

EPE 310 Lesson as Planned

Subject: Physical Education

Grade: 4

Time: (1) 50 minute Class Period

Outcomes:

PE 4.3: Select and apply performance cues to refine and combine locomotor skills into increasingly complex movement skills as applicable to lead-up games and body management activities including dance and educational gymnastics, and others such as yoga, skipping, aerobics, martial arts, and track and field.

Indicators:

F) Create and perform skipping routines, individually or with partners, which combine a variety of locomotor skills.

Learning Objective and Lesson Purpose (Key Concept):

Learning Objective: Giving students an opportunity to practice multiple locomotor skills.

Lesson Purpose: Develop and assess students ability to jump and land on the spot.

Materials/Equipment:

- 8 sets of Jump Bands
- Skipping Ropes
 - 8 Long Ropes
 - 20 Short Ropes
- 12 Skip It (Band with Ball)
- 12 Hula hoops
- Music and Music Player
- Set of Silicone Wrist Bands
 - 8 Different Colors with 3 bands per color
 - Green
 - Blue
 - Red
 - Orange
 - Yellow
 - Black
 - Purple
 - Pink

Interdisciplinary Connections/CCC:

- Develop Literacies:
 - Construct knowledge related to physical literacy

Anticipatory Set:

- Have music playing when students enter the gymnasium
- Have hula hoops, skip it bands, skipping ropes and jump bands at the side of the gym.

Procedure and Description of Tasks

Motivational Set (10min):

- Have music playing in the gymnasium as students enter.
- Ask the students to run, jog or walk through the general space of the gym in various pathways. Students will complete multiple dynamic stretches such as:
 - butt kicks
 - high knees
 - hip rotations
 - side step (With arms)
 - grapevine or leg crisscross
 - skipping
- While students are completing this warm up, the teacher will walk around and spread out hula hoops and Skip It bands.
- **TRANSITION:** Pause music. Students will be reminded that when the music pauses, they should Stop, Look and Listen towards the teacher.

Progression Set (20min):

- Students are asked to find either a Skip It Band or a hula hoop.
- Students are asked to use this equipment to move around the general space and use the equipment.
- Start the music again.
- Allow for 2 minutes for students to move around the room.
- Pause the music.
- Ask students with a skip it band to switch equipment with a student who has a hula hoop.
- Start music again.
- Provide 2 minutes for students to move around the room.
- Hand out wristbands to students
- Pause the music.
- Ask the students to find their color buddies and find the appropriate equipment.
 - Green, Yellow, Red, Orange: Take your equipment and place it off to the side. As a group grab one long skipping rope for your group and find a spot in the gym. Practice your jumping and landings with this equipment.
 - Blue, Purple, Pink, Black: Take your equipment and place it off to the side. As a group grab one set of jump bands. Practice your jumping and landings with this equipment. (Little explanation required due to experiences in a previous lesson)
- Start the music
- Provide 5 minutes for students to explore their equipment.
- Pause the music
- Ask students to switch equipment with another group.
- Start music again
- Provide 5 minutes for students to explore their equipment.
- Pause the Music
- **TRANSITION:** If your group does not have a long skipping rope, please trade in your jump bands for 1 long skipping rope. And everyone will meet in a circle in the center

of the gym.

Culminating Activity (15min):

- Explain the final activity:
 - With your group, you will create a sequence of multiple jumps and movement skills. Think about the parts of the body that you use, the way that you move those body parts and how will work with others.
 - Make sure that you have a two foot landing as well as two other kinds of jumps in your routine. Some jumps include:
 - Hop on one foot
 - zig zag hop
 - cross legs hop
 - Your job is to ensure that each member of your group gets a chance to be in the center of the skipping rope and skip. The way you set up your routine is your own choice.
 - Are there any questions?
- Start the music again.
- Provide 10 minutes for student to create a routine as a group.
- **ASSESSMENT:** Use this time to walk around and assess students jumps and land on the stop. Use a small clipboard or notebook to write the date and the title “jump and landing on the spot” with the student names who require further development of this movement skill.
- Pause music
- **TRANSITION:** Ask the students to grab their equipment and put it neatly away at the side of the gym and then meet in a circle in the center of the gym.

Closure: (5 min)

- Relaxing stretches
 - Have students take three deep breaths
 - Breathe in, stand tall and reach for stars
 - Breathe out, and reach for your toes
 - Breathe in and side reach to the left. Breathe out.
 - Breathe in and side reach to the right. Breathe out.
 - Reach your arm across your chest to stretch. Repeat with opposite arm.
 - Sit down on the ground. Reach for their toes.
 - One leg in and stretch to touch their toe. Repeat with opposite leg positions.
 - Lay down, close your eyes and complete corpse pose.
 - Remember to take deep breaths and thinking about your body relaxing and falling asleep.

Adaptations:

Motivational Set:

- Different Locomotors Skills
- Practice Particular Pathways or Levels

Progression Set:

- 4 Color Wristbands instead of Eight for larger groups
- Whole class does jump bands or skipping rope

Culminating Activity:

- Individual skipping ropes