

EDCP 320 – 107: Group Teaching Assignment



Group Members

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READING SUMMARY (10 minutes)

Teaching Physical Education Today – Chapter 1

- Physical education was initially intended for the purposes of war
- Historically focused on instilling discipline and moral values in youth
- Medical exams revealed many men and women were unfit for service
- 1943 National Fitness Act to promote physical fitness in schooling
- PE philosophy changed after WWII to an approach that nurtured development of the whole child: physical, social, and cognitive
- More student facilitated and greater variety of movement forms

Teaching Physical Education Today – Chapter 2

- Need knowledge of content (what to teach) and pedagogy (how to teach) + need knowledge of child and youth development
- Need to understand students' social and emotional needs
- May have certain degree of physical literacy; need to recognize that just because it comes easily for you does not mean it may be the same with your students
- Have a vision for teaching: be aware of the goals, connect various elements of teaching, explain to students purpose of learning activities, and explain teaching approach to students, parents, etc.
- If students understand reasoning behind tasks, they are more likely to find personal meaning in education
- Can be very difficult for pre-teachers to overcome/change beliefs from their own schooling

The Physical Education Hall of Shame

Characteristics of PEHOS games (have class give examples for each):

1. Absence of purported objectives of the activity
2. Potential of embarrassment
3. Focus on eliminating students from participation
4. Overemphasis on having 'fun'
5. Lack of emphasis on teaching motor & lifetime physical fitness skills
6. Extremely low participation time factors
7. Large groups where getting a turn is based on luck or competitiveness
8. Extremely high likelihood for danger, harm, or injury

The purpose of physical education is to promote and support the physical, emotional, cognitive, and affective development of the students.

Discussion Questions:

1. In the past P.E. was initially created to ensure people were fit for the military. How have expectations shifted since then? What does the future of P.E. hold for students?
2. Do you agree with the PEHOS? Which games you would take off?
3. Do you have any suggestions for alternative games or modifications?

INSTANT ACTIVITY (5 minutes)

Late for School

The students will copy your actions. You must provide a running commentary whilst doing the actions and you can make it as fun as you like with as many actions as necessary to warm up the children. It is a fun and easy to follow pulse-raiser.

Pretend you are asleep and suddenly wake up and are late for school. Everything you do is done on the spot but in a hurry. Brush your teeth, wash your face, put your clothes on run downstairs, run back up (forgot to put trousers / skirt on) back down stairs, eat breakfast, pick up your bag, open front door, shut door, run down the street, jump over a hedge, look both ways, cross the road etc. Finally arrive at school slowing down panting and puffing then suddenly stop at the closed gates. It's Saturday!!

Reasoning:

- Activity that everyone can participate in
- Requires no equipment
- Quick and easy to explain
- Gets students to use their imagination!

LESSON PLAN (30 minutes)

Skill Theme: Target Games

Grade: 3/4

Class Length: 30 min

of students: 29

Equipment Needed:

Pylons, beanbags, hula-hoops, floor markers

Objectives:

1. Students will be able to demonstrate proper technique for the underhand throw.
 - Teacher observation
2. Students will be able to verbally describe how to apply controlled force to send an object into targets at different distances.
 - Teacher questions throughout the lesson and at the end of the lesson
3. Students will be able to understand how a body moves when throwing an object toward a target.
 - Teacher questions & observation
4. Students will be able to demonstrate respect and encouragement for themselves and others.

Outline:

Introduction (5-7 minutes) –Tina, Claire, Lisa, Agnes

Structure	Guiding Questions	Learning Outcome
1. Positive self-talk skit 2. Discussion	Who are some athletes you admire?	A4: Identify characteristics of athletes they admire C2: Demonstrate respect and encouragement for others

Skills Development Warm Up Activity – Bean Bag Toss (7 minutes) –Lisa

Structure	Movement Skills	Learning Outcome
1. Present objectives 2. Pair students up 3. Toss bean bag back and forth, taking one step backwards with each successful throw (Others set up for 21)	Applying controlled force to send an object into targets at different distance Applying appropriate skill of following through when throwing an object toward a target	B3: Demonstrate proper technique for performing specific movement skills: throwing an object to a stationary target

Review & Demonstration (3-5 minutes) –Tina

Structure	Guiding Questions	Learning Outcome
<ol style="list-style-type: none"> 1. Demonstrate appropriate skills for throwing an object toward a target 2. Apply tactics that will increase chances of hitting a target (e.g. keeping your eyes on the target & following through) 	<p>How does your body move when you throw an object towards a target? Would it be effective to throw an object while standing completely still? How did you adjust your throw as you moved further away from your partner?</p>	<p>B3: Demonstrate proper technique for performing specific movement skills: throwing an object to a stationary target Understanding how the body moves when throwing an object toward a target</p>

Skill Application – 21 (15 minutes) –Agnes

Structure	Movement Skills	Learning Outcome
<ol style="list-style-type: none"> 1. Explain rules of 21 (refer to appendix) while other members demonstrate 2. Form groups (3-4) 3. Students play until time is up 	<p>Body awareness: choosing the appropriate distance away from the target Applying controlled force to send an object toward a target at different distances</p>	<p>B3: Demonstrate proper technique for performing specific movement skills: throwing an object to a stationary target Applying problem solving skills: which target to aim for to reach 21 points as quickly as possible</p>

Review (3-5 minutes) –Tina, Claire, Lisa, Agnes

Structure	Guiding Questions	Learning Outcome
<ol style="list-style-type: none"> 1. Discussion 	<p>How did you choose which pylon to throw from? Did your strategy change as your score changed? What sports use strategies similar to the ones used in this game? How would you apply the skills/strategies learned to our everyday lives?</p>	<p>Critical and creative thinking/problem solving skills Applying tactics to increase chances of hitting a target (hand-eye coordination) Body awareness and location of self</p>

Cool down (2 minutes) –Claire

"Getting ready for bed"

A similar activity to "Late for School", students follow along as you give commentary for getting ready for bed. This involves a lot of stretching as we mime removing clothes, hugging teddy bears, etc. It ends with children lying on the floor 'asleep'.

Differentiated Instruction:

(Cited from playsport.net)

Modifications:

- Decrease the distance between the pylons and the target
- Change the object they choose to throw
- Remove the floor marker and only use a hula hoop as the target
- Adjust the scoring system

Extensions:

- Increase the distance between the pylons and the target
- Use a smaller target within the hula hoop
- Choose a more challenging way to throw the object (e.g. using their non-dominant hand, throwing from a sitting position)
- Decide which objects to throw from the different distances
- Set a time limit for the game and challenge themselves to see how many points they can score within that time frame
- Have students do jumping jacks or dance to music while waiting for their turn

Safety:

(Refer to appendix)

Developmental Relevance:

Physical:

- Students are working on specific manipulative movement skills while improving technique, aim, accuracy, and hand-eye coordination.
- They will learn to apply controlled force to send objects toward targets at different distances.
- They will demonstrate body awareness and location in choosing the appropriate distance away from the target.
- They will understand how the body moves when throwing an object toward a target.

Cognitive:

- Students will be practicing critical and creative thinking skills. They will apply problem-solving skills to decide which target to aim for in order to reach 21 points as quickly as possible.
- Students will practice using their imagination in both the instant activity and cool-down activity, which Vygotsky argues to be critical to cognitive development in his sociocultural theory.

Affective:

- Students will learn about positive self-talk and practice using positive self-talk throughout the activities.
- Students will demonstrate respect and encouragement for others.

EVALUATION RUBRIC

As a summative assessment, students will answer the following question to demonstrate their understanding of the lesson:

1. How does your body move when you throw an object towards a target?
(Draw or describe in words)

2. How did you adjust your throw as you moved further away from your partner?

3. How did you choose which pylon to throw from? Did your strategy change as your score changed?

4. How would you apply the skills/strategies learned in the game to our everyday lives?

5. What do you think about the idea of positive self-talk? Did it feel strange? Did it encourage you or motivate you to keep trying?

Participants learn about and practise aim and accuracy as they send an object toward targets different distances away.

- Intermediate



Facility

- Gymnasium
- Outdoors

Materials and Equipment

- 1 hula hoop per group
- 1 floor marker (e.g., baseball base, poly spot) per group
- 3 pylons per group
- 1 beanbag per participant

Safety

Inspect the activity area and eliminate potential hazards. Check that the activity surface provides sufficient traction. Set boundaries for the activity a safe distance from walls and obstacles. Ensure that activities take place a safe distance apart.

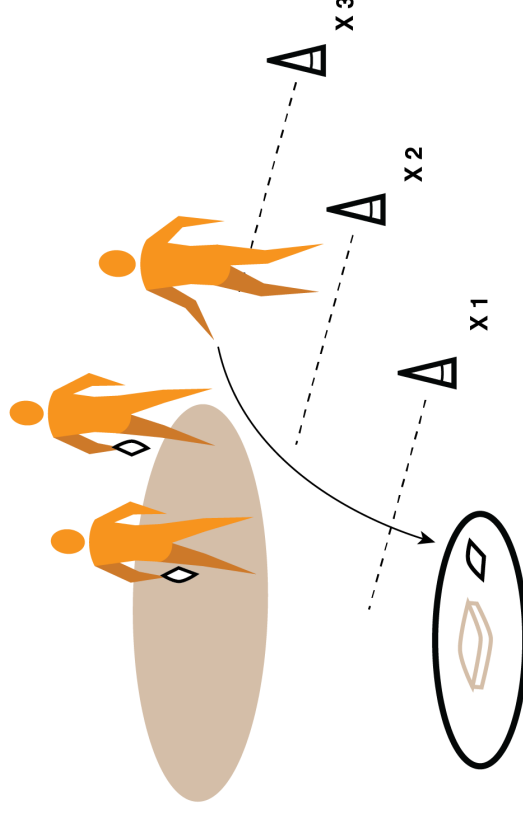
Activity Information

Activity Set-up

- Divide participants into small groups (e.g., three to four).
- Have participants place a hula hoop at one end of the playing area, and place a floor marker in the centre of the hula hoop.
- Participants set up their area, placing three pylons at a range of distances from the hula hoop. Participants select a beanbag.

Activity Instructions

- Participants take turns attempting to underhand throw the beanbag into the hoop and onto the floor marker from their choice of the three distances.
- When the beanbag is thrown from the closest pylon and lands inside the hoop but not on the floor marker, the participant scores 1 point. If the beanbag lands and stays on the floor marker, the participant scores 2 points. The score is multiplied by two if the beanbag is thrown from the pylon at the medium distance and multiplied by three if the beanbag is thrown from the pylon at the farthest distance. Participants try to reach exactly 21 points in as few throws as possible. If a participant scores over 21 on a throw, then the participant's score goes down to 11 and the game continues.
- The leader asks open-ended questions to help participants refine their movement strategies and tactical solutions during the activity. Examples include: What force or effort are you applying to your throw at the different pylon distances? How did you maintain control of the object you are throwing when you were closer to or farther away from the target? How did you choose which target to aim for? Did your strategy change as your score changed? Which sports use strategies similar to the ones used in this game?





Adaptations

To maximize the challenge and the fun, participants could identify their own ways to increase or decrease the challenge.

To decrease the challenge, participants could:

- Decrease the distance between the pylons and the target.
- Change the object they choose to throw (e.g., rubber chicken, soft-skinned ball, beanbag).
- Remove the floor marker and only use a hula hoop as the target.
- Adjust the scoring system.

To increase the challenge, participants could:

- Increase the distance between the pylons and the target.
- Use a smaller target (e.g., a piece of tape to mark the target) within the hula hoop.
- Choose a more challenging way to throw the object (e.g., using their non-dominant hand, using an overhand throw, throwing from a sitting position).
- Decide which objects to throw from the different distances (e.g., a soft-skinned ball at the first pylon, a beanbag at the second pylon, a table tennis ball at the third pylon).
- Set a time limit for the game and challenge themselves to see how many points they can score within that time frame.

Pause for Learning

Throughout the activity, consider highlighting the following skills, concepts, and strategies for effectively throwing an object toward a target. Note that this list is not exhaustive, and further learning opportunities may arise during the task.

Movement Skills and Concepts

- Manipulation skills and effort awareness – applying controlled force to send an object into targets at different distances
- Body awareness and location of self - choosing an appropriate distance away from the target, and understanding how the body moves when throwing an object toward a target

Movement Strategies

- Applying appropriate skills to be proficient when throwing an object toward a target (e.g., work on accuracy by following through in the direction of the target)
- Applying tactics that will increase the chances of hitting a target (e.g., keeping eyes on the target to improve aim and increase the accuracy of the throw)

Living Skills

Critical and Creative Thinking Skills

- Applying problem solving skills (e.g., deciding which target to aim for to reach exactly 21 points as quickly as possible)

Sport Connections

Contains aspects of:



Canadian Physical Activity Guidelines

