



[3-4] Week 1

3-4

Equipment Needed for Lesson Plan:

Tambourine

None

[Whistle](#)

1. INTRODUCTORY

4

Move and Freeze on Signal

Outcomes:

I can follow directions in physical education.

I can comply with established PE protocol.

Instructions:

Have students move throughout the area using a variety of locomotor movements. On signal (whistle or tambourine), they quickly freeze. Try to reduce the response latency by reinforcing students who stop quickly on signal.

Teaching Hints:

The primary objective is to teach students the importance of moving under control (without bumping others or falling down) and quickly freezing.

2. FITNESS DEVELOPMENT

1 3

Teacher Leader Movement Challenges

Outcomes:

I can combine a variety of locomotor and non-locomotor movements.

I can name three components of physical fitness.

Instructions:

1. Locomotor Movement: Walk for 30 seconds.
2. Flexibility and Trunk Development Challenges
 - a. Bend in different directions.
 - b. Stretch slowly and return quickly.
 - c. Combine bending and stretching movements.
 - d. Sway back and forth.

- e. Twist one body part; add body parts.
 - 3. Locomotor Movement: Skip for 30 seconds.
 - 4. Shoulder Girdle Challenges
- In a push-up position, do the following challenges:
- a. Lift one foot; the other foot.
 - b. Wave at a friend; wave with the other arm.
 - c. Scratch your back with one hand; use the other hand.
 - d. Walk your feet to your hands.
- 5. Locomotor Movement: Jog for 30 seconds.
 - 6. Abdominal Development Challenges
- From a supine position:
- a. Lift your head and look at your toes.
 - b. Lift your knees to your chest.
 - c. Wave your legs at a friend.
- From a sitting position:
- a. Slowly lie down with hands on tummy.
 - b. Lift legs and touch toes.
- 7. Locomotor Movement: Run and leap for 30 seconds.

Teaching Hints:

The goal should be to move students through a number of movement challenges. Emphasis should be placed on starting the fitness activities at a level where all students can feel successful.

Alternate the locomotor movements with the strength and flexibility challenges. Repeat the challenges as necessary.

Tape alternating segments (30 seconds in length) of silence and music to signal duration of exercise. Music segments indicate locomotor movements; intervals of silence announce doing the movement challenges.

Teach youngsters the different challenges for a few weeks and then allow them to select challenges they can successfully perform.

Encourage students to focus on effort and feeling successful. Workloads should be moderate with emphasis on success for all youngsters.

3. LESSON FOCUS

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Orientation and Class Management



Outcomes:

I can perform locomotor movements in a variety of pathways.

I can list the expectations and consequences in physical education and explain why they are important.

I can follow directions when the teacher gives them.

Instructions:

1. Establish rules and expectations. Discuss your expectations with the class to assure students understand reasons for your guidelines. Explain what the consequences are when rules are not followed. Show where time-out boxes are located and how they will be used.
2. Practice entry and exit behaviors for students coming and leaving physical education classes. Have students enter the activity area on the move and continue moving until signaled to stop. Teach students not

to touch any equipment that is placed in the teaching area.

3. Illustrate how you like to stop and start the class. In general, a whistle (or similar loud signal) and a raised hand is effective for stopping the class. A voice command should be used to start the class. Telling the class when before what (Chapter 6 of Dynamic Physical Education) will assure they do not begin before instructions are finished.

4. Manage students on the move. Have them move throughout the area, freeze, and quickly find a partner via toe-to-toe. Practice various teaching formations such as open-squad formation and closed-squad formation. Practice moving into a circle while moving (fall-in). Transitions between formations should be done while moving, i.e., jogging from scatter formation into a circular formation.

5. Refer to Chapters 3, 5, and 6 in the Dynamic Physical Education text for detailed information about planning, enhancing instructional effectiveness, and class management and discipline strategies.

6. Integrate various simple games such as tag to add some enjoyment to the lesson and practice management procedures during activities.

4. CLOSING ACTIVITY

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Toe to Toe; Whistle Mixer

Outcomes:

I can follow established game rules.

Instructions:

Play one or two management games to teach students how to move into partner and small-group formation.

Toe to Toe

Youngsters perform a locomotor movement around the area. On signal, each child must find a partner and stand toe to toe (one foot only) with that person. An important skill is to take the nearest person for a partner without searching for a friend. Youngsters who can't find a partner within their immediate area must run quickly to the center of the area (use a marking spot or cone) to find a partner. The goal is to find a nearby partner as quickly as possible and avoid being the last pair formed. If the number of youngsters playing is uneven, the teacher can join in and play. Change locomotor movements often.

Whistle Mixer

Children are scattered throughout the area. To begin, they walk around in any direction they wish. A whistle is blown a number of times in succession with short, sharp blasts. Children then form small groups with the number in each group equal to the number of whistle blasts. If there are four blasts, children form groups of four - no more, no less. When players have the correct number, they sit down immediately to signal that no one may leave the group and no one may enter the group. The goal is not to be left out or caught in a circle with the incorrect number of students. Encourage players to move toward the center of the area and raise their hands to facilitate finding others without a group. After the circles are formed, the teacher calls "Walk," and the game continues. In walking, children should move in different directions.
