

LESSON PLAN

UNIT: PE 352 – January 28, 2003

GRADE: Secondary School

LESSON: Basic Warm-up

THEME OR TOPIC:

Full-body warm-up for strength training.

- Emphasize safety and cooperation
- Increase heart rate through warm-up

EQUIPMENT: Pinnies

TEACHING OBJECTIVES:

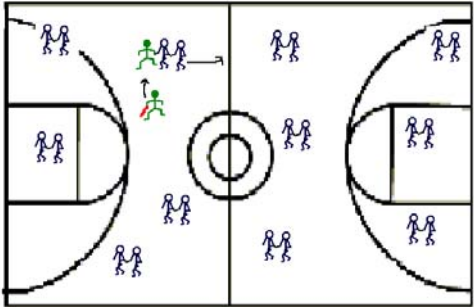
1. Allow students the opportunity to communicate and work with a partner.
2. Have each individual demonstrate the correct body movements, (explosive lower-body movements) while using feedback from his / her partner to increase success.
3. Gradually increase the overall intensity from the beginning to the end of the warm-up.
4. To increase the core body temperature in physical preparation for a lesson involving strength training.
5. To motivate students and provide a positive, active experience.

TIME	LESSON CONTENT	TEACHING POINTS & ORGANIZATION	
<p>Approx. 2 Mins.</p>	<p>Introductory Activities/Warm-Up</p> <p>1.) Crab Walk Activity</p> <ul style="list-style-type: none"> • Number partners #1s and # 2s (if there is an odd number, have one group of 3 trading roles so each gets a turn) • Spread out along start line to use space / avoid collisions • Have students perform quick wrist stretch in preparation for relay <ul style="list-style-type: none"> • Ask students what they think will give them an advantage movement-wise: • Eg: explosive movements; quick hands and feet • Crab walk to any line and back (chosen line must be over 20ft- must be past a certain universal line instructors point out) ; this will allow each pair of partners to go at their own pace 	<ul style="list-style-type: none"> • Hands in proper position for safety (pointing towards feet) • Use quick movements; push off with hands and feet • Partner #2 must wait until #1 returns before beginning • To ensure this is not a “race,” do not use the words “ready, set, go” 	<ul style="list-style-type: none"> • Teacher led / command style used when instructors explain drill • practice style used when students participate in the relay • reciprocal teaching style used if / when partner yells feedback <ul style="list-style-type: none"> • hands forward • push off with heels • maintain balance • accelerate / continue moving in a straight line

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<p>Approx. 2 Mins.</p>	<p>2.) Leap Frog Activity</p> <ul style="list-style-type: none"> • Same partners • Spread out along start line to use space / avoid collisions <ul style="list-style-type: none"> • Ask students what will give them an advantage in this relay • Eg: bigger leaps, using arms when leaping • Instructors provide a quick demo • Partners leap frog to any line and back (chosen line must be over 30ft-must be past a certain universal line instructors point out) ; this will ensure that it is not a “race” 	<ul style="list-style-type: none"> • maximum 2 steps before landing and crouching • crouch low; tuck • use arms when leaping to propel body forward • push off partner’s back • use big leaps to gain an advantage 	<ul style="list-style-type: none"> • command style as well as practice style used • this basic warm-up also uses an inclusion style of teaching as most students are able to participate • Again, students learn through reciprocal style if partner gives feedback concerning the quality of the movement etc. <ul style="list-style-type: none"> • crouch lower • take bigger steps • run faster • use arms to aid in the jump
<p>Approx. 2 Mins.</p>	<p>3.) Wheelbarrow Activity</p> <ul style="list-style-type: none"> • Same partners • Spread out along start line to use space / avoid collisions <ul style="list-style-type: none"> • Ask students what will give them an advantage in this relay • Eg: communication with partner (determining speed etc.) holding partners legs firmly, close to body. • Wheelbarrow to any line and back (chosen line must be over 30ft-must be past a certain universal line instructors point out) ; this will ensure that it is not a “race” 	<ul style="list-style-type: none"> • maintain balance • talk to partner to determine speed / direction • Try holding partner’s legs in different positions / at different angles etc. 	<ul style="list-style-type: none"> • command and practice style are used again • verbal and kinesthetic feedback from partner provide reciprocal learning <ul style="list-style-type: none"> • Partner holding other partner’s legs will know to slow down if the person walking on his / her hands is starting to stumble etc. • pace will be set and through kinesthetic or verbal awareness can be increased or decreased • Partner may verbally request a change of pace or a different hold on the legs (i.e.: firmer, higher, lower etc.)

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<p>Approx. 6 Mins.</p>	<p>Culminating Activity Fox and Rabbit Game</p> <ul style="list-style-type: none"> • Instructors demonstrate • Same partners link arms • 2 sets do not link arms • If odd number; group of 3 link arms • 1 person in set is fox; other is rabbit—2 foxes, 2 rabbits • linked partners spread out over basketball court and run on the spot • goal of fox is to tag his / her rabbit (partner) • rabbit is “safe” when connected to another partner set • If the fox catches his / her rabbit, they switch roles • once rabbit links to 2 partners; partner on opposite end of rabbit detaches and becomes “new” rabbit • Stop class and ask them how they can gain an advantage in this game; give ideas for improved success; allow them to continue game • This time, the linked pairs may run on the spot again, or if the instructor decides, they can hop on one foot, skip etc. 	<ul style="list-style-type: none"> • Use quick movements and changes of direction to elude foxes • Use communication to help peers • Link up quickly to avoid getting tagged • Linked pairs cannot move (except for running / hopping on the spot) 	<ul style="list-style-type: none"> • Command style used when instructors explain game • Practice style used when students participate in game • Reciprocal learning occurs when the instructors ask students for feedback as to how they can achieve success in the game <div style="text-align: center; margin-top: 10px;">  </div>
	<p>Closure</p> <ul style="list-style-type: none"> • Explain ideas of explosive starts • Explain advantages of using partner feedback to increase success • Fox and Rabbit game can also be used as a warm-up for track, or any other lessons involving running etc. 	<ul style="list-style-type: none"> • Ask students for comments and feedback regarding lesson 	<p>3 Partner Activities Included:</p> <ul style="list-style-type: none"> • Fitness blasts and general fitness <p>Fox & Rabbit Game Included:</p> <ul style="list-style-type: none"> • Fitness blasts, general fitness, minor games and group fitness
	<p>Evaluation</p> <ul style="list-style-type: none"> • self evaluation (participation, personal success, enjoyment) • teacher evaluation 		