**EDCP 320 LESSON PLAN**

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

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

 **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 and precision

 while further developing hand eye coordination

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
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**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:** 14 tennis balls (7 groups, 4 students/group), 5 pylons (1 per group).

**3) Activity 2:** 4 hula hoops, ~25-30 beanbags, 4 boxes, ~4-8 pins/small targets, 8 pylons (2 per group)

**4) Cool Down:** 1 whiffle ball, ~27 whiffle ball racquets

**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.

**Meeting the Needs of the Students**

**COGNITIVE DEVELOPMENT**

* Listening to teaching cues
* Awareness of space and the people around them

**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** | **LED BY** | **DURATION** | **DESCRIPTION** |
| **WARM UP** | Shirin | 5 minutes | **ACTIVITY:** Chain Tag1. 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 arein 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 tobe excessively rough when tagging others.**SKILLS DEVELOPED:*** running, teamwork/collaboration, balance (have to

run with theirs hands holding on to other people)**TRANSITION:** * Instructor will clap three times to get students

attention OR blow a whistle. Students 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** | Anna | 10 minutes | **ACTIVITY:** Apple Tree1. Instructor divides classroom into 5 teams.
2. Instructor explains the rules of the game:
* 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 behinda 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 tryand grab the ball after ONE bounce.* If student can have a quick reaction time and

catch the ball after ONE bounce, the 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 theapple tree.1. After each student has had one change to catch the

Ball after a certain distance, then the pylon is moved back to increase the difficulty and distance to catch.1. The team with the most points as a whole wins.

**TRANSITION:** * Instructor counts down from 10 seconds, yelling

“10 SECONDS LEFT”, then “5 SECONDS LEFT”,And then “STOP!”* Instructor asks students to place their balls on

the ground, and asks each team how many pointsthey were able to obtain.* Instructor tells students to put their tennis balls

and pylons away.**MOFIDICATIONS:**The game can be made easier by moving the “apple tree” closer to the students. The game can be made harder by moving the “apple tree” farther away from the students. Instead of having the students catch the ball after ONE bounce, we can have the students attempt to catch the ball after two. |
| **ACTIVITY 2** | Angela | 10 minutes | **ACTIVITY:** Tossing Game1. **Preparation:**
* Set up 4 stations in the gym. Each station will have a box encircled by a hula hoop as the target. Next place 2 pylons in a row (one 10 feet and one 20 feet from the target).
* Divide the class into 8 teams and have two teams line up at each 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 in the box.* When a student throws from the second pylon, 2 points will be scored if the beanbag lands in the hoop and 4 points will be scored if it lands in the

box.* The first team to get a combined score of 21

points wins the game.**MODIFICATIONS:**The game can be adapted to be easier or harder by increasing or decreasing the distance between the pylons and the target. The game can be simplified by removing the box and only using a hoop. Pylons can be added or removed to simplify, or increase the complexity of scoring.  For younger children, the element of scoring and addition can be completely removed from the game.For older children, new pylons can be added to enable more complicated scoring. Multiplication can be incorporated to make pylons double, triple and quintuple scoring. |
| **COOL DOWN** | Shirin | 5 minutes | **ACTIVITY:** Stretches1. Instructor asks students to form a large circle.
2. Instructor demonstrates a stretch, and asks the

students to hold the stretch for 10 seconds. (For each stretch, instructor will count to 10 aloud).1. Instructor goes around in a circle and asks 4

Students (time permitting) to demonstrate a stretch that they know or are familiar with. **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**MODIFICATIONS:** Students unable to fully complete eachstretch 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>

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