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**EDKP 332 -**

**Physical Education**

**Curriculum and Instructions**

**for the Classroom Teacher**

**PORTFOLIO**

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**KINDERGARTEN**



**LEARNING SITUATION**

**KINDERGARTEN – Lesson 1**

**TITLE:** Striking balloons with the hand

**TIME**: 60 minutes

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| **Broad area of learning:**  Health and Well-Being   * Awareness of his/her basic needs: Physical needs, need for safety, need for acceptance, need to develop harmoniously as a girl or boy, need for self-fulfilment * Awareness of the consequences for health and well-being of his/her personal choices: Physical activity * Active lifestyle and safe behaviour: Physical activities at school; safe behaviour | **SUBJECT-SPECIFIC COMPETENCY:**  Preschool Education   * Competency 1: *To perform sensory motor actions effectively in different contexts* | |
| **OTHER COMPETENCY:**  Cross-curricular competencies   * Competency 8: *To cooperate with others* | **EVALUATION TOOLS:**  Other: Star system  Teacher will award student with a sticker (on a chart placed in the gym) for every lesson that the student is well behaved, participates and has a positive attitude.  **EVALUATION CRITERIA:**  Student objectives:   * Strike a balloon 5 consecutive times, keeping the balloon in the air * Strike a balloon three or more different positions (standing, sitting, kneeling, lying down, and so on) * Strike a balloon with two or more body parts * Hit a balloon held in one hand with the other hand | |
| **TYPE OF ACTIVITY:**   * Single-skill activities   **MEAN OF ACTION:**   * Hitting/striking |
| **PROGRESSION OF LEARNING:**  MOTOR SKILLS-  A. Manipulation skills  1. Object manipulation  a. Handles a variety of objects in different ways  2. Protecting objects without an implement  a. Throws underhand at a target  b. Throws overhand at a target  c. Strikes or kicks at a target | | |
| **BREIF SUMMARY OF THE STUDENT’S CHALLENGE and TASK (S):**  Students will strike the balloon safely, using the techniques demonstrated in class. | | |
| **LEARNING ACTIVITIES 🗸**  **PRESENT THE CHALLENGE AND TASK TO THE STUDENTS**  **ACTIVATE PRIOR KNOWLEDGE**  **PRESENT EVALUATION METHOD AND CRITERIA TO THE STUDENTS** | | |
| **EQUIPMENT LIST:**   * 1 balloon per child (have a few extra in case some burst) | | |
| **WARM UP ACTIVITY:**  BACK-TO-BACK TAG  The format is the same as for most tag games, with two or more “Its” trying to tag the remaining children.  1. Describe and demonstrate the game: A child is safe when “on base”; base in this case is standing with one’s back touching another child’s back, but you may stand this way for only 10 counts (each pair counts out loud). Each time you go on base, you must select a new partner. Tagged students must do 10 jumping jacks to get back into the game. Change “Its” after 2 minutes. | | 5 minutes |
| **MAIN ACTIVITY:**  PART A - KEEP IT UP CHALLENGES  *Challenge 1*-  Arrange the children in scatter formation, each child with a balloon. Ask students to strike the balloon up in the air while trying not to let it hit the  ground (cues: eyes on the balloon).   * - Strike the balloon directly underneath with your open palm so it will go * straight up in the air (cues: flat hand, stiff wrist, strike in the middle).   - Strike the balloon overhead with your hands facing the ceiling (cues: make triangle shape with two hands and push balloon upwards).     * Let’s see how many times you can strike the balloon without it hitting * the ground (objective is 5 consecutive times)   *Challenge 2*-   * Now let’s try to strike the balloon (still using our hands, either underneath * strike or overhead strike) in three or more different positions: standing, sitting, * kneeling, lying down, and so on.   *Challenge 3*-   * Now let’s try to strike the balloon with other body parts, like your leg, head, * knee, elbow, etc.   *Challenge 4*  In small groups of 4 or 5, ask students to work together to keep 1 balloon in the air for as many counts as possible (to make it more difficult, add in a second balloon).  PART B - STRIKING BALLOONS  Keep the children in scatter formation, each with a balloon.   1. Describe and demonstrate the skill: Hold the balloon on an open palm, in front of your body. Swing your striking arm backwards and, with a fist or an open palm, hit the balloon off your other hand. 2. Have the children strike the balloon, run after it, and then strike again from where they pick it up. Repeat as time allows.   *Hit-and-run relay*  Arrange the children into relay teams of four or six, each team with a balloon. Line up half of the team up at a start line and the other half about 20 feet away at the end line.   1. Describe and demonstrate the game:   The first child in each team strikes the balloon off his or her hand as far as possible all the way to the end line. The first child in that line takes the balloons and strikes it back to the starting line. | | 20 minutes  5 minutes  10 minutes |
| **COOL DOWN:**  INDIAN CHIEF   * Split the class into 2 groups (more participation) – each group must stand and form a circle * Have the teacher or a student-helper stand in the middle of each circle with a balloon (they will be throwing or “feinting to throw” the ball to the students standing around the circle * Explain to the students that they must place their arms one on top of the other and place them in front of their body. * If the person in the middle throws the balloon, they must catch it. * If the person in the middle feints to throw the balloon, they must not react and stand still (not move their arms at all!) * If they move, they will be asked to go join the other circle. * The goal is to stay in your original circle as long as possible (make no mental mistakes!) | | 10 minutes |
| **SAFETY:**   * Do not overinflate the balloons * Remind students to stay in personal space when attempting to accomplish the challenges | | |
| **INCLUSION IDEAS-MODIFICATIONS AND VARIATIONS:** | | |
| **RESOURCES:** | | |

**LEARNING SITUATION**

**KINDERGARTEN – Lesson 2**

**TITLE:** Locomotor skills obstacle course

**TIME**: 60 minutes

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| **Broad area of learning:**  Health and Well-Being   * Awareness of his/her basic needs: Physical needs, need for safety, need for acceptance, need to develop harmoniously as a girl or boy, need for self-fulfilment * Awareness of the consequences for health and well-being of his/her personal choices: Physical activity * Active lifestyle and safe behaviour: Physical activities at school; safe behaviour | **SUBJECT-SPECIFIC COMPETENCY:**  Preschool Education   * Competency 1: *To perform sensory motor actions effectively in different context* | |
| **OTHER COMPETENCY:**  Cross-curricular competencies   * Competency 8: *To cooperate with others* | **EVALUATION TOOLS:**  Other: Star system  Teacher will award student with a sticker (on a chart placed in the gym) for every lesson that the student is well behaved, participates and has a positive attitude.  **EVALUATION CRITERIA:**   * Walk, run, skip, gallop and slide through a beginning-level obstacle course with control and coordination. | |
| **TYPE OF ACTIVITY:**   * Single-skill activities   **MEAN OF ACTION:**   * Walking, running, galloping, skipping, sliding |
| **PROGRESSION OF LEARNING:**  MOTOR SKILLS-  A. Locomotor skills  1. Moving about an area with and without obstacles  b. Runs, gallops, hops, performs standing long jump  c. Goes around and through obstacles  e. Goes over obstacles  2. Moving about on apparatus  a. Moves through low apparatus  b. Moves through apparatus of various heights  c. Climbs apparatus of various heights | | |
| **BREIF SUMMARY OF THE STUDENT’S CHALLENGE and TASK (S):**  Students will be aware of their surrounding, and try not to collide with another student when in motion. | | |
| **LEARNING ACTIVITIES 🗸**  **PRESENT THE CHALLENGE AND TASK TO THE STUDENTS**  **ACTIVATE PRIOR KNOWLEDGE**  **PRESENT EVALUATION METHOD AND CRITERIA TO THE STUDENTS** | | |
| **EQUIPMENT LIST:**  List is an example only. Use similar items you already have to create an age-appropriate obstacle course. If possible, set up more than once course to increase participation opportunities.   * 5 cones * 10 hoops * 1 wooden ladder and wall * 1 walking board * 3 geometric shapes * 3 pairs of jumping standards * Wands to lay across jumping standards * 3 jumping boxes | | |
| **WARM UP ACTIVITY:**  COLOUR TAG  Divide the class into four teams and give each team a different coloured pinnie. Teacher tells class which colour is “It”, and they try to tag the others. If tagged, players must freeze and stand with their legs apart. They become free when another player of the same colour goes through their legs. After two minutes or so, teacher changes the “It” colour. | | 5 minutes |
| **MAIN ACTIVITY:**  PART A – SKIPPING, GALLOPING AND SLIDING  *Galloping*  Place the students in scatter formation or arrange them in a semicircle.   1. Describe and demonstrate the skill: Galloping is walking, leaping (one leg leads, the other joins). You push off with the back foot. 2. Challenge students with the following galloping tasks:   *Walk, keeping one foot in front and the other behind.*  *Go a little faster. Be sure to keep one foot in front.*  *Put your other foot in front and walk.*  *Go a little faster.*  *Gallop around the gymnasium and stop on the signal.*    *Skipping*  Place the students in a scatter formation or arrange them in a semicircle.   1. Describe and demonstrate the skill: To skip is to step-hop. 2. Challenge students with the following skipping tasks:   *Move forward, hopping on one foot and then on the other foot.*  *Try again, going faster- step-hop, step-hop.*  *Skip around the gymnasium and stop on the signal.*    *Sliding*  Place the students in a scatter formation or arrange them in a semicircle.   1. Describe and demonstrate the skill: Sliding involves a step-close going sideways. Step, close to the side. 2. Challenge students with the following sliding tasks:   *Take a step to the side with one foot, and slide the other foot to bring your feet together.*  *Repeat.*  *Try going in the opposite direction.*  *Slide around the gymnasium and stop on the signal.*  *Don’t forget to bend your knees.*    *Red light, green light*  Choose one child to be the traffic controller, while the other students line up at least thirty to fifty yards away. The traffic controller will say "Green light!" when the students are allowed to gallop towards him/her and "Red light!" when the students are to freeze. When the students reach the traffic controller the game ends. Change the traffic controller; and this time have the students skip (the following game have them slide). This game will exercise both the ability to gallop as well as the ability to stop.  PART B – OBSTACLE COURSE  Arrange the obstacle course like shown in the picture below. If possible, set up more than one course so you can divide the class. Have students line up at the beginning of the course(s).   1. Briefly explain and demonstrate each part of the obstacle course. 2. Have the students begin the course at safe intervals until all students are rotating through it. 3. Each round, present the following obstacle course challenge:   *Walk through the course*  *Run through the course*  *Gallop through the course*  *Skip through the course*  *Slide through the course* | | 5 minutes  5 minutes  5 minutes  10 minutes  20 minutes |
| **COOL DOWN:**   * BAND LEADER * - All the children stand in a big circle.   - One child is picked as the “guesser” who is sent away so they cannot hear the rest of the group.  - The teacher picks one child to be the “band leader” who starts performing movements e.g. clapping, tapping hand on face, playing the trumpet etc.  - The “guesser” returns and stands in the middle of the group and has three guesses to determine the band leader.  General Points: Ensure the children do not all look directly at the “band leader” as this will be obvious to the “guesser”. | | 5 minutes |
| **SAFETY:** | | |
| **INCLUSION IDEAS-MODIFICATIONS AND VARIATIONS:** | | |
| **RESOURCES:** | | |

**LEARNING SITUATION**

**KINDERGARTEN – Lesson 3**

**TITLE:** Animal walks

**TIME**: 60 minutes

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| **Broad area of learning:**  Health and Well-Being   * Awareness of his/her basic needs: Physical needs, need for safety, need for acceptance, need to develop harmoniously as a girl or boy, need for self-fulfilment * Awareness of the consequences for health and well-being of his/her personal choices: Physical activity * Active lifestyle and safe behaviour: Physical activities at school; safe behaviour | **SUBJECT-SPECIFIC COMPETENCY:**  Preschool Education   * Competency 1: *To perform sensory motor actions effectively in different contexts* | |
| **OTHER COMPETENCY:**  Cross-curricular competencies   * Competency 8: *To cooperate with others* | **EVALUATION TOOLS:**  Other: Star system  Teacher will award student with a sticker (on a chart placed in the gym) for every lesson that the student is well behaved, participates and has a positive attitude.  **EVALUATION CRITERIA:**   * Demonstrate at least four different animal walks | |
| **TYPE OF ACTIVITY:**   * Rhythmic and expressive activities   **MEAN OF ACTION:**   * Mime |
| **PROGRESSION OF LEARNING:**  MOTOR SKILLS-  A. Locomotor skills  1. Moving about an area with and without obstacles  a. Walks, crawls, skips, moves on all fours  b. Runs, gallops, hops, performs standing long jump | | |
| **BREIF SUMMARY OF THE STUDENT’S CHALLENGE and TASK (S):**  Students will try to recreate animal walks by performing locomotor movements. | | |
| **LEARNING ACTIVITIES 🗸**  **PRESENT THE CHALLENGE AND TASK TO THE STUDENTS**  **ACTIVATE PRIOR KNOWLEDGE**  **PRESENT EVALUATION METHOD AND CRITERIA TO THE STUDENTS** | | |
| **EQUIPMENT LIST:**  No equipment needed for this lesson. | | |
| **WARM UP ACTIVITY:**  “I SEE…” GAME  Arrange the children in scatter formation.   1. You begin by saying *I see.* The students respond with, “What do you see?” 2. You give a movement command such as *I see everybody running in place.* The children run in place. 3. After a short time you begin again with *I see.* The students freeze and respond with “What do you see?” and so on. 4. Some other movement command could be: children jumping, children chopping wood, horses galloping, and children skipping. | | 5 minutes |
| **MAIN ACTIVITY:**  MOVEMENT CHALLENGES  *Crocodile walk*   1. Ask the students: How would a crocodile walk? (Lying on its tummy and alternating moving right left arm, then left leg and arm, it pulls its body forward) 2. Have the children do the crocodile walk.   *Kangaroo walk*   1. Ask the students: Can you guess which animal this is? 2. Describe and demonstrate the stunt: With your hands cupped and palms down and touching chest, jump with both feet. 3. Have the students practice the kangaroo walk. Ask: Can you walk like a kangaroo?   *Giraffe walk*   1. Ask the students: What is so special about a giraffe? (It is very tall) 2. Describe and demonstrate the stunt: With hands cupped together and the arms extended overhead, walk on tiptoe, using your arms as the giraffe’s head. 3. Have the students practice the giraffe walk. Ask: Can you walk like a giraffe?   *Frog Jump*   1. Ask the students: Can you name this animal? 2. Describe and demonstrate the stunt: Squatting with your hands between your legs, jump all at once, landing on your hands and feet at the same time. 3. Have the students practice the frog jump. Ask: Can you jump like a frog?   *Elephant walk*   1. Ask the students: Can you name this animal? 2. Describe and demonstrate the stunt: With your arms straight and hands clasped together, bend at the waist and walk slowly, swinging your arms and swaying your whole body. 3. Have the students practice the elephant walk. Ask: Who can walk across the mat like an elephant walks?   *Puppy run*   1. Ask the students: How does a dog run? 2. Describe and demonstrate the skill: Bend your knees, crouching down on your feet and hands. Let your hands support some of your body weight, look forward, and run. Now try sitting and lying on the floor like a dog. 3. Have the students practice the puppy run.   ANIMAL WALK GAME  Game 1-  Have groups of four to six students line up. Describe and demonstrate the game:   1. The first child in each line begins to walk like an animal. The rest of the children in the group follow. 2. The teacher will surprise the students (at random times) and call out the name of the animal walk a group is doing. 3. When a group’s animal walk is called out, the first child in that line goes to the end of the line, and the second child becomes the leader.   Game 2-  Describe and demonstrate the game:   1. Have students line up in one long line. 2. Whisper in the students’ ear the name of an animal, either: crocodile, kangaroo, giraffe, frog elephant or puppy. 3. When the teacher calls out: “Animal Reunite” students must do their animal walk. 4. Students must walk around the reunite with the same animals as theirs. 5. Game ends when all the animals are in groups. 6. Play a second time, but this time students are not allowed to make animal sounds (makes it harder to recognize what animal is what) | | 2 minutes  2 minutes  2 minutes  2 minutes  2 minutes  2 minutes  10 minutes  10 minutes |
| **COOL DOWN:** | |  |
| **SAFETY:** | | |
| **INCLUSION IDEAS-MODIFICATIONS AND VARIATIONS:** | | |
| **RESOURCES:** | | |

**CYCLE 1**



**LEARNING SITUATION**

**CYCLE 1 – COMPETENCY 1**

**TITLE:** Gymnastics - Pretumbling

**TIME**: 60 minutes

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| **Broad area of learning:**  Health and Well-Being   * Awareness of his/her basic needs: Physical needs, need for safety, need for acceptance, need to develop harmoniously as a girl or boy, need for self-fulfilment * Awareness of the consequences for health and well-being of his/her personal choices: Physical activity * Active lifestyle and safe behaviour: Physical activities at school; safe behaviour | **SUBJECT-SPECIFIC COMPETENCY:**  Physical Education and Health   * Competency 1: *To perform movement skills in different physical activity contexts* | |
| **OTHER COMPETENCY:**  Cross-curricular competencies   * Competency 8: *To cooperate with others* | **EVALUATION TOOLS:**  **EVALUATION CRITERIA:**   * Demonstrate one balance, one roll, one flexibility skill, and one locomotor skill. * Take turns practicing * Maintain balance in various positions | |
| **TYPE OF ACTIVITY:**   * Technical/artistic activities (gymnastics)   **MEAN OF ACTION:**   * Pretumbling movements |
| **PROGRESSION OF LEARNING:**  KNOWLEDGE-  B. Concepts of time and space  1. Determines how much space is available  4. Distinguishes different directions  C. Principles of balance  1. Identifies his/her centre of gravity  2. Finds a few ways of maintaining his/her balance  MOTOR SKILLS  A. Locomotor skills  1. Moving about an area with and without obstacles  b. Runs, gallops, hops, performs standing long jump  4. Running jumps  a. Performs different running jumps  6. Floor rotations  b. Rolls in different ways  B. Nonlocomotor skills  1. Balanced stances (postures) on the floor  a. Maintains simple posture using different body parts for support | | |
| **BREIF SUMMARY OF THE STUDENT’S CHALLENGE and TASK (S):** | | |
| **LEARNING ACTIVITIES 🗸**  **PRESENT THE CHALLENGE AND TASK TO THE STUDENTS**  **ACTIVATE PRIOR KNOWLEDGE**  **PRESENT EVALUATION METHOD AND CRITERIA TO THE STUDENTS** | | |
| **EQUIPMENT LIST:**  - 1 mat (4 feet x 8 feet) per group | | |
| **WARM UP ACTIVITY:**  Arrange the students in a large circle. Ask students to be arm’s length from their neighbours. Right shoulder towards the centre of the circle. Ask the students to complete the following tasks (warn them not to pass or bump the person in front of them in the circle):  Walk quickly while swinging your arms  Walk slowly on tiptoe  Hop on your right foot  Hop on your left foot  Stop. Turn around so your left shoulder is in the centre of the circle  Skip, swinging your arms and lifting yourself as high as you can  Walk, rocking as far to each side as possible with each step. | | 5 minutes |
| **MAIN ACTIVITY:**  PRETUMBLING MOVEMENTS  *Basic leap*  Arrange small groups, each at a mat. The children will have to take turn practicing, so line up the children to emphasize that only one child goes at a time.   1. Describe and demonstrate the stunt: Run and take off on one foot, travel through the air, and land on the opposite foot. Stretch out your arms at shoulder height, slightly in front of your body. Practice so you can go farther and higher. 2. Upon your verbal cue, have one child from each group run across the area. Continue until all the children have had a turn. 3. Then ask the children: Can you run using giant steps? Take as few steps as possible to travel the distance. Have each child practice using giant steps, several times. Tell the children: Count your steps. Try to use the fewest steps. 4. Have the children run a few little steps, then a giant step. Ask the children: Can you make the giant step go high into the air? 5. Describe and demonstrate the leap again. Tell the children: “Leap” is the name of the skill I just performed- several small steps and a high giant step. 6. Have the children practice leaping, moving their arms to the side if necessary.   *Log Roll*  Continue with the same setup, reminding the children to take turns practicing one at a time.   1. Describe and demonstrate the stunt: Lying on one side with your arms and legs together and stretched out (extended), roll onto your stomach and quickly over onto your other side, continuing rolling over until you reach the other end of the mat. You start the rolling motion by turning your head and shoulders, then your trunk and legs. Your hands and feet should not push to turn your body. 2. Have the children practice the log roll. 3. Have the children repeat, but this time rolling the opposite direction. Cue the children: Keep your arms and legs straight.   *Rocker*  Keep the same setup.   1. Describe and demonstrate the skill: Beginning in a tight tuck while sitting with hands and arms tightly holding knees, chin on chest, and forehead against knees, roll backwards onto your back. While your body weight is on your shoulders, change the direction of the roll and rock back toward your feet until your bottom and feet are the only parts touching the ground. Continue rocking from your bottom and feet to your shoulders, and then reverse. 2. Have the children practice the rocker. Cue the children: As you rock, try to get your shoulders off the mat, then your legs and hips off the mat.   *Straddle Scale*  Continue with the same setup.   1. Describe and demonstrate the skill: Standing with feet together, slowly slide your feet out to each side with either your toes pointing in the direction of the slide or your feet parallel to each other. As your feet move apart, lower your torso. Stretch your arms out to the side shoulder-high. Balance in this position for five counts. Then reach to the floor with your arms, put your body weight on your arms, lower your chest to the floor, and gradually move your feet and legs together. Your body will end up flat on the floor. 2. Have the students practice the straddle scale.   *One-Legged Balance*  Continue with the same setup.   1. Describe and demonstrate the skill: Standing with your hands on your hips or waist, lift your left foot and place it against your right calf (below your knee) or above your knee against your thighs. Stand in this position as long as possible. Then repeat the pose on the opposite leg. 2. Have the children practice the one-legged balance. Give the children this tip: Try looking at a place on the wall to maintain your balance.   GAME  Arrange the student in scatter formation. Define a signal (a whistle, music stopping, a certain word, etc.)  Challenge the students with the following tasks:  Hop in any pattern; on the signal, do a basic leap  Run in any pattern; on the signal, do the log roll  Skip in any pattern; on the signal, do the rocker  Gallop in any pattern; on the signal, do the straddle scale  Slide in any pattern; on the signal, do the one-legged balance | | 5 minutes  5 minutes  5 minutes  5 minutes  5 minutes  6-8 minutes |
| **COOL DOWN:**  ROUTINE  Before lesson - Select a song the students would enjoy and invent a simple routine that includes the 5 pretumbling movement learned during this lesson.  During lesson - Arrange students in scatter formation. Go through the routine slowly without music once. Make sure to use count: 1, 2, 3, 4, 5, 6, 7, 8. 1, 2 … Go through the routine a second time, this time with music. Be sure to stand in front where the students can see you. | | 10 minutes |
| **SAFETY:**   * Because this is the first day of tumbling, emphasize safety, especially the rule that there be only one person at a time on the mat. * Allow only one child on that mat at a time, unless the instructions specifically state that more that one child should practice on the same mat. | | |
| **INCLUSION IDEAS-MODIFICATIONS AND VARIATIONS:** | | |
| **RESOURCES:** | | |

**LEARNING SITUATION**

**CYCLE 1 – COMPETENCY 2**

**TITLE:** Throwing and catching

**TIME**: 60 minutes

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| **Broad area of learning:**  Health and Well-Being   * Awareness of his/her basic needs: Physical needs, need for safety, need for acceptance, need to develop harmoniously as a girl or boy, need for self-fulfilment * Awareness of the consequences for health and well-being of his/her personal choices: Physical activity * Active lifestyle and safe behaviour: Physical activities at school; safe behaviour | **SUBJECT-SPECIFIC COMPETENCY:**  Physical Education and Health   * Competency 2: *To interact with others in different physical activity settings* | |
| **OTHER COMPETENCY:**  Cross-curricular competencies   * Competency 8: *To cooperate with others* | **EVALUATION TOOLS:**  **EVALUATION CRITERIA:**   * Throw and catch a foam ball or playground ball with a partner * Run and throw to a partner * Run and catch with a partner | |
| **TYPE OF ACTIVITY:**   * Group activities * Cooperative activities   **MEAN OF ACTION:**   * Throwing/catching games |
| **PROGRESSION OF LEARNING:**  MOTOR SKILLS  A. Cooperation movements or actions  1. Cooperate with partner(s) while performing movements or actions in the right place at the right time  a. Throw an object at a moving target  b. Receives an object while moving  B. Opposition movements or actions  2. Opposition movements or actions in duelling activities in a common space  a. Gets away from the opponent  d. Deceives the opponent using feint | | |
| **BREIF SUMMARY OF THE STUDENT’S CHALLENGE and TASK (S):** | | |
| **LEARNING ACTIVITIES 🗸**  **PRESENT THE CHALLENGE AND TASK TO THE STUDENTS**  **ACTIVATE PRIOR KNOWLEDGE**  **PRESENT EVALUATION METHOD AND CRITERIA TO THE STUDENTS** | | |
| **EQUIPMENT LIST:**   * Foam balls * Cones * 2-3 pins * Pinnies | | |
| **WARM UP ACTIVITY:**  ZIGZAG TOSS  Divide the class into two equal groups.  *Group 1 (X)*: Arrange the students in a pair of lines, facing each other. When the teacher blows the whistle, the first child in line 1 throws the ball to the first child in line 2. The first child in line 2 throws to the second child in line 1, and so on until the ball gets to the end of both lines. If a student drops the ball, he/she must run after it, return to his/her original place, and pass the ball to the next student.  Group 2 (Z): Arrange the students in one line, with the first student lined up behind the basketball base line. When the teacher blows the whistle, the first child in line run across the basketball court, around the cone, and back to the baseline (running around group 1).  Goal for Group 1: To pass the ball from X1 to X5 (zigzag) before the student from group 2 reaches the baseline.  Goal for Group 2: To run around the cone and back before Group 2 is able to complete their passes all the way from X1 to X5.  When every student from Group 2 had a change to do the running, switch Group 1 and Group 2.  Adaptations: If group 2 is able to run around the cone and back long before group 1 is able to complete their passing, move the cone further back to give a better chance to Group 1. Move the cone closer if Group 1 is able to complete the passing way before the student from Group 2 reaches the baseline.  O  X2  X3  X2  X5  X4  X3  X4  X1  X1  X5  Z  Z  Z | | 10 minutes |
| **MAIN ACTIVITY:**  PARTNER PASSING  Arrange partners in scatter formation, each pair with a foam ball. The partners stand about 10 feet apart.   1. Demonstrate tossing (underhand) 2. Tell the students: Toss the foam ball underhand to your partner, aiming at their chest, and count each time you toss and catch without missing. Start counting over if you miss! Toff and catch five times each without missing. 3. Repeat steps 1 and 2 with chest passes (Explain to the students that they should be able to make longer passes using chest passes) 4. Repeat steps 1 and 2 with overhand throw (Explain to the students that they should be able to make even longer passes using overhead passes) 5. Ask the students: Who can name sports where throwing and catching are important? (Football, softball, baseball, basketball)   MOTION PASSING  Define a 40 by 60 feet rectangle with four of the cones. Along each of the sides, place three cones about 10 feet apart. Divide the students into two groups and line them up on the base line.  Describe and demonstrate the drill:  - The object is for each pair of children to move from one end of the rectangle to the other, exchanging the ball at each cone (so it will be passed every 10 feet)  - Pairs begin on the signal. We will allow the first pair to finish before starting the second set of pairs, and so on.  - Pairs should return to the end of the line at the start after each turn by jogging around the outside of the rectangle.  - One student jog to the first cone, second student passes foam ball to partner at the first cone. Jog to the third cone, and your partner will toss the ball to you again. Jog to the forth cone and toss the ball back to your partner. Jog to the end line.  Have the students complete the exercise three times:  First time: 10 feet distance between cones using underhand passes.  Second time: 15 feet distance between cones using chest passes.  Third time: 20 feet distance between cones using overhead passes.  CONE 3  CONE2  CONE1  CONE 4  LINE 1  LINE 2  Movement  of the ball  GAME  Split the group into two teams. Distribute pinnies to each team. Explain the rules of the game:   * The goal of the game is to make a pass to a teammate in the other team’s zone (defined between 4 cones) * You cannot dribble the ball; you can only make passes. * You cannot have the ball in your hands for more than 5 seconds. * Defensively, you have to stay 1 arm’s length away for the opponent. * You cannot take the ball away from someone who has it in his or her hands. * Only 6 players at a time on the court; the rest of the team will sit on the sideline and cheer for their team. * Play two games of 5 minutes   A  A  TEAM A’s ZONE  TEAM B’s ZONE  A  A  A  A  B  B  B  B  B  B  A  A | | 10 minutes  10 minutes  15 minutes |
| **COOL DOWN:**  CIRCLE PIN BALL  Divide the students into groups of 6-8, and arrange each in a circle with one pin and one child in the middle. Give one child per group a foam ball.   1. Describe the game: The children around the circle try to knock down the pin, and the middle students tries to protect the pin, using hands or feet. When the pin is knocked down, the child in the middle switches places with the child who knocked the pin down. 2. Explain to the students that they must make fast passes (underhand, overhead or chest passes) to each other in order to deceive the protector and take a clear throw at the pin. | | 10 minutes |
| **SAFETY:** | | |
| **INCLUSION IDEAS-MODIFICATIONS AND VARIATIONS:** | | |
| **RESOURCES:** | | |

**LEARNING SITUATION**

**CYCLE 1 – COMPETENCY 3**

**TITLE:** Yoga

**TIME**: 60 minutes

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| **Broad area of learning:**  Health and Well-Being   * Awareness of his/her basic needs: Physical needs, need for safety, need for acceptance, need to develop harmoniously as a girl or boy, need for self-fulfilment * Awareness of the consequences for health and well-being of his/her personal choices: Physical activity * Active lifestyle and safe behaviour: Physical activities at school; safe behaviour | **SUBJECT-SPECIFIC COMPETENCY:**  Physical Education and Health   * Competency 3: *To adopt a healthy and active lifestyle* | |
| **OTHER COMPETENCY:**   * No cross-curricular competencies | **EVALUATION TOOLS:**  **EVALUATION CRITERIA:** | |
| **TYPE OF ACTIVITY:**  **MEAN OF ACTION:** |
| **PROGRESSION OF LEARNING:**  KNOWLEDGE  F. Relaxation and stress management  1. Explains in his/her own words a few benefits of relaxation  2. Performs some physical relaxation exercises  3. Performs a few mental relaxation exercises | | |
| **BREIF SUMMARY OF THE STUDENT’S CHALLENGE and TASK (S):** | | |
| **LEARNING ACTIVITIES 🗸**  **PRESENT THE CHALLENGE AND TASK TO THE STUDENTS**  **ACTIVATE PRIOR KNOWLEDGE**  **PRESENT EVALUATION METHOD AND CRITERIA TO THE STUDENTS** | | |
| **EQUIPMENT LIST:** | | |
| **WARM UP ACTIVITY:** | |  |
| **MAIN ACTIVITY:**  BALLOON BREATHES  Balloon Breath is a centering exercise. It attunes you to yourself and keeps you focused.  Sit with your legs folded and crossed, and your back straight.  Put the palms of your hands together at the center of your chest. Close your eyes, and begin by taking five big balloon breaths. Here’s how: When you breathe in deeply, raise your arms up above your head in the shape of a big balloon. Then breathe out and bring your arms back down so that your palms are together at the center of your chest. Do this at least five times.    Take into consideration the square breathing technique when taking breathes:  Breathe in for 4 seconds  Hold in for 4 seconds  Breath out for 4 seconds  Hold for 4 seconds    RIDE YOUR BUMPY CAMEL  Bumpy Camel gives you a flexible spine. Keeps your back muscles relaxed and strong. Helps you digest your food.  Begin by sitting with your legs crossed. Take hold of your outside ankle. This is your saddle. We are going to ride our camel across the desert. Breathe in deeply as you stretch your body forward, chest and stomach out. Breathe out as you slump back, spine is curved, chest is caved in. (20-40 seconds)    SLIDING BOARD  Sliding Board makes your arms, legs, and stomach muscles strong.  Sit with your feet in front of you and your hands in back on the floor. Breathe in and push yourself up into a kind of backwards push-up. Make yourself into a perfectly straight sliding board by pushing your stomach up and point your toes away from you. (20-40 seconds)    **CANDLE POSE**  Candle Pose relaxes your stomach, heart, lungs and all your inside organs because they get to “float” upside down for a while. Make sure to relax your shoulders and neck while in this pose.  This is also called shoulder stand. Lie down on your back. Lift your legs and lower back high into the air. Support your back by putting your hands on your back near your waist with your elbows on the floor. Push yourself up so that you are resting on your shoulders. Be a very straight candle. Breathe in and out and keep straightening by walking your hands further up your back. If you need help, ask someone to “spot” you.  Make sure when you come down that you roll out slowly. Inch your back down first, then your legs. Exhale as you come out. (Hold for 15-30 seconds)    AIR WALK  Air Walk balances the two sides of your brain, and helps you think better.  Lie down on your back. Begin to walk in the air. Keep your right leg straight and lift it up as you lift the left arm. Breathe in as you lift, breathe out as your arm and leg go down. Then inhale again and lift the left leg and the right arm together. Exhale down. Keep going. Stretch straight up toward the sky. If this is hard, remember: you tell your brain what you want it to do! (20 - 40 seconds)    TO BE IS TO BREATH  One thing that everyone does is breath. You don’t even have to think about it--it just happens! But have you ever taken a deep breath on purpose, say, to smell a beautiful rose? That is called being aware of your breath. When you do it often, you feel happier and more relaxed. Here is a breathing exercise for you to try.  BIRTHDAY CANDLE  Sit with your legs crossed and your back straight. Breathe in deeply. Imagine seeing your birthday cake with all its bright candles, and blow them out, breathing out strongly through the mouth. As you inhale through your nose, stretch the arms up and out. As you blow out strongly through your mouth, bring them back together at the center of your chest.    TRAIN  Let’s take a train to a jungle far away from here. Sit with your legs crossed. Bring your arms to your sides with your elbows bent. Make fists of your hands. As you punch one arm out straight in front, breathe in. As you punch the other arm out, bring the first arm back to your side and breathe out powerfully through your nose. Keep switching arms and punching out. Listen to your breath--does it sound like train wheels? Now breathe in deeply, and breathe out, as our train arrives at its destination.    JOGGING THROUGH THE JUNGLE  First we will jog through the jungle. Stand up and begin jogging. Lift your knees high and breathe deep. We are jogging through the thick green jungle. Let’s keep jogging for a minute.  **Stop**! What is that animal up high in the tree? It’s a **COBRA SNAKE!**  Come into Cobra pose. Lie on your stomach.  Put your hands on the floor under your shoulders. Stretch your upper body up high, with your arms straight and your stomach resting on the ground. Stretch your head as far back as you can and HISS! You are a very fierce cobra snake! Keep stretching and hissing while you exhale. Then breathe in and lift your tail up. Try to bring your head and tail close together. Can they touch each other?    Next in the jungle we see an ELEPHANT.  Stand up. Bend forward with your arms hanging down. Clasp your hands together, with fingers interlocked. Now walk around the room, bent over, and swinging your trunk. After a minute, stretch your trunk high up into the air, lean back and let out a big elephant sound like a horn!    **Fish Pose**  **You are Great!**  Try putting an affirmation on your breath. “Affirmation” is a big word for saying something good to yourself. Like, try “I Am Happy”. Think of it as you breathe in. Then breathe out and think, “I Am Good”. Here’s an- other one: “I Am Brave, I Am Bold, My Own Spirit I Can Hold.” (Hmm, sounds like it could be a great song too. Singing is a great way to use your breath!)  **Deep Relaxation**  Now lie down onto your back with your legs straight and arms at your sides. The palms of your hands are facing up, and resting on the floor. Close your eyes and breathe gen- tly.  Imagine you are lying on the beach. The warm sand feels so comfortable on your back. Feel the sun warm- ing up your whole body.  As you breathe in, listen! It sounds like the waves coming up to the shore. As you breathe out, imagine the waves going back out to sea. Keep breathing with the waves for another moment or two.  Now let’s relax like a lazy fish. Sit on or between your heels. Now gently lie back so that your back and head are flat on the ground. Let your arms be relaxed by your sides. Breathe and feel like a cozy fish in the water. Relax for a minute.    Now, in your open hands, imagine you have some birdseed for the seagulls. Imagine the seagulls circling around you. They want to come down and take the  birdseed, but they feel a little afraid. Make yourself very peaceful and quiet so they will know you are a friend. Breathe and relax for a min- ute, allowing the seagulls to come.  (The adult can count to 10-20 slowly as the child rests, or child can rest for longer.)  Deep relaxation after yoga helps to enhance the effects of the exercises. It also pro- motes rejuvenation right down to the cellular level.  Here’s a meditation from my book, Fly Like A Butterfly, that you can try with you child. Do it with them, at least for the first few times. It allows them to express all their nega- tive and positive feelings. For the best effects and balance, at the end of the meditation, add in a few minutes of the SA TA NA MA meditation on page 104 of Fly Like A Butterfly.  **NO/YES MEDITATION**  Sit with your legs crossed or in lotus pose, and put your hands on your knees. Keep your spine straight and feel like a mountain, or pyramid. Close your eyes. Think of all the  times you wanted to say “no”, and say it now. Say it fast, slow, soft, loud--however you feel like it. Go on for a minute or two. Then inhale, exhale and do the same for “yes”. Get out all your “NOs”, then all your “YESes”, and feel GOOD! Really let yourself feel each no and yes. Get into it and go! Inhale deeply to end, then exhale and relax. Feel | |  |
| **COOL DOWN:** | |  |
| **SAFETY:** | | |
| **INCLUSION IDEAS-MODIFICATIONS AND VARIATIONS:** | | |
| **RESOURCES:** | | |

**CYCLE 2**



**LEARNING SITUATION**

**CYCLE 2 – COMPETENCY 1**

**TITLE:** Super Pin Guard

**TIME**: 60 minutes

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| **Broad area of learning:**   * Awareness of the consequences for health and well-being of his/her personal choices: Physical activity * Active lifestyle and safe behaviour: Physical activities at school; safe behaviour | **SUBJECT-SPECIFIC COMPETENCY:**  Physical Education and Health   * Competency 1: *To perform movement skills in different physical activity context* | |
| **OTHER COMPETENCY:**  Cross-curricular competencies   * Competency 8: *To cooperate with others* | **EVALUATION TOOLS:**  Group evaluation  **EVALUATION CRITERIA:**  Did we work well together as a group  Was sharing and communicating evident  Working as a group aided us in doing well and performing better as whole | |
| **TYPE OF ACTIVITY:** Skills activities  **MEAN OF ACTION:**  Precision throwing |
| **PROGRESSION OF LEARNING:**  MOTOR SKILLS   1. - Throws a variety of objects underhand at a target.  * Throws a variety of objects overhand at a target.  1. Catches a variety of objects using two hands. | | |
| **BRIEF SUMMARY OF THE STUDENT’S CHALLENGE and TASK (S):**  Students will carefully attempt to knock down three pins from the opposing team’s side of the court. | | |
| **LEARNING ACTIVITIES 🗸**  **PRESENT THE CHALLENGE AND TASK TO THE STUDENTS**  **ACTIVATE PRIOR KNOWLEDGE**  **PRESENT EVALUATION METHOD AND CRITERIA TO THE STUDENTS** | | |
| **EQUIPMENT LIST:**   * 6 – 10 wooden pins (or bowling pins) * 6-9 foam / light plastic balls (the number may vary depending on instructor) * Tape to indicate line if none in the gym | | |
| **WARM UP ACTIVITY:**  Coconut shy  Students should be split into teams of 2-4 players.  Players line up at one side of the gym behind a pylon; opposite them, there are three pylons with balls balanced on top of them. The object of the game is for students to take turns trying to hit the ball off the pylon – with a foam ball. Hit or miss, and the player must run to get the foam ball to either try again or give it to the next teammate.  Modifications: move the pylons closer to the students so they have to throw further. | | 10-12 Minutes |
| **MAIN ACTIVITY:**  Set up the pins on the far side of each gym in a straight line, divide the class into two teams and put the balls along the centre line.  Have the students line up in a straight line in front of their pins and quickly assign everyone a number from one to ten, each time will have a number one, two...  When the instructor feels everyone is ready, they will call one or two numbers and these people will be responsible for running to the centre and getting the balls. Since you are not allowed to have more than one ball in your hand at a time, the students who ran for the pall may pass them around to their teammates. – as soon as the balls are in play, the games begins and pins may be knocked down.  Scoring points:  If you hit the pin directly, your team gets 5 points. If the ball is rolled or bounced off the sides before hitting a pin, you get 2 points. If a player is hit with a ball – shoulders and up, the throwers team loses 5 points and that person must go to the side and do 10 jumping jacks. Once a pin is knocked down it may be put back up in exchange of 10 points.  The game continues until all pins from one team are successfully knocked down, at this point they may not buy to put one up.  The only way students may protect the pin is by catching a ball headed for a pin or picking up a rolling ball (if it is already on the ground). If a student’s blocks the pin like a goalie with their hands or feet their must go to the side and complete 10 jumping jacks. At no point may a pupil have more than one ball in their hand, or cross the centre line.  Once the students are comfortable with these rules (approximately 2 games or so) begin including some elements from the modified list to increase difficulty as needed. Encourage them to work as a team by communicating where and when to throw or catch the balls. | | 40 Minutes:  5 minutes explaining.  20 minutes with the basic rules,  15 with the modified rules. |
| **COOL DOWN:**  ‘Painting’  This is a creative game which works well for a cool down for the students.  The teacher tells the students that they are to become painters for the next 8 minutes (or allotted time), the teacher then proceeds to choose a body part and colour, so everyone will take that body part and ‘rub it in the paint’. Then the students will complete an action decided upon by the teacher, example – example, left hand in red paint, now we will make polka dots high in the sky, so students must complete this task. The teacher may then ask a student to name another body part, and another to name a colour then an action. This may be done either standing up or lying down. | | 8-10 Minutes |
| **SAFETY:**  Remind students that when throwing the ball they should always have a clear target. All students should also always have their eyes up and be aware of the situation at all times.  To ensure no injuries, use soft, foam balls which do not hurt when they come in contact with the body. | | |
| **INCLUSION IDEAS-MODIFICATIONS AND VARIATIONS:**  Modifications:  Using less or more pins/balls.  Reducing or increasing the playing field, or moving the pins closer to the centre.  In a larger class it would be best to divide the gym in two and have two games going on, this will maximize participation and allow for less confusion with less people and ball. | | |
| **RESOURCES:**  <http://pazz.tripod.com> | | |

**LEARNING SITUATION**

**CYCLE 2 – COMPETENCY 2**

**TITLE:** Mini-Basketball

**TIME**: 60 minutes

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| **Broad area of learning:**   * Awareness of his/her basic needs: Physical needs, need for safety, need for acceptance, need to develop harmoniously as a girl or boy, need for self-fulfilment * Active lifestyle and safe behaviour: Physical activities at school; safe behaviour | **SUBJECT-SPECIFIC COMPETENCY:**  Physical Education and Health   * Competency 2: *To interact with others in different physical activity settings* | |
| **OTHER COMPETENCY:**  Cross-curricular competencies   * Competency 3: *To exercise critical judgement* * Competency 8: *To cooperate with others* | **EVALUATION TOOLS:**  Teacher Observation Rubric  **EVALUATION CRITERIA:**  The student uses his/her teammates when trying to score points or make a play.  When off or on the court, the student encouraged his/her teammates.  The team developed strategies to work together and become their play making skills. | |
| **TYPE OF ACTIVITY:** Group Activities  **MEAN OF ACTION:**  Mini-Basketball |
| **PROGRESSION OF LEARNING:**  KNOWLEDGE   1. Principals of Communication 2. Names a few ways of being understood by others 3. Names different ways of communicating 4. Roles 5. Explains in his/her own words about the main actions of an offensive player 6. Explains in his/her own words the main actions of a defensive player 7. Cooperation-opposition movements or actions   d. recovers the object  e. gets free from an opponent or moves to an open space  g. guards a player | | |
| **BRIEF SUMMARY OF THE STUDENT’S CHALLENGE and TASK (S):**  Students will use the techniques they learn in the warm up of this lesson and transfer them into the game setting of mini basketball. | | |
| **LEARNING ACTIVITIES 🗸**  **PRESENT THE CHALLENGE AND TASK TO THE STUDENTS**  **ACTIVATE PRIOR KNOWLEDGE**  **PRESENT EVALUATION METHOD AND CRITERIA TO THE STUDENTS** | | |
| **EQUIPMENT LIST:**  Basketball nets  Basketballs – smaller in size  Four coloured pinnies | | |
| **WARM UP ACTIVITY:**  Stations:  This warm up is designed to help students during the main activity of mini-basketball. The stations set up will ensure that they develop the proper techniques and skills to aid in their game play.  Divide the class into three equal groups, each group will start at a station and practice the technique for about 5 minutes, then switch to the next one; each group having their turn at every station.    *Dribbling station*: At this station, every student is given a basketball, they may be mini or regular sized as they are to practice the motion of dribbling and not travelling (when you walk during the game without dribbling). Demonstrate the proper dribbling technique to the class and then have a student do the same.  *Passing:* Here, you will have students pair up with the person closest to them. They will practice bouncing the ball on the floor one time to their partner and receiving it. They are encouraged to do this while walking or even slowly jogging to mimic what they will do in the game.  *Shooting:* The third group will line up in semi-circle around the net and take turns shooting. The teacher will first demonstrate how to properly throw the ball, aiming your elbow where you would like it to go and following through. At this station you should remind students to be careful when throwing their balls to make sure there is no one under the net. | | 15-20 Minutes |
| **MAIN ACTIVITY:**  Mini Basketball:  Explain the rules of mini-basketball, going over how they can incorporate what they just learnt into the game. This game is very much like basketball in that it is 5 on 5 and the point scoring is the same, however in mini-basketball the ball and court are smaller, and the nets are lower so that scoring is more accessible for young children.  The goal of mini basketball is for teams to score points by throwing the ball in the basket. Fouls may occur when players make illegal contact with other players. When a foul occurs, the other team is awarded two shots from the free-throw line (indicated by the red semi-circle below).  To make it easier you may start with a few rules and reinforce them over time and introduce new ones, such as the boundaries and other types of fouls. [http://www.dsr.wa.gov.au/assets/images/Diagrams/Mini-basketball-court.gif](http://www.google.ca/url?sa=i&rct=j&q=mini%20baksetball%20court&source=images&cd=&cad=rja&docid=aGB6eYAMXtvNzM&tbnid=TnicDZERC5xJ-M:&ved=0CAUQjRw&url=http://flashvideowizard.com/sa-dimension-of-a-basketball-court/index.phtml&ei=ackhUaP7Cozx0wGMj4DwAw&psig=AFQjCNEJyd6IqwEiqgslzfgmm-0hdZ3Hrg&ust=1361255136280119) | | 35-40 minutes |
| **COOL DOWN:**  The cool down will focus on relaxing the muscles and calming the students. After they have helped you clean up the equipment and put everything back to where it was, they will stand in a circle and complete a series of movements. Below is a list of possible movements which may be adapted or changed as needed.  **Side Arm Circles:** While marching on the spot, raise arms out from the sides of the body to shoulder height. Now slowly circle arms forward 8 –10 times and backward 8 – 10 times.  **Circles in the Sky**: While marching on the spot, children raise arms overhead. Children pretend they are drawing circles in the sky. Children keep arms overhead and draw a variety of shapes.  **Climb the Ladder**: Children stand with feet slightly apart. Move arms and legs up and down as if climbing a ladder to the sky. Climb a ladder for 20 – 30 steps.  **Slow March**: March slowly on the spot, keeping knees low and gently swinging the arms for 15 counts.  **Skating on the Spot**: While standing on the spot, imitate a skating motion by extending the right then left leg away from the body at a back/side angle. Swing the arms. Continue this skating motion for 15 – 20 counts. Variation: children can “skate” around the gym either by pretending to have skates or by standing on scrap paper, and using the paper as skates.  **Low Kicks**: A variation of walking on the spot, with children alternating their feet in low forward kicks. Slowly swing arms by sides.  **Tree in the Wind**: Stand with both arms overhead, feet placed wide apart, and knees slightly bent. Gently wave arms from side to side and forward like a tree in the wind.  **Digging in Your Heels**  Stand with one foot forward, pressing heel into the floor and raising toes up.Continue this movement while alternating feet, swinging arms in a strolling movement.  **Body Shake**  Gently shake one arm, the other, both. Shake one leg, the other, both, head, hips, whole body. | | 5 Minutes |
| **SAFETY:**  Discuss with the students the importance of passing the ball to someone who is looking at your – getting their attention by communicating is always a helpful tool.  Make sure there is nobody under the net when throwing the ball.  Ensure there is nothing on the playing field  Discuss with the students that when blocking they must still leave room for the other player and may not come into contact with them. | | |
| **INCLUSION IDEAS-MODIFICATIONS AND VARIATIONS:**  Students may have an even smaller playing field or lower net. There are also a number of rules which may be modified such as travelling and dribbling. The teacher may be more lenient regarding these or disregard certain ones altogether. | | |
| **RESOURCES:**  http://www.ehow.com/list\_6107307\_mini-basketball-rules.html | | |

**LEARNING SITUATION**

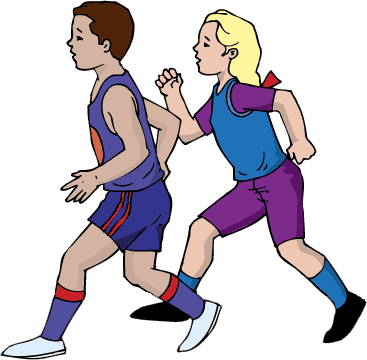
**CYCLE 2 – COMPETENCY 3**

**TITLE:** Circuit training

**TIME**: 60 minutes

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| **Broad area of learning:**  Health and Well-Being   * Awareness of his/her basic needs: Physical needs, need for safety, need for acceptance, need to develop harmoniously as a girl or boy, need for self-fulfilment * Awareness of the consequences for health and well-being of his/her personal choices: Physical activity * Active lifestyle and safe behaviour: Physical activities at school; safe behaviour | **SUBJECT-SPECIFIC COMPETENCY:**  Physical Education and Health   * Competency 3: *To adopt a healthy and active lifestyle* | |
| **OTHER COMPETENCY:**   * No cross-curricular competencies | **EVALUATION TOOLS:**  **EVALUATION CRITERIA:**   * Follow instructions * State that “Regular physical activity means exercising 60 minutes per day” * Give examples of endurance, flexibility and strength activities * Explain the difference between vigorous and moderate | |
| **TYPE OF ACTIVITY:**   * Regular physical activity – Physiological benefits * Fitness – Flexibility, cardiovascular endurance, strength   **MEAN OF ACTION:**   * Circuit training |
| **PROGRESSION OF LEARNING:**  KNOWLEDGE  A. Lifestyle habits  1. Explains in his/her own words the concepts of lifestyle habits and health  2. Names lifestyle habits that are conducive to health and well-being  B. Regular physical activity  2. Describes a few physiological benefits of his/her physical activity experience  D. Physical fitness  1. Flexibility  b. Performs stretching exercises | | |
| **BREIF SUMMARY OF THE STUDENT’S CHALLENGE and TASK (S):**  Students will participate in circuit training to the best of their ability, always trying to push their physical limits. | | |
| **LEARNING ACTIVITIES 🗸**  **PRESENT THE CHALLENGE AND TASK TO THE STUDENTS**  **ACTIVATE PRIOR KNOWLEDGE**  **PRESENT EVALUATION METHOD AND CRITERIA TO THE STUDENTS** | | |
| **EQUIPMENT LIST:**   * 6 cones * 6 identifying signs (numbers or pictures) * Tape (to attach signs to cones) * Music or special signal (e.g. whistle) * 1 blank calendar per child | | |
| **WARM UP ACTIVITY:**  PYRAMID  Arrange children along one side of the play area in a line, facing the other side.   1. Tell the students: We are going to move across the activity area very slowly. When we come back we will speed up a little. We will continue until we are running as fast as we can. This is called “Pyramid” because we are building from a slow to a fast speed, just like a pyramid is built from low to high. 2. Move across the area at least six times, each time increasing the speed.   DYNAMIQUE WARM UP  Keep the students in the same arrangement. This time, have them do the following movement to the opposite side line:   * Walking on toes * Arm swings/Arm hugs * Straight leg kicks * High knee walk * Butt kickers * Lunge walk | | 8 minutes |
| **MAIN ACTIVITY:**  Place six cones with pictures for identification in a circle with 20 feet between each cone. Divide children into six small groups, and place one group at each cone.   1. Spend five to six minutes explaining the circuit. If it is a repeat lesson, quickly review the circuit by describing and demonstrating the activities for only one to two minutes. 2. At first, have the children spend about one minute at each station, with 30 seconds to travel between each station. 3. Over time as the children gain experience, strength, and endurance have them spend 2 minutes at each station and 15 seconds between each station. In addition, altering the time frames makes this fun; for example, sometimes go slowly between cones (1 minute) and short (5 seconds) at cones. 4. Tell the students: At each cone you will do a different exercise until the signal. When the music stops, you will run to the next cone and do the exercise for that cone. Everyone will run clockwise, in this direction (point). When you hear the music, what should you be doing? (Exercising). When the music stops what should you be doing? (Running to the next cone). If you get to the cone and the music has not started, run in place until the music signals you to start the exercise. 5. Have the children practice running between and stopping at the cones on the signal. Alter the amount of time between the cones by saying *change, move slowly, at normal speed, or fast.* You may want to accompany the verbal instruction with an arm amount of time to move between stations by the speed of your arm (e.g., slow arm circles for long times between). 6. Explain the exercises at each station (cone). 7. Begin the activity, continuing as time permits.   STATION 1: INCHWORM STRETCHES  Begin on hands and feet, in a stretched out push-up position (back must be straight). Walk your feet toward your hands, with your knees straight but not locked. Stop when your feet are as close as possible to your hands, and then walk back to the starting position. Alternate between walking feet to hands, and walking hands to feet.  STATION 2: THREE-POINT STRETCHES  Begin on all fours (hands and knees). Lift your right leg, extending and straightening it to the side. Your ankle should be flexible (bent), so your toes point in the same direction as you are facing. Slowly move your leg and foot as far forward as possible, keeping the leg parallel to (level with) the ground and at torso level (point). Slowly move the leg backward so it forms a corner of a square (90-degree angle) with your body. Repeat on the right and keep alternating legs.  STATION 3: CAT STRETCHES  Begin on all fours. Slowly relax, allowing your hips to move backward, keeping your hands in place. Go back until you’re sitting on your heels with your head down and arms stretched (extended) forward. Slowly reverse the movement, and still on all fours, arch your back upward and hold for five counts, then relax your back till it’s flat. Then slowly move your torso forward as your hands walk forward, keeping your knees still. Reverse to starting position and repeat.  STATION 4: LEG HUG  Lie on your back with your legs extended above, forming a 90-degree angle with your torso. Turn your hands palms down, extended to the side, and press your lower back against the floor. You can hold your head slightly off the floor so you won’t use your neck. Move your legs slowly over your head, as far as possible without losing balance. You can move your toes close to the ground, but do not touch the ground. Reverse to the starting position. Be sure to use your stomach (abdominal) muscles and not your arms or neck to do this exercise.  STATION 5: ROLLER COASTER CRUNCHES  Lie on your back with your legs bent at a 45-degree angle. Place one finger from your left hand on your left ear, and do the same on your right side. Twist and lift your torso, so that your left elbow points at or touches your right knee. Hold for five counts. Slowly return to the start and repeat on the opposite side.  STATION 6: JACK-IN-THE-BOX JUMPS  Place both hands on your waist, standing with your right leg in front of your left leg. Squat slightly, keeping your back as straight as possible. Jump up, reversing your legs so your left is now in the front. Repeat. | | 20 minutes |
| **COOL DOWN:**  STRETCHING  Arrange the students in a large circle. Teacher or student helper is in the middle and performs different types of stretching movements, which students have to imitate. While this is going on, or after stretching is complete, engage the students in the following conversation:  IMPORTANCE OF PHYSICAL ACTIVITY:   1. Explain the concept to the children: Regular exercise helps you develop physical fitness. “Physical fitness” means that you have good cardiovascular endurance, strong muscles and a flexible body. In order to be fit, you should exercise at least 60 minutes per day. 2. Ask the students: What activities did you do this week? (Encourage children to comment) 3. Write the words “Strength”, “Endurance” and “Flexibility” on the board, and ask students if they can explain what they mean.   Strength – when your muscles move against something hard to move (resistance)  Endurance – the ability to exert yourself for a long-period of time  Flexibility – the ability to bend easily   1. Explain that strength, endurance and flexibility are three kinds of physical activity that everyone needs to do to stay healthy. 2. Ask students to give some examples of each type of physical activity, and write them on the board. For example:  * Strength: lifting, push-ups, climbing, carrying books * Endurance: running, jumping rope, swimming * Flexibility: gymnastics, stretching, reaching, yoga  1. Point out that most activities include all three types of physical activity (e.g., swimming, dancing, ballet, triathlon, team sports) 2. Write the words “Vigorous” and “Moderate” on the board, and explain that many physical activities can be done either vigorously or moderately.  * Vigorous activities make you sweat, feel ‘out of breath’ and make your heart beat faster, such as running, soccer, jumping and basketball. * Moderate activities don’t take as much energy, and cause you to sweat a little and to breathe harder, such as walking, bike riding, skating, playing outdoors, etc.  1. Have students to say one example of each type of physical activity. Ask them to describe how each one feels. 2. Discuss the characteristics of the three types of physical activity. How does each type of activity differ from the other? How do you think each type of activity contributes to good health?  * Strength: builds strong muscles * Endurance: strengthens heart and lungs * Flexibility: allows bending and reaching and helps the muscles relax  1. Tell the students: We are going to keep an activity calendar for one week. Take your calendar home and write down every day what you did that was physically active 2. When the children complete the calendars (following week), place them on display. Ask: What physical activities do you plan to do during the next week? (Physical education, recess activities, riding bike or walking to school, team or individual sports outside of school, and so on.) | | 15 minutes |
| **SAFETY:** | | |
| **INCLUSION IDEAS-MODIFICATIONS AND VARIATIONS:** | | |
| **RESOURCES:** | | |

**CYCLE 3**



**LEARNING SITUATION**

**CYCLE 3 – COMPETENCY 1**

**TITLE:** Circus Act

**TIME**: 60 Minutes

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| **Broad area of learning:**   * Awareness of his/her basic needs: Physical needs, need for safety, need for acceptance, need to develop harmoniously as a girl or boy, need for self-fulfilment * Awareness of the consequences for health and well-being of his/her personal choices: Physical activity * Active lifestyle and safe behaviour: Physical activities at school; safe behaviour | **SUBJECT-SPECIFIC COMPETENCY:**  Physical Education and Health   * Competency 1: *To perform movement skills in different physical activity context* | |
| **OTHER COMPETENCY:**  Cross-curricular competencies   * Competency 4: *To use creativity* | **EVALUATION TOOLS:**  Self-evaluation  **EVALUATION CRITERIA:**  Was there a push to learn how to do something in a new way  Did I use creativity when devising new moves and skills  Have I attempted to move in different ways for the performance | |
| **TYPE OF ACTIVITY:** Skills activities  **MEAN OF ACTION:** Juggling, precision throwing. |
| **PROGRESSION OF LEARNING:**  MOTOR SKILLS   1. Locomotor skills 2. Floor rotations 3. Nonlocomotor skills 4. Balanced stances (postures) on the floor and on apparatus 5. Rotations on the spot and on apparatus | | |
| **BRIEF SUMMARY OF THE STUDENT’S CHALLENGE and TASK (S):**  Students will work on developing skills which they are already familiar with in the aim of bettering them and adding to their knowledge. | | |
| **LEARNING ACTIVITIES 🗸**  **PRESENT THE CHALLENGE AND TASK TO THE STUDENTS**  **ACTIVATE PRIOR KNOWLEDGE**  **PRESENT EVALUATION METHOD AND CRITERIA TO THE STUDENTS** | | |
| **EQUIPMENT LIST:**  Safety mats  Mini high beam  Skipping rope  Hula hoops  Several types of balls  Cones | | |
| **WARM UP ACTIVITY:**  ***Great wall of china***  Objectives: Cardiovascular Endurance, Dodging, Fleeing, Spatial Awareness  **All students line up across the baseline.** Choose one student to be the emperor. The emperor must remain on the centerline but can move laterally on it. When the emperor call " Great wall of china" Students may run across the gymnasium and try to cross the centerline without being tagged. If tagged, tagged student must join the emperor on the centerline and try and catch other students. Special Rules: Once tagged student cannot pass anyone on the line with them, Only the emperor may call "great wall of china"  Daniel P. - "At first this game is hard but then it gets easy."  **Progressive Great Wall Of China**  Students begin the game as in great wall of china. However once the emperor has captured five of the villagers they are allowed to choose one villager to be the mayor of a new line/village. The same rules as in the great wall of china are followed. The mayor may not capture anyone while off the line. When five villagers are caught on the new line another village can be formed. At North side we have had as many as six villages in one game.  Safety rules - No sliding, No Hard tags, and everyone must cross the line going in the same direction. | | 5-10 Minutes |
| **MAIN ACTIVITY:**  The gym will be divided into four different sections for this activity – juggling, balance beam, pyramid building and jump rope.  At the beginning of this lesson you should discuss with your student the various activities which one may see when they go to the circus. Then, briefly explain and show the students what is expected of them from each station.  *Juggling* – this station will have both the scarves and the balls so students may mix them due to the appearance or ability. Students are encouraged to try different types of juggling – traditional, behind the back, with a partner etc (although this will be very difficult)  *Balance beam* – this section will comprise of a small balance beam (low to the ground). Students will take turns trying to balance themselves and then doing small tricks such as balancing on one foot, doing a squat on the beam or interesting ways to get on and off.  Clipart Image Of Gymnastics Balance Beam  *Pyramid building*: Here, students will try to recreate a variety of small pyramids which will be posted on the wall. Students will first attempt to do the pyramids and will then experiment with each one, trying to include their own touches and ideas.  graphics3.pnggraphics7.png  *Jump rope* – This section will have students building on their prior knowledge of jump roping by trying new ways to do this such as jumping with a partner, crossing the rope, passing the rope twice before you hit the ground etc.  [http://t2.gstatic.com/images?q=tbn:ANd9GcR-fm5jizOOaK6j2ifzdo3m99RtRrTL-NjNzM8yLhswHfGDhjid](http://www.google.ca/imgres?q=jump+rope&um=1&hl=en&tbo=d&biw=1280&bih=630&tbs=itp:lineart&tbm=isch&tbnid=yjPaSKCtpO8VOM:&imgrefurl=http://rowanberrystudio.blogspot.com/2011/04/z-challenge-jump-ropes.html&docid=wJKryITE6KMGPM&imgurl=http://3.bp.blogspot.com/-3bWTEgm6gfY/TaRpDONes3I/AAAAAAAAEHk/o3Oh7jn06gg/s1600/doubledutch.jpg&w=267&h=189&ei=UOIhUdGRLbOq0AH48IHoCQ&zoom=1&ved=1t:3588,r:50,s:0,i:307&iact=rc&dur=1097&sig=110112640466607486837&page=3&tbnh=151&tbnw=213&start=45&ndsp=30&tx=36&ty=-116)  While explaining each station it is important that you give examples and voice the expectations of what they should be doing, but since they are cycle three their creativity should be apparent. Each station will be equipped with pictures of suggestions that the students should try so that they stay on task.  **Final Presentation:**  At the end of the lesson the students will have a few minutes to make up a short routine with their groups which some of them may present to the class. The routine should show new knowledge which they have developed over the course of the class. | | 35-40 Minutes (Roughly 8 minutes a station) |
| **COOL DOWN:**  The cool down in this lesson will consist of the presentations of the routines. This is a good ending to the class as the students have time to relax before their next class and may watch the ‘show’, or briefly present their own. After the presentations, the teacher will ask the students to sit in a circle as they do a group stretch while discussing the elements in the circus they have learnt.  Possible stretches:  [http://rowfit.ie/wp-content/uploads/2012/06/Stretches.jpg](http://www.google.ca/url?sa=i&source=imgres&cd=&cad=rja&docid=a4aqS2ypHd2xuM&tbnid=jwnRo4jVLKL73M:&ved=0CAoQjRwwAA&url=http://rowfit.ie/?p=370&ei=TN8hUfW4IunB0QHPh4CoDA&psig=AFQjCNE8bqUARCJtS7gea_3UgCXeLM1W1A&ust=1361260748617063) | | 15 Minutes |
| **SAFETY:**  Place mats on the floor at the balance beam and pyramid building station.  Allow for ample room at each station – especially the skip rope.  Be sure to let them know that no more than two people should be on the balance beam at a time.  Make sure that not all students are on the pyramid at once, there should be spotters in case people fall or need help – they will all take turns doing so. | | |
| **INCLUSION IDEAS-MODIFICATIONS AND VARIATIONS:**  Students may use any number or type of objects while juggling.  The jump rope, pyramid and balance beam station will have a variety of choices that the students may choose to do – ranging from beginner to expert. | | |

**LEARNING SITUATION**

**CYCLE 3 – COMPETENCY 2**

**TITLE:** Tchoukball

**TIME**: 60 minutes

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| **Broad area of learning:**  Health and Well-Being   * Awareness of his/her basic needs:   Physical needs and need for safety   * Awareness of the consequences for health and well-being of his/her personal choices:   Physical activity | **SUBJECT-SPECIFIC COMPETENCY:**  Physical Education and Health   * Competency 2: *To interact with others in different physical activity settings* | |
| **OTHER COMPETENCY:**  Cross-curricular competencies   * Competency 8: *To cooperate with others* | **EVALUATION TOOLS:**  Self Evaluation 🗸   * Example: Give yourself a grade 1-2-3   - Was I attentive throughout the whole lesson?  - Did I follow directions?  - Did I collaborate with my classmates?  - Did I participate in the activity to the best of my ability?  **EVALUATION CRITERIA:**  1. By the end of this lesson, students will be able to properly throw and catch a ball while moving around with a partner.  2. By the end of this lesson, students will be able to throw at a target as well as take position to receive a ball that was thrown on the trampoline.  3. By the end of this lesson, students will be able to participate in a small game of Tchoukball. | |
| **TYPE OF ACTIVITY:**   * Group activities * Cooperative activities   **MEAN OF ACTION:**   * Tchoukball |
| **PROGRESSION OF LEARNING:**  KNOWLEDGE –  A. Principles of communication  3. Names a few ways of sending out misleading signals during game play (e.g. feinting)  STRATEGY –  C. Action rules in group activities in a common space  1. Names a few offensive action rules (e.g. attacking the other team’s goal, moving the object forward)  2. Names a few defensive action rules (e.g. protecting his/her goal, getting back in the defensive zone)  MOTOR SKILLS  A. Cooperation movements or actions  1. Cooperates with partner(s) while performing movements or actions in the right place at the right time  a. Throws an object at a moving target  b. Receives an object while moving    B. Opposition movements or actions  1. Opposition movements or actions  a. Uses the space available  c. Reacts to movements or actions of the opponent  e. Deceives the opponent using a feint  C. Cooperation-opposition movements or actions  1. Cooperation-opposition movements or actions in group activities in a common space  a. Attacks the other team’s goal  i. Throws or strikes the object, taking into account the distance to the target  ii. Throws or strikes the object, taking into account the opponents’ position  b. Keeps the object moving  ii. Passes to the player in the best position in relation to the target  iii. Passes to the player in the best position in relation to opponents  iv. Counterattacks (reattacks quickly following a defensive action)  c. Moves the object forward  ii. Moves toward an open space  iii. Counterattacks  e. Gets free from an opponent or moves to an open space  ii. Moves into an open space in relation to partners  iii. Moves away from an opponent  2. Cooperation-opposition movements or actions in group activities in separate spaces  a. Keeps the object moving  c. Attacks by projecting the object into an open space in the opponents’ territory  d. Protects his/her territory  e. Recovers the object  BEHAVIOR –  A. Ethics-related aspects  (1-12: all knowledges/skills are applicable to this lesson) | | |
| **BREIF SUMMARY OF THE STUDENT’S CHALLENGE and TASK (S):**  The students’ challenge for this lesson will be to always make a target with their hands when they wish to receive the ball and make visual contact with the thrower. Moreover, students should communicate to their teammate when they are passing or catching the ball. | | |
| **LEARNING ACTIVITIES 🗸**  **PRESENT THE CHALLENGE AND TASK TO THE STUDENTS**  **ACTIVATE PRIOR KNOWLEDGE**  **PRESENT EVALUATION METHOD AND CRITERIA TO THE STUDENTS** | | |
| **EQUIPMENT LIST:**   * About 17 balls * 2 frames (trampolines) * 5 printed targets (see document below) * Pinnies * 5 Hula-hoops | | |
| **WARM UP ACTIVITY**  Before starting:   * Ensure all students are dressed appropriately (including shoes, hair tied, clothes, etc.) * Go over rules of the gym:  1. Discuss running policy 2. Explain water break/bathroom break 3. How to treat the equipment (do not jump on the trampolines)   Activity: Ball tag   * Choose 1 tagger * Distribute 15 balls (half of the students will have balls) * Explain area of play (inside basketball court) * A player who has possession of a ball cannot be tagged.  The “it” players don’t try to steal the ball but rather they try to tag a player who doesn’t have a ball.  This is where the passing, receiving, vision and communication come into play.  If a player is being chased and is about to be tagged, a teammate with the ball should pass her the ball in order to give her safety.  This will require the players with the ball looking to see who is in danger of being tagged. It will also require the players without the ball who are being chased to be running while looking for a ball and calling for it (just like they should be doing in a game). * Modifications: add more taggers and/or take away balls from the game | | 10 minutes |
| **MAIN ACTIVITY:**  STATIONS   * Brief introduction of Tchoukball * Demonstration of the three stations * Split the class into 3 groups * Each station will last 6 minutes (+ 2 minutes for transition) * Blow the whistle to indicate the start, a change in stations and the end   **Station 1: Throwing for accuracy**  1. Give each student a ball, and have him or her spread out facing the wall/targets  2. Have students throw a ball at targets             a. Have the students see how many times they can hit their target in ten throws or a minute.  b. If it’s too easy, have them take a step back, if it’s too hard they can take a step forward.  \*Demonstrate the proper throwing technique emphasizing accuracy:              a. Point non-throwing shoulder at target, important for accuracy.              b. Arm way back, get full extension.              c. Follow through to generate force.              d. Step towards target, important for accuracy.              e. Transfer weight to help generate some force.  **Station 2: Overhand passing**  1. Have students jog from one side of the gym to another while passing a ball overhand to a partner.  a. Have students run/walk and have them increase/decrease the distance between them depending on what they are capable of.  \*Keys to success: Throwing  a. Pointing non-throwing shoulder at the target (other student)  b. Arm way back and follow through while transferring weight  c. Emphasize accuracy and consistency  \*Keys to success: Catching             a. Make a target with your hands             b. Keep your eyes on the ball             c. Catch the ball before you do anything  Adaptation: If overhand passing is too easy, introduce other kinds of passing such as underhand, behind the back, no look, etc.  **Station 3: Throwing at the frame + rebound positioning**  1. Set up frames so that students can practice shooting at the angled target  2. Use handballs or another suitable ball, and have the students throw at the frame  3. Get students in groups of four with one ball and a frame  4. Have students circle around and have one student shoot while the others rebound  5. Alternate shooters and make sure the students are communicating  **Play the game:**   * Explain the main rules of Tchoukball (see document below) * Divide the class into 2 teams (distribute pinnies) * Have half of each team sitting on the side cheering their team and switch halfway through the game. | | 30 minutes  15 minutes |
| **COOL DOWN:**  PUSH-CATCH   * Split the class into 2 groups (more participation) – each group must stand and form a circle * Have the teacher or a student-helper stand in the middle of each circle with a ball (they will be throwing the ball to the students around the circle – but before they do, they must say “push” or “catch”) * Explain to the students that when they hear the word “catch”, they will need to do the OPPOSITE; push the ball back to the thrower; when they hear the word “push”, they need to catch the ball, and then throw it back to the thrower. * When a student does the incorrect action, have them switch circle * The goal is to stay in your original circle as long as possible (make no mental mistakes!) | | 5 minutes |
| **SAFETY:**   * Clear playing field (benches, chairs, objects that are not used for the lesson) * No jewellery * Appropriate shoes * Hair tied * Shoe laces tied | | |
| **INCLUSION IDEAS-MODIFICATIONS AND VARIATIONS:**  MODIFICATION FOR STATIONS:  Station 1: Different types of targets will be used = different level of difficulty. Moreover, students can simply take a step closer to the target if they feel like it is too far.  Station 2: Students can walk/jog/run, depending on their ability. They can also decrease/increase the space between the catcher-thrower.  Station 3: It can be possible to use a bigger ball, such as a beach ball (lighter so easier to catch)  INCLUSION IDEAS:  If you have a student that cannot physically participate in the lesson, you can involve him/her in the lesson as a teacher’s assistant: checking for shoelaces, referee during the game, person throwing the ball during cool down game. | | |
| **RESOURCES:**  Web page: <http://www.cwu.edu/~jefferis/unitplans/tchoukball/> | | |

**LEARNING SITUATION**

**CYCLE 3 – COMPETENCY 3**

**TITLE:** Listen to your heart!

**TIME**: 60 minutes

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| **Broad area of learning:**  Health and Well-Being   * Awareness of his/her basic needs:   Physical needs and need for safety   * Awareness of the consequences for health and well-being of his/her personal choices:   Physical activity | **SUBJECT-SPECIFIC COMPETENCY:**  Physical Education and Health   * Competency 3: *To adopt a healthy and active lifestyle* | |
| **OTHER COMPETENCY:**   * No other competencies | **EVALUATION TOOLS:**  Other - Questions  **EVALUATION CRITERIA:**  Teacher asked general questions to the class based on the lesson to see if everyone had a clear understanding.  Example question :  How does one measure their maximum heart rate? | |
| **TYPE OF ACTIVITY:**  Fitness  **MEAN OF ACTION:**  Cardiovascular endurance |
| **PROGRESSION OF LEARNING:**   1. **Cardiovascular endurance** 2. **Recognises hte level of intensity depending on the type of physical activity**   **d. Measures his/her heart rate at the wrist or neck** | | |
| **BREIF SUMMARY OF THE STUDENT’S CHALLENGE and TASK (S):**  Students will know how to check and measure their heart rate, as well as identify different causes and effect on the heart rate. | | |
| **LEARNING ACTIVITIES 🗸**  **PRESENT THE CHALLENGE AND TASK TO THE STUDENTS**  **ACTIVATE PRIOR KNOWLEDGE**  **PRESENT EVALUATION METHOD AND CRITERIA TO THE STUDENTS** | | |
| **EQUIPMENT LIST:**  Paper and pen | | |
| **WARM UP ACTIVITY:**  **Fast food- slow move**  Equipment:  3-4 stuffed vegetables (look in local department stores). 3-4 old softee balls. (Junk food)  Choose 3-4 students to be vegetables and 3-4 students to be junk food. Allow them to use the whole gym to run around. The junk food are the taggers, once touched by them, the person touched is only allowed to walk – until tagged by a fruit or vegetable.  This is a good game to discuss how different foods may give you or take away energy.  Seeing as this is an older grade you may even incorporate people to be the protein – this way you can discuss this and it makes the game more challenging (you would have to add other junk food taggers). | | 5-10 Minutes |
| **MAIN ACTIVITY:**  List to your heart: this lesson is all about showing students how to find and keep track of their heart rate, and to have them understand the meaning behind the different heart rates.  The students – with you direction – will follow a serious of tasks, which they will proceed to take their heart rate after and see.  Tips on how to take your heart rate:  [http://pad2.whstatic.com/images/thumb/3/3d/Check-Your-Pulse-Step-1.jpg/550px-Check-Your-Pulse-Step-1.jpg](http://www.wikihow.com/Image:Check-Your-Pulse-Step-1.jpg)  In class the students will do it for ... and then multiply it by ... afterwards. This allows students to keep track of their numbers and ensures minimal confusion.  Your pulse is x (beats in 15 seconds) x 4 = y (your pulse)[[1]](http://www.wikihow.com/Check-Your-Pulse" \l "_note-0" \o ") You can count beats for 30 seconds and multiply by 2.  For adults, normal heart rate is 60-100 beats per minute.  **Maximum heart rate**. This is the highest your pulse rate can get. To find yours, follow this formula: 220-(your age)=(predicted maximum heart rate).  In order to get a clear reading, each section you do will be for a minimum of five minutes. Originally you will start just walking, and then you will jog, and then run for as long as you can inside the five minutes. There will also be different fitness elements like jump roping and doing sit ups. After each section the students with fill out their paper with their heart rate inside of 15 minutes.  Once all the stations have been completed the students will calculated their heart rates and see during which times their hear rate was the lowest and highest, why do they think that is so. What factors may have influenced this? How can one work on lowering their heart rate why they work out? | | 40 Minutes |
| **COOL DOWN:**  **Tennis ball golf:**  Set up a course throughout the gym, with each station labelled with a number from 1-10 (example). Each station will have two cones, one which you must stand at, the other which you must throw the tennis ball at. It must land in the hula hoop placed around the cone. The class will go through the ‘course’ in groups of two. Everyone may start somewhere and just continue to rotate. At different stations the hula hoop is further or closer from the thrower, as well as some of the objects that need to fall into the hula are different, an example of this would be using a Frisbee or basketball. | | 10 minutes |
| **SAFETY:**  Ensure that students know their maximum heart rate and do not surpass it. | | |
| **INCLUSION IDEAS-MODIFICATIONS AND VARIATIONS:**  Have the intensity in which students are able to perform increase or decreased based on their capabilities and limitations | | |

**INTERGRATING PHYSCIAL ACTIVITY IN THE CLASSROOM**

**LEARNING SITUATION**

**TITLE:** Food groups

**CYCLE**: 1

**TIME**: 60 minutes

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| **Broad area of learning:** | **SUBJECT-SPECIFIC COMPETENCY:**  Physical Education and Health   * Competency 3: *To adopt a healthy and active lifestyle*   Science | |
| **OTHER COMPETENCY:**  Cross-curricular competencies   * Competency 1: *To use information* * Competency 6: *To use information and communication technologies* | **EVALUATION TOOLS:**  **EVALUATION CRITERIA:**   * Explain why food is important to stay healthy * Name the 4 main food groups * Give examples of aliments found in each group * Describe what the food pyramid is and why it is separated unevenly * State (approximately) the daily portions for each food group | |
| **TYPE OF ACTIVITY:**  **MEAN OF ACTION:** |
| **PROGRESSION OF LEARNING:**  **ESSENTIAL KNOWLEDGES:**  SCIENCE – LIVING THINGS  Matter   * Characteristics of living things * Organization of living things   Energy   * Sources of energy for living things * Transformation of energy in living things   Forces and Motion   * How humans move   Systems and interactions   * Interactions between human systems | | |
| **BREIF SUMMARY OF THE STUDENT’S CHALLENGE and TASK (S):** | | |
| **LEARNING ACTIVITIES 🗸**  **PRESENT THE CHALLENGE AND TASK TO THE STUDENTS**  **ACTIVATE PRIOR KNOWLEDGE**  **PRESENT EVALUATION METHOD AND CRITERIA TO THE STUDENTS** | | |
| **EQUIPMENT LIST:**  - Projector/ smart board  - Internet access  - Old grocery flyers  - Poster  - Cardboard paper (red, blue, green and yellow) | | |
| **INTRODUCTION ACTIVITY:**  Ask students to name some healthy habits humans need to do to stay alive: eat three times a day, drink water, exercise, brush teethes etc.  This lesson focuses specifically on food. The following questions can help students recognize that just as space ship needs fuel to take off, their bodies need food for energy and nutrients to go, grow and glow!   * What would happen if a space ship tried to take off without any fuel? * Have you ever had to go without breakfast? How did your body feel later on in the morning when you started your day without fuelling up with breakfast? * What if you missed lunch, dinner or snacks? How would your body feel? * How would you feel if you did not have anything to drink all day?     It’s important for children to fuel up with nutritious foods. Children who don’t get the energy and essential nutrients their bodies need may feel tired, weak and have a hard time paying attention in class. Eating healthy is also important to develop strong bodies.  Tell students that specialists have divided food into 4 main groups (or 6 as shown in the following food pyramid). Each group brings different nutrients to our bodies. In order to know how much we should eat from each group to stay healthy and enable our bodies to grow, specialists have developed something called the food pyramid. On a projector or smart board, use the interactive webpage called “Explore the Food Guide Pyramid” to discover each food group.   * <http://kidshealth.org/kid/stay_healthy/food/fgp_interactive.html#cat119>   Explain to the students that the colors on the pyramid represent the different food groups. Some bands are bigger than others to show that you should eat more of some food groups than others. Everyone should follow this guide, except for babies.  Click on each food group; discuss examples of food found in this group and how they are beneficial to our bodies. Keep in mind that:   * Dairy products and meats are good to help the human grow and mend cuts and bruises * Fruits and vegetables provides your body with vitamins and minerals (help it work well) * Grains give energy | |  |
| **MAIN ACTIVITY:**  Creating a class food pyramid:  Now that students know about the food groups, ask them if eating one portion of this group per day is enough. Example: one apple, one yogurt, one piece of bread and one piece of chicken. Of course not! Students will be creating a pyramid that shows the quantity of each food group students in grade 1 should eat per day:  Vegetables and fruits: 5  Grain products: 4  Milk and alternatives: 2  Meat and alternatives: 2  Separate the students into the 4 food groups (containing the exact number of portions=students) Distribute old grocery flyers or food magazines to the students. Each student will be in charge of finding an example of that food group and pasting it on the food pyramid. Prepare a poster in advance using the colors that represent each food group. Student will paste their food in the appropriate food group. | |  |
| **CONCLUSION:**  To conclude the lesson, go back to the projector/smart board on the same webpage and complete the quiz that is available along with the students. Read the questions out loud as well as the multiple answers. As a group, decide on the best answer. This short quiz can serve as a formal evaluation to see if students understood the material that was taught during the lesson.  Another great website to use as an assessment tool:  MyPyramid Blast Off <http://teamnutrition.usda.gov/resources/game/blastoff_game.html>  This website it absolutely amazing! It can be used as an evaluation tool or an end of unit activity since it summarizes really well what students should know about what a healthy lifestyle encompasses (based on the food pyramid and the importance of physical activity). This website is an interactive game which mission is to fuel up the MyPyramid rocket ship with smart food choices and 60 minutes of physical activity to fly to Planet Power. In the end, students receive a mission report with feedback on their fuel choices and if the MyPyramid rocket ship was able or unable to blast-off. | |  |
| **SAFETY:** | | |
| **INCLUSION IDEAS-MODIFICATIONS AND VARIATIONS:** | | |
| **RESOURCES:** | | |

**LEARNING SITUATION**

**TITLE:** Where do I start?

**CYCLE**: Kindergarten – Cycle 1

**TIME**: 30 minutes

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| **Broad area of learning:** | **SUBJECT-SPECIFIC COMPETENCY:**  Physical Education and Health   * Competency 2: To interact with others. | |
| **OTHER COMPETENCY:**  Languages   * Competency 4: to use language to communicate and learn   Cross curricular competencies   * Competency 8: to cooperate with others | **EVALUATION TOOLS:**  Other  **EVALUATION CRITERIA:**   * Correct response to the question * Understanding of the topic discussed * Knowing their individual influence in reference to the whole. | |
| **TYPE OF ACTIVITY:**  **MEAN OF ACTION:** |
| **PROGRESSION OF LEARNING:** | | |
| **BREIF SUMMARY OF THE STUDENT’S CHALLENGE and TASK (S):**  Students will form the answers to the questions using their bodies in conjunction with others, | | |
| **LEARNING ACTIVITIES 🗸**  **PRESENT THE CHALLENGE AND TASK TO THE STUDENTS**  **ACTIVATE PRIOR KNOWLEDGE**  **PRESENT EVALUATION METHOD AND CRITERIA TO THE STUDENTS** | | |
| **EQUIPMENT LIST:**  No equipment required | | |
| **MAIN ACTIVITY:**  Divide the class into 4 or 5 equal groups, depending on class size and preference. Have the groups stand in separate corners in the classroom.  Once the groups are settled, the teacher will ask questions aloud, which each team will need to answer by forming it with their bodies.  Questions may include: “what letter doe volleyball start with”, “how many days are there in a week”  For older grades or more advanced classes you may ask more challenging questions such as “what is the third letter in soccer”.  Teachers may wish to keep track of the score or just reset every question.  This activity is best used when preparing young children to begin reading and writing, to reinforce their vocabulary, or to review before a test as you can ask them relevant questions. | |  |
| **SAFETY:**  Remind students to be careful of their feet if they choose to form a letter on the floor – you may even have them remove their shoes if you feel appropriate. | |  |
| **INCLUSION IDEAS-MODIFICATIONS AND VARIATIONS:**  If one person is unable to participate for whatever reason they may be the leader of the group and help place the students in the right position, “a little to the left Sammy”, “watch your leg Joe”. These students may also help you judge the groups on deciding which teams have answered the question or not. | |  |

**LEARNING SITUATION**

**TITLE:** Mathematical Baseball

**CYCLE**: Cycle 2-3

**TIME**: 45 minutes

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| **Broad area of learning:** | **SUBJECT-SPECIFIC COMPETENCY:**  Physical Education and Health   * Competency 2: To interact with others | |
| **OTHER COMPETENCY:**  Mathematics, Science and Technology   * Competency 1: To solve a situational problem related to mathematics | **EVALUATION TOOLS:**  **EVALUATION CRITERIA:**   * Student must correctly answer the given math problem | |
| **TYPE OF ACTIVITY:**  **MEAN OF ACTION:** |
| **PROGRESSION OF LEARNING:** | | |
| **BREIF SUMMARY OF THE STUDENT’S CHALLENGE and TASK (S):**  Students will answer math problems one at a time and then proceed to move to the corresponding location upon answering. | | |
| **LEARNING ACTIVITIES 🗸**  **PRESENT THE CHALLENGE AND TASK TO THE STUDENTS**  **ACTIVATE PRIOR KNOWLEDGE**  **PRESENT EVALUATION METHOD AND CRITERIA TO THE STUDENTS** | | |
| **EQUIPMENT LIST:**  4 ‘bases’ – could be poly mats or simple sheets of paper | | |
| **WARM UP ACTIVITY:**  If students are not already familiar – discuss the rules of baseball.  Elements which are most important:   * the movement of the players from base to base * how to score a point * the role of each individual   It could even be useful to show the students a clip of a simple first base hit so they are able to see where each person goes. | |  |
| **MAIN ACTIVITY:**  Have the bases put on the floor and spread out around the classroom – resembling a diamond if you wish. Divide the players into two equal teams, one team will take batting position and will line up in front of the chalkboard, the other team will take fielding positions and will line up at the back of the classroom (or equivalent), with someone going next to the batter and being the catcher.  The teacher will play the role of the pitcher and will stand in the middle of the classroom and will be in charge of asking the students a variety of mathematical problems – depending on the unit and grade.  Once the teacher asks a question, example “five times five equals what?”, the student has 20 seconds to answer. If he does so correctly he moves to first base, however, if the catcher answers first the batter is out. If the batter answers correctly he moves to first base, any baserunners will also advance until they return to home plate.  The pitcher may attempt put out any baserunner by saying a base first and then asking a mathematical question, this keeps everyone listening to the questions and involved in the process.  For every right answer the fieldrunners may perform a task such as five jumping jacks, 3 push-ups or equivalent.  After three out or every batter having a turn, the two teams switch sides and the game continues. | |  |
| **SAFETY:** | |  |
| **INCLUSION IDEAS-MODIFICATIONS AND VARIATIONS:**  Allow for some students to use the chalkboard behind them (or paper), and/or extend the time they have to answer.  If there are many students in the class or you do not want to use fieldrunners you may just have two teams of different colour have their batters go against one another. You can use different colour poly- mats on the floor so that whoever answers first goes to their colour and they are better able to keep track of the players they have on bases. You may do this with the catcher so that three people are competing (older grades) or just have the batters from each team. | | |
| **RESOURCES:**  The Ultimate Playground and Recess Game Book, By Guy Bailey. | | |

**LEARNING SITUATION**

**TITLE:** Knots

**CYCLE:** Cycle 2-3

**TIME**: 30-60 minutes

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| **Broad area of learning:** | **SUBJECT-SPECIFIC COMPETENCY:**  Physical Education and Health   * Competency 1: | |
| **OTHER COMPETENCY:**  Cross-curricular competencies   * Competency | **EVALUATION TOOLS:**  **EVALUATION CRITERIA:**   * Successfully undoing their human knot in the least amount of time. | |
| **TYPE OF ACTIVITY:**  **MEAN OF ACTION:** |
| **PROGRESSION OF LEARNING:** | | |
| **BRIEF SUMMARY OF THE STUDENT’S CHALLENGE and TASK (S):**  Students will work as a group to climb under, over and through their peers in order to undo the knot they have created with their hands. | | |
| **LEARNING ACTIVITIES 🗸**  **PRESENT THE CHALLENGE AND TASK TO THE STUDENTS**  **ACTIVATE PRIOR KNOWLEDGE**  **PRESENT EVALUATION METHOD AND CRITERIA TO THE STUDENTS** | | |
| **EQUIPMENT LIST:**  No equipment required. | | |
| **WARM UP ACTIVITY:**  Before the activity, you should talk to your students about the importance of touch, and what is accepted and appropriate and what is not. Tell students the value of knowing someone’s name as it is easier to communicate with them and is more appropriate that terms like ‘hey you’ or ‘do this’. Demonstrate how you would go about doing this activity without pulling on the others or being too in command and not listening to the others. | |  |
| **MAIN ACTIVITY:**  This is a great activity to get students cooled down after lunch or a long day they have been having, it is also good to do when waiting to the side on a field trip – which is the main reason we have chosen to include it. It is simple and very efficient.  Split the class into two or even three groups. Have the groups stand in a circle, shoulder to shoulder and have everyone cross arms. Have the students then randomly hold hands with other students, so long as they are not standing next to them. Now, have them work out how they will get out of the knot so that everyone in standing in a circle with their arms untangled.  For the education aspect of this activity, which can be done in the classroom but is not necessary for when you do this out of the classroom, you have a buzzer or timer go off every 3 minutes, at which point you will read either a math problem or situational problem or perhaps even something relating to a book they are reading, which they must discuss and work out as a group before moving on.  An example of a word problem they would need to solve:  “Mary has ten apples; she wants to bring them to her mother. On the way she feeds one to a goat, drops three and loses two. How many apples is she able to give to her mother.”  Or:  “In chapter 8 of the book Holes (their homework) who eats the peaches in cans”.  Students will know that every time the buzzer sounds or the teacher says ‘problem time’. The students will have to stop, discuss the answer as a group and then tell the teacher of their final decision.  As a fun competition you can time the students to see how well they do and have an ongoing competition throughout the semester of who is able to get the best time. | |  |
| **SAFETY:**  Discuss with students the importance of communication for this activity as each student will need to know what step is coming up, and to ensure that it is safe and accomplishable. | |  |
| **INCLUSION IDEAS-MODIFICATIONS AND VARIATIONS:**  Students who are unable to or wish not to partake in this activity may oversee the groups and help them make vital choices on where they should move next, also, helping them solve the puzzle and submit their answer.  In order to increase the difficulty you may have larger groups or even attempt to do the whole class.  For the question portion, you may use more difficult questions to challenge the students more depending on the age.  Another modification would be to add roadblocks or added features such as they also have hula hoops on some of their arms making it harder to pass through. | | |
| **RESOURCES:**  Recess Success! 251 boredom-busting games and activities for the elementary school playground and classroom. By: Guy Bailey | | |