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| **Lesson Plan** | | |
| **Grade:** 6/7 **Subject:** P.E. **Length:** 30 min | | |
| **By:** Darci Heard, Raman Garcha, Puvan Jatana, Kevin Smith | | |
| **Topic** | Orienteering | |
| **Lesson Objectives** | Students will be able to:   * Read a compass and use it to reach multiple check points * Read given instructions to reach multiple check points | **Motor:**  - Walking (forward and backwards)  - Skipping  - Two feet together hopping  - Lunging  - Side stepping  - High knees  **Cognitive:**  - Self-awareness  **Affective:**  - Respect boundaries  - Patience with partner  - Take turns with directions and compass  - Support others; own partners and other groups  - Self- motivating |
| **PLO’s** | Grade 6- Physical and Health Education   * Participate safely in a variety of activities by following rules and guidelines * Demonstrate movement skills and sequences in a variety of physical activities * proper technique for movement skills in a variety of activities in different environments * B2 describe transferable skills that are developed through school and recreational activities (e.g., teamwork, organization, creativity) * B4 apply a combination of learned skills to create original sequences, drills, challenges, or games * C1 demonstrate safe procedures for specific physical activities (e.g., wearing safe attire for the activity, safe use of equipment and facilities, participating in warm‐up and cool down appropriate to the activity) * C2 model fair play when participating in physical activity * C3 demonstrate leadership in respecting individual differences and abilities during physical activity   Grade 6- Social Studies   * Determine what is significant in an account, narrative, map, or text (significance) * A2 interpret graphs, tables, aerial photos, and various types of maps   Grade 7-Physical and Health Education   * Adjust strategies and tactics to respond to different situations in a variety of physical activities * Demonstrate fundamental movement skills and movement concepts in a variety of physical activities * A1 relate the effects of regular participation in a variety of types of physical activities to quality of life * B1 apply learned movement skills in new and unfamiliar physical activities * C1 apply safe procedures for specific physical activities * C2 model fair play in all aspects of physical activity   Grade 7- Social Studies   * A2 use various types of graphs, tables, timelines, and maps to obtain or communicate information | |
| **Teaching Materials** | * Compasses (with our class we will be using smart phone compasses but in a school we would get a class set of compasses), directions/maps, checkpoint markers | |
| **Teaching Procedure** | Have students standing in the gym together facing teacher.  **Hook:**  Today we are going to be combining some of the skills we have been learning about in math, social studies and P.E. We will be working in groups and going on a little adventure in the fields outside. We are going to be using a compass and set out directions to find different spots around the fields.  **Warm Up: 5 min**  First we are going to do a little warm up. Can everyone spread out, finding their own spot where they are not going to be touching anyone else.  First we are going to do a little stretching. Lets start with…  Front Leg Swings - Swing the leg stiff to the front, then swing the leg down, as you swing the leg to the back bend your leg to try and kick your butt and repeat.  Back Leg Swings - Swing the leg stiff to the back, then swing it down, as you swing the leg to the front bend your leg and raise you knee and repeat.  These stretches get our legs moving, they warm up our muscles and raise our heart rates getting the blood flowing.  Cross Leg Swings - Swing your leg across the front of your body and back, focus on your balance and repeat.  Knee Twists - Stand with your legs together, make circles with your knees. First one way, then the next.  These stretches get our knee joints and hips warmed up.  Side Stretches - Cross your legs one leg in front of the other, then reach your hand above your head and push your hand to the sky, slowly leaning to the opposite side for a count of five.  Big Arm Circles - Make big circles, slowly make the circles smaller, then bigger.  Backward Arm Circles - Same as above but backward.  Neck Circles - Tip your head to the left, roll your head down to the front, and up to the right. And now back to the other side. But not to the back repeat five times.  These exercises loosen the upper body. We are going to go over some basic steps that we have been incorporating into our P.E. classes and which are involved in today’s adventure.  Lets start with high-knees- Just to review we are bringing our knee up until it is parallel with our waist, then back down and bring the other knee up. Lets do this across the gym.  Now lets practice our skips back across the gym.  \*positive reinforcement\*  Bunny hop – Keep your two feet together, as best as you can, and then bend your knees and then extend them to hop. Try this across the gym.  Lunges – Step one leg far out in front of you, bending your knee and keeping the other toe touching the ground, and then up. Switch legs each step. Try this across the gym.  Next we are going to practice our side step – turn to the side (have left leg forward) and step out with your left foot, then bring the right foot to the left. You can add a bounce to the step if you want more of a challenge. Keeping the same foot forward do this across the floor. Switch feet and do the right leg forward on the way back.  The last step we are going to go over is the moonwalk. All you’re going to do is exaggerate your step, meaning take really huge steps.  All of these steps could be included in your adventure, and some of them may even be done backwards. Any question regarding the steps and warm up?  Awesome, now we are ready for some orienteering!  **Activity: 20 min**  Lets start with a quick refresher on using our compasses. Could anyone with a smart phone please go grab it and also everyone get your coats on and get a pencil or pen. (In a real lesson we would hand out the class compasses to every student)  Gather the students back. If you don’t have a compass that is not a problem, please look at a partners for now. So we can see that when we move our compass we get two things, the cardinal direction as well as the degrees. That’s what you will be reading form your directions. Does everyone remember how we read the compasses? Are there any questions?  Please keep in mind the safety concerns, careful not to slip or trip on the terrain you are working on. Also be careful of your other group members and remember to be a good group member. Can any one tell me what that looks like?   * Take turns * Allow others to voice their opinion or idea * Include everyone * Don’t put anyone down   Ok lets split into four groups. Number the students off from 1-4, have each group leader give their group their directions. Ask the students to look at their sheets, explain that they are to write down where they are or the object they are at/by. Are there any questions?  As a class go out to the starting spot on the pathway before the fields start.  Go over the boundaries: show that the must not go any further than the outskirts of the first fields. They shouldn’t have to go outside of them if they follow the directions.  Ask, Are there any last questions before you start?  Ok time to start! Let the groups go their separate ways with their group leader. The leader is there to facilitate the activity not do it!  **Wrap Up: 5 min**  After all the groups have finished ask them to come in side for a cool down.  Students will gather around in a circle and will end the session with a cool down activity that will include doing stretches that the teacher models. Stretches will include:  Triceps and lats: reaching behind back and pulling down elbow with opposite arm (hold for ten seconds) then switch sides (hold for ten seconds)  Forearm extensions: (hold for ten seconds) then switch (hold for ten seconds)  Shin Stretch: (hold for ten seconds) then switch (hold for ten seconds)  Arm circles: Reach arms out to the side and start to move them in a circle motion. Go forward and backward for ten seconds each.  Side Trunk Stretch: Start from standing straight up and then lean to one side, keep facing forward, holding for ten seconds. Come back to the center and then do the same to the other side.  Congratulate the students on their completion of their orienteering adventure and thank them for being apart of the lesson. | |
| **Assessment** | Our assessment will be based on how well the students work together in their groups/partners. For this we will have them fill out a self-evaluation form. We will also be assessing the worksheets they use, to asses how well they were able to follow the directions, read the compass and get to the correct checkpoints in the correct order. The formative assessment that we will be doing is based on participation and movement skills. The summative assessment will be done by looking at their completed worksheets, as it is wrapping up all their mapping and direction skills. | |
| **Extensions** | Some extensions to this lesson could be to record the time it takes for each group to get to all their checkpoints, making it more of a race. If the kids are really exceeding in reading maps and cardinal directions then you could challenge them more by giving them a map with the directions on them, opposed to just directions. Another extension would be to have the students make their own maps with directions. They could then exchange maps and do each other’s to test if their maps are accurate. | |
| **Adaptations** | Depending on the age level of the students and their ability to listen and work together you could change the terrain so that they get used to walking and running on different terrains. It could be done on a field, in a forest, in the gym etc. Another adaptation would be to set a time limit or time the groups and make it a race. | |
| **Cross-Curricular** | Math- This lesson could build on geometry, working with angles. It also touches on measurement and distance. Timing the students, graphing their times and then finding the averages could also incorporate statistics and graphing.  Social Studies- This will also incorporate social studies through the mapping and cardinal directions. | |
| **Safety Concerns** | * Keeping all the students within the boundaries. * Different terrains may present potential concerns. Ex. Rocks to slide on and fall. Any slippery surfaces like wet wood, wet grass, mud. * Challenge by choice. If you feel like any of the activities in the adventure are out of your comfort or ability zone then pass and continue with the group | |
| **Application of Principals of Learning** | Student Centered Learning- Teaching the students a life skill, to read maps and a compass. Giving students the ability to navigate without a GPS. | |
| **Management/ Organization**  **Strategies** | - Break the group into smaller groups  - Have one teacher at the front leading the class; clear and focused  - Have one teacher leading each group  - Number off the students to create groups | |
| **Resources** | (n.d.). Retrieved February 2, 2015, from <http://www.ocin.org/school/Teachkt.pdf>  Middle School PE Lesson Ideas. (n.d.). Retrieved February 2, 2015, from <http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=2983#.VM8dwsajY-A>  Orienteering skills. (n.d.). Retrieved February 2, 2015, from <http://www.us.orienteering.org/content/orienteering-skills> | |

**Group 1- Raman**

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| **Degrees** | **Direction** | **Movement** | **What do you see? (write physical object down)** |
| 1.  134 | SE | 34 steps | START |
| 2.  28 | NE | 40 lunges |  |
| 3.  26 | NE | 32 side steps (left leg in front) |  |
| 4.  119 | SE | 50 skips |  |
| 5.  135 | SE | 64 moon walks (over-exaggerated big steps) |  |
| 6.  254 | W | 38 high knees |  |
| 7.  202 | S | 8 backward lunges (turn compass around) |  |
| 8.  135 | SE | 20 bunny hops | FINISH |

**Group 2- Darci**

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| --- | --- | --- | --- |
| **Degrees** | **Direction** | **Movement** | **What do you see? (write physical object/place down)** |
| 1.  110 | SW | 20 steps | START |
| 2.  183 | S | 28 skips |  |
| 3.  230 | SW | 7 hops |  |
| 4.  100 | E | 15 lunges |  |
| 5.  143 | SE | 56 high knees |  |
| 6.  290 | W | 95 moon walks (over-exaggerated big steps)  go backwards for a challenge | FINISH |

**Group 3 - Puvan**

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| --- | --- | --- | --- |
| **Degrees** | **Direction** | **Movement** | **What do you see? (write physical object down)** |
| 1.  120 | SE | 10 steps | START |
| 2.  215 | SW | 24 skips |  |
| 3.  165 | S | 15 bunny hops |  |
| 4.  220 | SW | 7 side steps |  |
| 5.  220 | SW | 8 lunges |  |
| 6.  315 | SW | 5 steps. Stop and push arms up in the air (raise the roof) |  |
| 7.  45 | NE | 12 steps |  |
| 8.  5 | N | 12 high knees |  |
| 9. 72 | E | 10 moving jumping jacks |  |
| 10. 130 | SE | 20 moon steps |  |
| 11. 55 | NE | 22 steps | FINISH |

**Group 4 - Kevin**

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| --- | --- | --- | --- |
| **Degrees** | **Direction** | **Movement** | **What do you see? (write physical object/place down)** |
| 1.  80 | E | 55 steps | START |
| 2.  50 | NE | 15 moon steps |  |
| 3.  145 | SE | 20 heel toes |  |
| 4.  200 | S | 30 steps |  |
| 5.  100 | E | 20 skips |  |
| 6.  80 | E | 25 steps backwards | FINISH |

**Answer Key Group 1- Raman**

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| --- | --- | --- | --- |
| **Degrees** | **Direction** | **Movement** | **What do you see? (write physical object down)** |
| 1.  134 | SE | 34 steps | **START**  First grass field sign |
| 2.  28 | NE | 40 lunges | First goal post |
| 3.  26 | NE | 32 side steps (left leg in front) | Blue bench in front of stands |
| 4.  119 | SE | 50 skips | Blue bench in the middle of the field |
| 5.  135 | SE | 64 moon walks (over-exaggerated big steps) | Score board on the right |
| 6.  254 | W | 38 high knees | First goal post |
| 7.  202 | S | 8 backward lunges (turn compass around) | Second goal post |
| 8.  135 | SE | 20 bunny hops | Stump (back of field)  **FINISH** |

**Answer Key Group 2- Darci**

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| --- | --- | --- | --- |
| **Degrees** | **Direction** | **Movement** | **What do you see? (write physical object/place down)** |
| 1.  110 | SW | 20 steps | **START**  First tree |
| 2.  183 | S | 28 skips | First goal post |
| 3.  230 | SW | 7 hops | Second goal post |
| 4.  100 | E | 15 lunges  20 side steps (left leg forward)  20 side steps (right leg forward)  26 lunges | ‘Grass Field’ sign |
| 5.  143 | SE | 56 high knees | Bike rack |
| 6.  290 | W | 95 moon walks (over-exaggerated big steps)  go backwards for a challenge | Middle of the field  **FINISH** |

**Answer Key Group 3 - Puvan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Degrees** | **Direction** | **Movement** | **What do you see? (write physical object down)** |
| 1.  120 | SE | 10 steps | **START**  Line on cement |
| 2.  215 | SW | 24 skips | Second tree |
| 3.  165 | S | 15 bunny hops | Left goal post |
| 4.  220 | SW | 7 side steps | Right goal post |
| 5.  220 | SW | 8 lunges | White marking on field |
| 6.  315 | SW | 5 steps. Stop and push arms up in the air (raise the roof) | Bench |
| 7.  45 | NE | 12 steps | Fourth tree |
| 8.  5 | N | 12 high knees | Fourth tree (other side) |
| 9. 72 | E | 10 moving jumping jacks | Second tree |
| 10. 130 | SE | 20 moon steps | Third tree |
| 11. 55 | NE | 22 steps | Green lamp post  **FINISH** |

**Answer Key Group 4 - Kevin**

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| **Degrees** | **Direction** | **Movement** | **What do you see? (write physical object/place down)** |
| 1.  80 | E | 55 steps | **START**  Middle of goal posts |
| 2.  50 | NE | 15 moon steps | Following goal line |
| 3.  145 | SE | 20 heel toes | Yard Line in the field |
| 4.  200 | S | 30 steps | Follow line on field |
| 5.  100 | E | 20 skips | Towards the light post |
| 6.  80 | E | 25 steps backwards | Blue bench in between the two rugby fields  **FINISH** |

**PARTICIPATION RUBRIC – SELF EVALUATION**

**NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**General Expectation**: Participate vigorously in all aspects of the program.

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| Category | Level 1 | Level 2 | Level 3 | Level 4 | My level |
| Readiness to participate | ●Come to gym with no P.E. strip | ● Comes to gym with partial proper P.E. strip | ● Comes to gym with proper P.E. strip but no water bottle | ● Comes to gym with full P.E. strip and water bottle |  |
| Physical Participation | ●experiences difficulty participating as an individual or in a group setting | ● sometimes participates  ● sometimes participates positively as an individual or in a group setting | ● regularly participates in all physical activities independently  ● frequently participates positively as an individual and in a group setting | ● always or almost always promotes active participation in all physical activities  ● always participates positively as an individual and in a group setting |  |
| Effort | ● infrequently works hard  ● easily distracted from task and often distracts others | ● sometimes works hard with encouragement  ● sometimes easily distracted from task and sometimes distracts others | ● regularly demonstrates a determined effort  ● regularly stays on task | ● always strives for personal best  ● routinely encourages others to stay on task |  |
| Enjoyment | ● infrequently demonstrates enjoyment from participation in physical activities | ● sometimes demonstrates enjoyment from participation in physical activities | ● regularly demonstrates enjoyment from participation in physical activities | ● always or almost always demonstrates enjoyment from participation in physical activities |  |
| Team Work | ● refuses to participate in partners or groups | ● works in a group but does not share ideas or does not let other people have a turn | ● Works well in a group, sometimes gives input | ● motivates and helps group members, allowing everyone a turn to participate |  |

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| TOTAL: |  |  |  |  | \_\_\_\_\_\_\_\_/20 |