**EDCP 320 LESSON PLAN**

**Name of Course:** EDCP 320 **Instructors:** Anna Bourak, Shirin Kara, and Angela MacPhail

**Activity Theme:** Target Sports **Grade Level:** Grade 3

**Duration:** 30 minutes **Date:** Sept 16, 2015

**Grade level:** Grade

**Prescribed Learning Outcomes (PLO’s)**

* A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities
* B1 demonstrate an ability to balance in a

variety of activities (balancing when running, throwing, etc)

* B3 demonstrate proper technique for

performing specific manipulative movement skills

* Throwing an object at a stationary target
* C1 demonstrate safe behaviours while participating in a variety of physical activities
* C2 demonstrate respect and encouragement

for others during a variety of types of physical activity

**AIMS AND OBJECTIVES**

To demonstrate skills of accuracy, precision, aim,

and reaction time through hand-eye coordination

A and motor skills.

and reaction time.

**Curricular Competencies (New Curriculum Draft)**

* - Develop and apply a variety of fundamental
* movement skills in a variety of physical activities
* A and environments
* - - Running, catching (with hands as well as other
* Equipment), throwing (underhand)
* - Develop and demonstrate safety, fair play, and
* Leadership in physical activities
* - Participate daily in physical activity at moderate
* to vigorous intensity levels

**TOPIC OF LESSON** Learning target practice through hand-eye coordination and motor skills.

**LESSON SEQUENCE 1) Warm Up** (5 Minutes) Led by Shirin

**2) Activity 1** (10 Minutes)Led by Anna

**3) Activity 2** (10 Minutes)Led by Angela

**4) Cool Down** (5 Minutes)Led by Shirin

**EQUIPMENT NEEDED 1) Warm Up:** no equipment needed

**2) Activity 1:** 20 tennis balls (10 groups, 2-3 students/group), 20 pylons.

**3) Activity 2:** 10 hula hoops, 30 beanbags, 10 boxes/floor mats, 9 pylons

**4) Cool Down:** no equipment needed

**Safety Considerations**

1. Ensure that the gym is free of debris and other hazards through a visual inspection. Clear

unnecessary furniture and equipment.

1. Consider physical limitations that students may have, such as asthma or diabetes. Be

prepared for unexpected emergency situations.

1. Ensure that all students wear appropriate clothing and footwear.
2. Remind students to tie shoelaces, roll up pants, and remove sharp or dangling jewellery and sharp objects from their pocket.
3. Be attentive and supervise children at all times.

**Activity Reminders**

1. Student could accidentally get hit by beanbags/balls as they are being thrown by others.
2. Teacher must ensure students are not behind or near the hula hoops as the activity is happening. All students must be behind the line.
3. During tag, students could trip and fall or crash into one another.
4. Warnings/reminders will be given to make sure students are aware of their surroundings,

to tag gently and to make sure their shoelaces are tied.

1. Underhand throws only for the tossing game. Make sure each student goes one at a time.

**Meeting the Needs of the Students**

**COGNITIVE DEVELOPMENT**

* Listening to teaching cues
* Awareness of space and the people around them
* Mathematical skills in arithmetic and multiplication

**AFFECTIVE DEVELOPMENT**

* Teaching good sportsmanship skills (e.g not everyone wins every time)
* Teaching patience and to wait their turn
* Teaching teamwork and collaboration skills, and supportive behavior

**PHYSICAL DEVELOPMENT**

* Accuracy
* Hand-eye coordination
* Reaction time

**Meeting the Needs of Diverse Learners**

**Possible Modifications:**

Equality is important in gym class, as everyone has different physical and developmental abilities.

We have chosen these games as they provides equal access and opportunity for students of all

* A abilities. Unlike many team sports that provide an opportunity for dominance and bullying, this sport e a enables children to excel at their own pace at the same time as facilitating teamwork and

sportsmanship.

* Each player is given an equal number of turns to ensure fairness and equality.
* Complexity can be increased/decreased by moving the target closer or father away.
* Competitiveness can be introduced by making the “Tossing Game” first to 21 points.
* By adding double and triple scoring lines, decision making strategies can be added to the

game to increase cognitive skill development.

* In Apple Tree, can make the level easier by asking students to catch after two bounces instead of one. Also, allowing students more than one try or to have a “practice turn”.

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| **ACTIVITY** | **DESCRIPTION** |
| **WARM UP:**  Chain Tag  **LED BY:**  Shirin  **DURATION:**  5 minutes | **ACTIVITY:** Chain Tag   1. As students enter gym, Shirin will explain the rules of Chain Tag:  * one person is “it” – when you get tagged, you hold on to the person who tagged you and are in a “chain”. Only the people on the 2 ends of the chain can tag other students. The objective is to avoid being tagged.  1. Instructor reminds students to be aware of their own surroundings, keep their shoelaces tied, and not to be excessively rough when tagging others. 2. Check for understanding or ask questions.   **SKILLS DEVELOPED:**   * running, teamwork/collaboration, balance (have to run with theirs hands  holding on to other people)   **TRANSITION:**   * Instructor will blow a whistle to get students’ attention. They will be asked to  drop hands and sit on the floor.   **MODIFICATIONS:** Children can run with a buddy (holding hands in pairs) if they  need assistance. |
| **ACTIVITY 1:**  Apple Tree  **LED BY:**  Anna  **DURATION:**  10 minutes | **ACTIVITY:** Apple Tree   1. Instructor divides classroom into 5 teams. 2. Instructor explains the rules of the game:  * Students start at the first line (then later, can move back to the second). * Students take turns being the “apple tree” or the “catchers” * Students line up in single file in front of the first student being the apple  tree. They line up behind a pylon. * The apple tree takes two balls, one in each hand, and raises their arms horizontally to the floor. * Apple tree drops the ball from EITHER the left or the right hand, and the catchers have to try and grab the ball after ONE bounce. * If student can have a quick reaction time and catch the ball after ONE bounce, they get 1 pt.  1. Each student has a turn to be the apple tree. After a student catches the ball,  it is their turn to be the apple tree. 2. After each student has had one chance to catch the ball after a certain distance, then the pylon is moved back to increase the difficulty and distance to catch. 3. The team with the most points as a whole wins. 4. Check for understanding or ask questions.   **TRANSITION:**   * Instructor blows whistle to get students’ attention. * Instructor asks students to place their balls on the ground. * Instructor tells students to put their tennis balls and pylons away.   **MOFIDICATIONS:**   * Instructor blows whistle during the game and directs students to take a   step back in order to make the game more challenging.   * To make it easier, students can catch the ball after two bounces. |
| **ACTIVITY 2:**  Tossing Game  **LED BY:**  Angela  **DURATION:**  10 minutes | **ACTIVITY:** Tossing Game   1. **Preparation:**  * Set up 10 stations in the gym. Each station will have a mat encircled by a hula hoop as the target. Next place 3 pylons in a row (10, 15 and 20 feet from the target). * Divide the class into 10 teams and have each team line up at a station. * Each team will take turns throwing beanbags at the target while standing behind one of the two pylons.  1. **Scoring:**  * When a student throws from the closest pylon, 1 point will be scored if the beanbag lands in the hoop and 2 points will be scored if it lands on the mat. * When a student throws from the second pylon, points will be doubled. * When a student throws from the third pylon, points will be tripled. * The first team to get a combined score of 21 points wins the game.  1. **Fundamental Movement Skills**:   To perform an underhand throw with accuracy and precision, students should face  the direction of the target keeping shoulders perpendicular to the direction of the throw. Students should swing thier preferred arm in a pendulum motion, while  stepping forward with the opposite foot and transferring their weight forward.  Follow through with the motion.   1. Check for understanding or ask questions.   **Transition:**   * Instructor blows whistle to get students’ attention. * Instructor asks students to put the beanbags, hula hoops, mat and pylons away.   **Activity Debrief:**   * What strategies did anyone use to succeed during the Tossing Game?” * Instructor will review the concept that as the distance increases, the aim, accuracy and precision decrease and encourage students to bridge the connection between the game strategies and life skills, such as risk-taking.   **MODIFICATIONS:**   * Can increase or decrease the distance between the pylons and the target. * Can simplify by removing the box and only using a hoop. * Pylons can be added or removed to simplify, or increase the complexity. * Element of scoring and addition can be completely removed. New pylons can be added to enable more complicated scoring. Multiplication can be incorporated to make pylons double, triple and quadruple scoring. |
| **COOL DOWN:**  Stretches  **LED BY:**  Shirin  **DURATION:**  5 minutes | **ACTIVITY:** Stretches   1. Instructor asks students to form a large circle. 2. Instructor demonstrates a stretch, and asks the students to hold the stretch for 10 seconds. 3. Instructor goes around in a circle and asks students (time permitting) to demonstrate a stretch that they know or are familiar with. 4. Instructor will ask questions to “*Check, Connect, and Reflect*” during stretching   cool down.   * “Can anyone tell me their favorite activity today?” * “What did you learn today?” * “What did you find the most difficult?” * “Did you feel you improved in any part of the activity”? * “How can you use the skills in Apple Tree/Tossing Game outside of   school?”  **STRETCHES:**   * Reach for the stars - touch your toes * Make your arms as wide as a wall - give yourself a big hug * Take a big step in (lunge) - take a big step out * Look to the left, look to the right, look to the sky, look to the ground * Elephant Trunk   **MODIFICATIONS:** Students unable to fully complete each stretch can try based on  their ability (for example, if they cannot touch their toes they can reach to their  calves, etc). |

**Links and Resources Used**

<https://www.edu.gov.on.ca/eng/teachers/dpa4-6.pdf>

<http://www.teachingideas.co.uk/pe/contents.htm>

<http://www.playsport.net/>

<http://www.inclusiveclassrooms.org/sites/default/files/learning-library/screenshots/inquiries_animotolessonplan.png>

<https://books.google.co.uk/books/about/Teaching_Middle_School_Physical_Educatio.html?id=vGAy1zTBjRoC>

<http://blogs.ubc.ca/ubcpe/> (Gymnastics Lesson Plan)