

Station #4

* Cones can be moved apart or closer to change the methods required in order to successfully manoeuvre the soccer ball from Point A to Point B
* Cones can be added (or removed) depending on the difficulty level
* Students can start to come up with their own physical activity movement for when they are waiting for their turn, rather than simply jog/run, if they wish to – so long as they keep moving and are not stationary
* If students struggle, for physical or comfort level reasons, a separate set up of cones can be placed on the side, allowing students to dribble a soccer ball straight, from one cone to the other across the corner of the gym where the station will be set up

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**Lesson Plan:**

1. **WARM UP – Let’s Go Hunting!** (Total Time: 5-7 mins)

This game is intended to help children with fundamental movements such as running, stopping, and skipping. It’s a great warm up activity since the teacher does all the leading in the beginning and she could make sure the students start at a slow to moderate pace.

Using half the gym, all the students are lined up on a baseline, which also serves as home base (safe spot). They now follow the teacher who is walking (simplest movement) around the gym. After about 30 seconds of walking, the teacher yells out “Bang Bang”. The students then sprint to home base as the teacher tries to tag them. The movements can be changed from walking to skipping, walking backwards, and running.

The people that are tagged will move to the other side of the gym, where Jen will lead them, and choose volunteers who will lead the rest, to do body exercises, until one person is remaining from “Let’s Go Hunting”, who will be the winner.

1. **Four Stations – Jaspreet, Kam, Anita, Nalini** (Total time: 5 mins X 4 = 20 mins)
*(Throughout these stations, Jen will circulate to assist with proper postures, questions, as well as direct the groups to move every 5 mins – she will blow the whistle as a signal to change stations)*

***Station One***

*Summary: The jump rope station will test the student’s ability to demonstrate and perform basic movements such as jumping and skipping. It will also test the students’ ability to multitask with skipping and jumping a rope at the same time.*

*Procedure:*

1. Make sure people around you are aware that you are going to start jumping rope but also be aware of space and your immediate surroundings to avoid hurting anybody as well.
2. Step on the rope gently. The skipping rope should be anywhere between your waist and your armpits.
3. Elbows close to your body into the ribs, bending knees slightly, and feet together.
4. Jump rope is all about Rhythm and timing. Start with small jumps with no ropes. Be very light on your feet.
5. Then pick up the rope and hold either end in your hands. Rope starts behind you around your calves. Test the rope motion if you haven’t jumped rope before. Turn the rope from behind to the front of you but catch the rope with your toes then release it by lifting your heels. Try this a few times to get the motion of the rope and when to skip.

Start Skipping:

1. Try with both feet first with small jumps.
2. Then try with only your left foot then your right foot or 2 on the left then 2 on the right.
3. Then try jogging. So alternating each foot as the rope passes by.

Basic Task: Teaching students the different kinds of basic jumps such as, small jumps with both feet and then alternating from left to right feet.

Simplifying: Higher jumps and more frequent jumps.

Refining: when jumping make sure to land with knee bent slightly and land on the balls of your feet.

Extending: Try jogging and skipping and/or skipping on your non-dominate foot ten times.

Application: If students are comfortable, they can try Single-Dutch with two other classmates. Single-Dutch is when two individuals hold each end of the skipping rope, while the other individual jumps in.

***Station Two:*** Hula Hoop Modified Hop Scotch – Kam

*Summary:*

Hula hoops will be set up to look like a “hop scotch” on the gym floor. Students will be instructed on how they will individually use movement (jumping and hopping) to manoeuvre through the hula hoops that will be set up. It will be explained that one hula hoop indicates that only one foot will be in the hoop with the other suspended in the air and two hoops indicate that both feet will be in each of the hoops (left foot in one and right foot in the other).

*Procedure:*

* 1. Students will line up in two teams with the obstacle course in front of them.
	2. They will navigate through the course and then run back to tag the next person who will repeat the movements until every team member has gone.
	3. Students can challenge themselves, by choice, by adding extra steps to the obstacle course as listed above in modifications/adaptations, but only if they feel comfortable.

Basic Task: Students will need to jump into the hula-hoop with both feet and beanbag in hand without touching the hula-hoop/ modified hopscotch.

Simplifying: Balancing the beanbag on your head.

Refining: Make sure eyes are on the hula-hoop target and landing softly on the balls of your feet and slightly bent knees.

Extending: Hop through using both feet in every hoop or hop with a beanbag between your knees.

Application: Extend the hula-hoop station by adding additional hula hoops and make it a racing game.

***Station #3:*** Badminton (Individually or with a partner) - Anita

*Summary:* Students will be reminded of what they have already learnt in individual lessonsin badminton:

* Basic grips: backhand “thumb” grip and forehand “v” grip
* Chasse steps – “one foot chases the other but never quite catches up“.
* Feet don’t have to be parallel to each other for a chasse
* The use of chasse steps for parallel, diagonal (forward and backward) movements

Basic Task: Try hitting the shuttle/ birdie with the badminton racket by yourself.

Simplifying: Students will pass the shuttle back and forth with their partners.

Refining: Start with walking pace and slowly build up parallel movement only.

Extending: Students will chase the shuttle/birdie at a faster pace with another student.

Application: Students will two on two with another set of students.

*Procedure:*

Students are divided into pairs facing each other. One student is the “leader” and the other one is the “chaser” The “leader” throws the shuttle and the chaser tries to catch it and return it to the “leader”.

*Tips:*

Think about where you & your partner are positioned; think about where you should hit it

Serves – general guidance (racket below waist), serve from behind service line on appropriate side of court

Receiving – stand on toes so ready to move quick Stand in centre of appropriate side of court

***Station #4:*** Soccer Dribbles with Cones - Jaspreet

*Summary:*

Students will independently move about whilst dribbling a soccer ball from Point A to Point B, as they manoeuvre the soccer ball in between cones that will be set up.

*Procedure:*

1. Half of the students will be lined up at Point A and half will be lined up at Point B
2. First student will start at Point A, and will make his/her way to Point B, while dribbling the soccer ball back and forth between the cones (using only his/her legs and foot)
3. Upon arriving to Point B, this student will pass the soccer ball to the person first in line here, and he/she will do the exact same – from Point B to Point A now
4. Student who has finished the obstacle, will run to the back of the line after passing the soccer ball to the next person
5. All students in the line up will be asked to jog or run on the spot as they move forward for their next turn.

Basic task: Ability to walk through cones by kicking the soccer ball.

Simplifying: Ability to jog through the cones by kicking the soccer ball.

Refining: Cones can be moved apart or closer to change the methods in order to successfully manoeuvre the soccer ball from Point A to Point B.

Extending: Students can have a racing game with another group.

Application: Soccer game or maybe playing a mini soccer game with the class.

1. **Cool-down/Review Yoga Poses (Mindfulness in Breathing using a chime) – Jen** (Total Time: 5 mins)

Jen will lead the whole class to do some cool down yoga poses. Each yoga pose is different and altogether they incorporate the whole body overall. There will be eight different poses altogether, and each pose will be held for 3 breathes. Students will be asked to complete the task as best as they can to their ability. At the very end, everyone will come to a resting pose with their hands in front of their body. In closing, Jen will use a chime and ask students to close their eyes, take a big breath in, hold it, and then slowly breathe out. Keep your eyes closed.  Take another big breath in, hold it, and then slowly breathe out. Keep your eyes closed.  Keep breathing in and out, and listen for the chime.  When you can no longer hear the chime, open your eyes.

**ASSESSMENT:**

1. Formative Assessment (Ongoing assessment): Students will be asked at the end of the lesson to self-evaluate themselves out of five. Their self-evaluation does not assess their skill, however, rather their participation in the lesson.
2. Formative Assessment (Ongoing assessment): Students will be asked to keep a journal throughout the unit, which will require them to reflect on their skill development in physical education. This journal will be handed in at the end of this lesson (last lesson for the unit).
3. Summative Assessment - Rubric (Separate Document Attached): Teacher can use the rubric to assess students and evaluate their physical education PLO’s for the overall unit.

GYMNASIUM DIAGRAM

Warm up activity will be done on this half of the gym, before Station #1 and Station #2 are set up.

This is where students will be standing in a line when we play the warm up game.

STATION #2

Badminton

STATION #1

Skipping Ropes

Jen will be standing here facing the class

Cool Down: Yoga

Students will gather in this centre area, and find a space and face Jen.

DOOR

DOOR

STATION #3

Soccer

STATION #4

Hula Hoops

**Physical/Cognitive/Affective Developmental Needs of Students**

**(Early Elementary Students)

Physical Domain**
1) Allowing for a warm up time in the beginning to get students’ ready for the stations physically

2) Hand-eye/foot-eye coordination developing – badminton, skipping rope, soccer dribbling around the cones

3) Physical- developing movement skills as the students try to use the appropriate skills to accomplish specific tasks in each station

4) Students will learn about and practise monitoring their own behaviour; movements and physical expenditure through the yoga cool down part

**Cognitive Domain**

1. Consideration of diverse students’ attention span – by doing stations, we are giving students variety in short intervals (approx. 5 minutes at each station)
2. Understand the value of working cooperatively with others, in partners or with a team to accomplish a goal
3. Addressing student curiosity by allowing opportunities for questions and explaining the reasoning behind each activity
4. Encouraging students to develop strategies and try them out, to see what works better, what doesn’t work as well, etc.

**Affective Domain**
1) Teach students the value of fair play, honesty, and inclusion

2) Highlighting individual success, in a non-competitive way, along with cooperative partnerships

3) Students will also develop self –awareness in that they will understand how the body moves when they must move body parts in certain ways to be able to accomplish a task at each station

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