

Grade 1 Yearly plan

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Philosophical Statement

This yearly plan was constructed to demonstrate our understanding and beliefs of what physical education should encompass in the elementary school setting.

- **Healthy Living and Active Lifestyles:**

Children need to be given the tools to form healthy habits and a love of physical activity when they are young. Our North American society does not readily encourage activity among its members. As a consequence, children are raised in an environment full of lethargic leisure options that have dire effects on their health and can adversely affect their attitudes toward physical activity as they age. We believe that children need to be educated about healthy choices that they can make in their own lives. By giving them the knowledge of the ground-works of healthy living and active lifestyle we will better prepare them for their adult lives. We believe that physical education should include information on proper nutrition choices, outdoor activities, how to modify activities when the gymnasium is not available, and how to include all special populations in physical activity.

- **Learning Domains:**

Physical education takes learning out of the classroom and allows for students to learn in a variety of modalities. This allows the teachers to reach all the students in many different ways to maximize the learning experience for them. Students will be able to experience more successes in the area of physical education because it allows for learning in all four of the domains (cognitive, affective, psychomotor and social) within each lesson. These successes will foster a positive learning environment and will in turn lead to an affirmative association with physical activity throughout their lives.

- **Self-Esteem:**

We believe that it is the means, not the ends that are important in physical education. By structuring the program so that competition is de-emphasized, children will discover the intrinsic value in their active participation. Our goal is to foster a safe and positive environment where all children can progress at their own pace and achieve goals that are determined by their needs rather than by predetermined criteria. Physical education is about exploring the potential of the human body and learning its limits in a way that everyone can feel comfortable with.

- **Alternative Environments:**

Physical activity is more than what takes place in the gymnasium. In order to successfully incorporate activity into a habit it must be explored in all its forms. By giving children ideas of the many forms and places that physical activity occurs in they will have to foundations to discover alternate environments on their own.

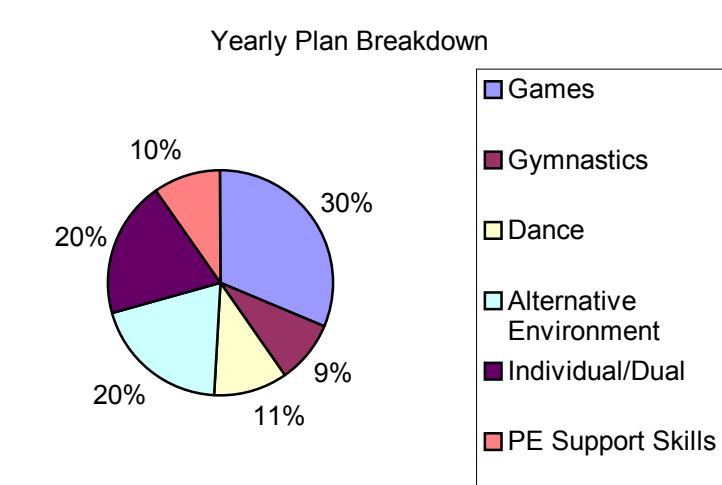
- **Movement Concepts and Skills:**

Our physical education plan encompasses the theory that children need to learn efficient and effective movement concepts and movement skills. We believe that body awareness, space awareness, relationships and movement qualities are essential to grasping the fundamental bodily concepts of physical activity. Locomotor, non-locomotor and manipulative skills along with motor abilities are the necessary skills that our plan attempts to impart to the children so that they have the foundations to build on in further physical activity pursuits. By establishing the basic concepts and skills, children can then move on to working with body mechanics and how they pertain to activity-specific motor skills. We believe that elementary physical education is a progression that gradually builds upon itself reinforcing the fundamentals that are at the heart of adult games and activities.

- **Safety:**

The goal of this plan is to give the children the knowledge and limits that they need to experience physical education in a safe secure environment. We believe that children need to be exposed to alternative environments and novel equipment in a structured manner so that they have the skills to safely negotiate those situations on their own.

Rationale



Our rationale can be explained through a series of beliefs about what we feel is important to be taught in physical education.

- **Learning the fundamental skills it takes to be active**

We strongly believe in the importance of teaching certain fundamental skills that are generally overlooked in the Physical Education Department that we feel are important in supporting a

healthy and active lifestyle and learning in PE in general and for this reason we have constructed a 6th category of lessons under the heading of “Physical Education Support Skill”. These lessons include an orientation of the adventure playground to teach students how to properly use the equipment and how to be comfortable on such large equipment. Many grade 1’s may have never used it before and may need help to adjust to the playground’s generally large size. This category also includes lessons about how to properly set up and take down equipment in the gymnasium. As teachers, we may not necessarily have the time at the beginning of each PE class to set up the equipment we need to in a reasonable amount of time. By teaching students how to properly handle equipment and how to put it away, we are cutting down on set-up time, increasing time being active as well as instilling cooperation and responsibility in students to clean up when they are finished and to work with others to get the job done. Lastly, we have included a unit of “Healthy Living” lessons where students can learn about nutrition, exercise, hygiene and their own bodies through activities such as comparing food in grocery stores and convenience stores, taking their own pulses, and having guest speakers such as a dentist come into the class to show students how to properly brush their teeth. A healthy and active lifestyle includes not only physical activity but eating right and taking care of one’s body.

- **Making Gym Applicable Outside Of the regular Physical Education Environment**

It is very important if we as teachers want to promote a healthy active lifestyle inside and outside of class that we promote and expose students to activities both inside and outside of a regular PE class environment. It is for this reason that our individual/dual lessons make up 20% of our year’s worth of PE each. Most students do not have the same resources in their homes that can be found in the equipment room of a gym so as teachers, we must show students how to work with what they might have in their homes to be active. During the year, students will take part in a variety of individual/dual activities that can be done with little equipment which can easily be transferred to outside of the school yard, including jogging, skipping, juggling and hopscotch. Students will also be exposed to a wide variety of games that require little or no equipment including numerous tag games and sending and receiving games that also can easily be replicated outside of the classroom.

- **Emphasizing the unconventional**

In regards to our emphasis on alternative environments, we believe that students need to see the value of Physical Education outside of the classroom to want to be active outside of the classroom and it is for this reason that we have included so many lessons in less conventional environments such as skating, swimming, orienteering and nature hiking. Many students may not be exposed to these types of activities if they are not included in a school-led program and some of these skills such as swimming could be considered essential to know as a basic life skill. By teaching PE in a variety of environments, we are not only exposing students to new activities, but we are also encouraging them to try being active in new environments on their own.

- **Variety is the spice of life**

While forming our outline of our yearly plan, we have decided that assuming that Mondays and Wednesdays will be Physical Education classes taking place in the gym, students need at least one more day every week to be active in other environments. In this way, students could participate in a continuous unit of dance for 4 or even 8 lessons in a row in the gym but still have

the opportunity in the Friday PE class of each week to be active in a totally different way. By constantly changing Friday's activities, students will hopefully never get bored and will hopefully look forward to Friday's class when they can take part in a different activity than what they are working on during their time in the gymnasium. It is also because of our belief in the need for variety that we have chosen to do less games during the year than one might typically see in a year's worth of Physical Education. Although games play a very important role in establishing the fundamental skills that students will need to participate in formal games later on in their Physical Education careers (and for this we have allocated 30% of our lessons to games), students also need to know that being active can happen just about anywhere and while doing just about anything. Running, as we all know is not the only form that physical activity can take and because of this we have allocated time in our yearly outline to activities such as scavenger hunts, gardening, orienteering, and clapping games. Lastly, we have been sure to spread out each of our 6 movement categories over the year with a portion of each at the beginning of the year and near the end of the year. We have done this so that students will always have something to look forward to in PE. If students have an especially favorite subject, they will know that they will have an opportunity to do it again later on in the year, and this will hopefully keep them more motivated throughout other units.

- **Taking Advantage of (and knowing) the Environment:**

While forming our outline of our yearly plan, we have kept close in our minds the opportunities that the environment can create or deflate and we have formed our plan with the Victoria area in mind. Teaching in Victoria allows for a variety of opportunities that we have taken advantage of in our outline that may have not existed if we were to teach in a different area. Most of our Friday activities in September and October are outdoor activities that take advantage of generally nice weather. From November to April however, our Friday activities are indoor activities because of the rainy weather that usually prevents students from going outside during this time. At the end of April however, we spend two Friday classes gardening and in May and April, two classes hiking and exploring the outdoors taking advantage of the ease with which plants and flowers grow in Victoria as well as the relative ease with which public parks can be accessed.

- **Taking it personally: Allowing Students to take Ownership of their PE classroom**

Lastly, throughout our block-planned lessons, we have allowed students numerous opportunities to create their own games and to explore equipment led only by their own interests and curiosities. We believe it is absolutely fundamental that students feel that they are in part responsible for what goes on in the Physical Education class and that they have the opportunity to express ideas that they have created. Through creating their own games, students will not only become critical thinkers, but they will also develop the skills they need to make up their own games outside of the classroom and the ownership they will take in the Physical Education will only further enhance their PE experiences. Our scheduling of several periods of equipment exploration and stations also allows students some say in what they would like to do and allows them the opportunity to choose what they feel they need to work on or what they are interested in pursuing further. Through developing ownership and allowing for choice, students will begin to feel that they have a stake in their own physical education program and in their own success and development.

Long-Term Goals

Our long-term goals reflect our philosophy of what physical education means in the elementary school system.

- Students will learn to use movement concepts and skills to participate safely and comfortably in a variety of alternative environments by participating in swimming, skating, orienteering, and hiking. By participating in physical activity outside of gymnasium in activities such as juggling, scavenger hunts, hopscotch, and balloon volleyball, students will develop the ability to perceive new uses for familiar environments.
- Students will demonstrate the movement skills and concepts associated with gymnastics such as balancing, rolling, landing, and traveling through participation in gymnastics instruction. Students will also learn to draw on their learned skills to create movement sequences in gymnastics.
- Students will demonstrate the ability to complete tasks individually and with a partner by participating in clapping games, track and field, jogging and skipping throughout the year. Students will learn to use their bodies as well as implements to develop manipulative skills through learning to roll, collect, overhand throw, underhand throw, strike, kick and receive. Students will not only have the opportunity to play simple games but also to work with others to create their own.
- Students will develop an awareness of their bodies by performing locomotor and non-locomotor skills in basic dance steps alone and with a partner in response to a variety of stimuli. Students will also learn to use their bodies to visually interpret music while performing dances that they've learned and dances that they've created.
- Students will identify the importance of physical activity, proper nutrition, and safety when being active by being involved in the Physical Support skills lessons. Students will also learn to participate regularly in short periods of vigorous activity and indicate interest and enjoyment in their participation.
- Students will demonstrate self-confidence, the ability to remain on task, the ability to listen and follow simple directions as well as display a willingness to work with others by participating in regular, structured physical education lessons.

YEAR PHYSICAL EDUCATION PLAN					
Month/Week	Activity/Topic				
SEPTEMBER	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1	Movement		Movement	Adventure Playground	Jogging
Week #2	Movement		Movement		Hopscotch

Week #3	Movement		Setting-Up		Jogging
Week #4	Movement	Clapping Games	Setting-Up		Hopscotch
OCTOBER	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1	Movement	Clapping Games	Movement		Jogging
Week #2	Gymnastics		Gymnastics		Skipping
Week #3	Dance		Dance		Jogging
Week #4	Dance		Dance		Skipping
NOVEMBER	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1	Games		Games		Juggling
Week #2	Games		Games		Juggling
Week #3	Dance		Dance		Skating
Week #4	Dance		Dance		Skating
DECEMBER	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1	Games		Games		Skating
Week #2	Games		Games		Skating
Week #3	Christmas	Vacation			
Week #4	Christmas	Vacation			
JANUARY	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1	Dance		Dance		Balloon V-ball
Week #2	Explore Equipment		Explore equip.		Balloon V-ball
Week #3	Swimming		Swimming		Orienteering
Week #4	Swimming		Swimming		Orienteering
FEBRUARY	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1	Swimming		Swimming		Healthy Living
Week #2	Swimming		Swimming		Healthy Living
Week #3	Gymnastics		Gymnastics		Healthy Living
Week #4	Gymnastics		Gymnastics		Healthy Living
MARCH	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1	Gymnastics		Gymnastics		Clapping games
Week #2	Gymnastics		Gymnastics		Clapping Games
Week #3	Spring	Break			
Week #4	Games		Games		Jogging
APRIL	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1	Games		Games		Scavenger Hunt
Week #2	Dance		Dance		Scavenger Hunt
Week #3	Free Time		Free Time		Jogging
Week #4	Games		Games		Gardening
MAY	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1	Games		Games		Gardening
Week #2	Track and Field		Track and Field		Modified Golf
Week #3	Track and Field		Track and Field		Modified Golf
Week #4	Track and Field		Track and Field		Nature Hike/ Picnic

JUNE	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1	Track and Field		Track and Field		Orienteering
Week #2	Games		Games		Orienteering
Week #3	Games		Games		Modified Soccer
Week #4	Games		Games		Nature Hike/ Picnic

Block Plan for Games

Grade: 1

Topic: Movement

Entry and Exit outcomes: When students will begin this unit, they will all probably be at very different levels of physical, cognitive and social ability. Physically, the children will be in need of vigorous activity and opportunities to master a variety of locomotor movements. Children are steadily growing at this age and will probably want to experiment with how their growth can enable them to move their bodies in new ways. Cognitively, the students will need some practice at developing the concept of space and may have difficulty at first “spreading out” and avoiding their classmates when moving. Socially, students at this age are still somewhat egocentric and might not want to work with others or might have difficulty working with others. As a class, the students may not know each other very well and will probably not be able to recognize which students are more skilled than others. (Wall and Murray, 28-30). By the end of the unit, students should be able to move through space safely, without touching others and should be aware of a variety of ways to move and should be able to move in those different ways comfortably. Students will also become familiar with the different skill levels in their class and will become more comfortable or more familiar with working with others.

Unit Objectives:

Active Lifestyle

Students will:

- move safely and sensitively through all environments
- demonstrate behaviors that indicate interest and enjoyment in physical activity
- learn new ways to be active in their spare time while they are alone or with others
- participate regularly in short periods of vigorous activity with frequent rest intervals

Movement

Students will:

- develop a variety of ways to move through space
- play simple games
- follow directions to move to a space identified by the teacher or by the student
- move safely in personal and general space, demonstrating body awareness

Personal and Social Responsibility

Students will:

- stay on-task when participating in physical activity
- use safe behaviors when responding to simple movement tasks
- show a willingness to listen to directions and simple explanations
- demonstrate self-confidence while moving in different ways

1 – Introductory Activity: Touch Something ____ “When I say go, I want you to find something ____ (any color), walk over to it, touch it and walk back to me without touching anybody else.”

Motor Skills/Theme: Running, pivoting, listening to directions, understanding “left”, “right”, “front” and “back”, and the concept of space

Task Progression

a) Have students spread out and pick a spot on the floor (“home”). Have them pick a different spot in the gym and on “go” have them walk to that spot, and return “home”.

b) Have students walk to their spot and work on pushing off from the spot using their outside leg, to turn themselves around quicker, work up to running.

c) Discuss “left,” “right,” “front,” and “back,” by having students point to the direction you yell out.

Culminating Activity: “Left, right, front, back”

Aim: To reach the appropriate area (either left, right, front or back of the gym) called out by the teacher before the count of 5.

3 rules:

- If all the students are in the appropriate area of the gym, before the count of five, the class gets a point, and if they are not, the teacher gets a point.
- Students must not touch one another while running (if they do, the teacher gets a point)
- The teacher (students) must do one jumping jack for every point that the students (teacher) has

Strategy:

What helps us to move through space and not touch other people while we are moving?

What are some things we can do to help us turn our bodies around quickly?

2- Introductory Activity: “Here, There, Where”. On “here” students must run to the teacher, on “there,” students must run to where the teacher points and on “where” students must jump up and down.

Motor Skills/ Theme: jumping, galloping, running, listening to directions and space awareness.

Task Progression

a) Have students spread out and pick a spot on the floor (“home”). Have them pick a different spot in the gym and on “go” have them run to that spot, and return “home”.

b) Experiment with jumping and galloping, try the above activity moving by jumping and galloping.

c) Teach the areas of a ship, port, starboard, stern, and bow and have students point in those directions.

Culminating Activity: Modified Submarine

Aim: To reach the appropriate area (bow, stern, port, starboard, or captain) called out by the teacher before the

count of 5.

3 rules

- If all the students are in the appropriate area of the gym, before the count of five, the class gets a point, and if they are not, the teacher gets a point.
- Students must not touch one another while moving and must move in the appropriate way the teachers calls eg. “jump to starboard” (if they do not, the teacher gets a point).
- The teacher (students) must do one jumping jack for every point that the students (teacher) scores.

Strategy:

What are some different ways we can jump? (on one foot, on two feet, leaping, etc.)

What can we do with our bodies to help us run faster? (swing arm opposite to leg, knees high)

3- Introductory Activity: Here, There Where

Motor Skills/ Theme: running, stopping, tagging, listening to directions and space awareness.

Task Progression

- Have students move into a space, run and then practice stops
- Have students get a hoop (allowed to do the magic hoop trick), and spread them out over the floor and have students practice running around the hoops and stopping (one foot in a hoop, two feet in a hoop or no feet in a hoop)
- Explain the correct way to tag someone without hurting him or her.

Culminating Activity: Octopus Tag

Aim: As an octopus, to tag as many runners as possible. As a runner, to not get tagged by the octopuses.

3 rules

- Octopuses must always have at least one foot inside their hoop
- Runners must go around, not over or through any hoops.
- Octopuses give themselves a point for each runner they tag

Strategy:

What can we do with our bodies to help us stop better?

How can we tag someone without hurting him or her?

When you were an octopus, what helped you tag people?

When you were a runner, what did you do to avoid being tagged by the octopuses?

4- Introductory Activity: Run and show me your best stop.

Motor Skills/ Theme: dodging (“faking out”), running, tagging, listening to directions and space awareness.

Task Progression

- Have students move into a space, run and then practice stops
- Have students get a hoop (allowed to do the magic hoop trick), and spread them out over the floor, have students practice running around the hoops and stopping around or in them.
- Have students run around and try to dodge or fake out the hoops
- Review the safe way to tag people

Culminating Activity “Fish, Whales and Clams”

Aim: to move from one end of the harbor (gym) without getting caught (tagged) by the sea captain when he/she calls your creature

3 rules:

- The last sea creature not tagged becomes the sea captain.
- Sea creatures can not run through or on the hoops, only around them
- When a sea creature is tagged it must sit in the nearest hoop and becomes seaweed and can tag others

Strategy:

What can we do with our bodies to help us stop better?

What can we do with our bodies to help us dodge better?

When you were sea creatures, how did you get passed the sea captain?

When you were the sea captain, how did you catch the sea creatures?

5- Introductory Activity: “Run only along lines on the floor and when I say ‘stop’ show me your best stops”

Motor Skills/ Theme: Shuffling, stopping, tagging, following lines.

Task Progression

- Follow the leader along the lines with a partner, on “stop” be within reaching distance of your partner
- In horizontal lines facing the teacher and well spread out, practice moving sideways (shuffling).
- Line up behind teacher and follow around the gym by shuffling and staying on the lines.

Culminating Activity: Crab Tag

Aim: As a crab, to catch the runners, as a runner to avoid being caught by the crabs.

3 rules:

- Crabs can only move sideways and on the lines
- When a runner is tagged, he or she joins the crabs and becomes one as well (above rule applies)
- The last three runners tagged become the crabs for the next round

Strategy:

Was the game easier for the crabs or the runners?

Was it hard for the crabs to follow the lines and to only move sideways?

How could the crabs work together to catch the runners?

6- Introductory Activity: Here, There, Where

Motor Skills/ Theme: running, tagging, body and space awareness

Task Progression

- Have students walk inside of an area and make the area increasingly smaller, discuss with students what happens to the space when the area gets smaller
- Have students play follow the leader with a partner while walking and make the area increasingly smaller
- Have students play follow the leader while running and make the area increasingly smaller

Culminating Activity: Hot Potato

Aim: To not have a potato (ie. Bunched-up yellow pinnie) when the whistle blows

3 rules:

- Can only move around in the area designated by lines and cones, which might get smaller as the game progresses
- If you are tagged, you must take the potato and try to tag someone without a potato
- Anyone with a potato when the whistle blows has to jump on one foot 5 times in a row.

Strategy:

Was it harder or easier to tag people when there was less space?

Was it harder or easier to run away from people when there was less space?

Is it easier to avoid people (i.e. Not get hurt) in a larger or in a smaller space?

7- Introductory Activity: Find a spot on the floor (“home”), run around and when I say “home”, run back to that spot on the floor.

Motor Skills/ Theme: skipping, spinning, body and space awareness, working with others

Task Progression

- Practice skipping through space
- Practice spinning.
- Review galloping, jumping, and running techniques.
- Find a spot on the floor (“home”). Follow command (e.g. 3 skips and a hop) and return to your home.

Culminating Activity: Twins

Aim: To find your twin before 5 seconds are up.

3 rules:

- Twins must face opposite directions and can not move off in the same direction together
- Twins must complete the full directions of the teacher before they can find each other
- If you find your twin before 5 seconds are up, give each other a high-five and a point.

Strategy:

What helps to make you less dizzy when you spin?

What helped you to find your twin better?

What was the hardest combination of instructions and why?

8- Introductory Activity: Lay out enough hoops (“home”) for three people to have to share one. Run around the area and on “home” return to your hoop without touching others.

Motor Skills/ Theme: space and body awareness, movement, working with others.

Task Progression

- Experiment with baby steps and giant steps. How many does it take of each to make it across the gym?
- Move through the hoops and practice skipping and spinning.
- Review jumping and galloping technique

Culminating Activity: Triplets

Aim: To find your triplets before 5 seconds are up

3 rules:

- Triplets must not move off in the same direction together
- Triplets must complete the full directions of the teacher before they can find each other
- If you find your triplets before 5 seconds are up, give each other a high-five and a point.

Strategy:

Is it harder to play twins or triplets?

What helped you to find your partners quickly?

Did the baby or the giant steps take you further away from your partners?

Block Plan for Games

Grade: 1

Topic: Sending and Receiving

Entry and Exit outcomes: When students will begin this unit, there will be a broad range of ability in the class although probably less so than at the beginning of the year. Physically, the students will have had a unit of movement and a unit of dance to have practiced their locomotor and gross motor movement skills and should be more comfortable moving around through space without running into one another. Most of the students will probably have trouble with fine motor or manipulative skills at the beginning of the unit but because of their improving ability to focus eyes and to therefore track objects, aiming and receiving should quickly improve over the course of the unit (Wall and Murray, 28). Cognitively, the students will have had many opportunities to spread out and find spaces so that they should be familiar with the request and probably will work well as a class to fill the spaces in the gym and spread out. Socially, the students will have become increasingly comfortable with their classmates and in working with others so that it is possible to have students working together to create games. By the end of the unit, students should become comfortable with using a variety of equipment including beanbags, hoops and cones and moving around equipment safely. The unit focuses on developing the manipulative skills of overhand and underhand throwing, rolling and bouncing and through the unit which by the end of the unit will probably have greatly improved. The unit also features several game-making opportunities for students to take part in which will help to foster creativity and a sense of ownership in their PE experiences.

Unit Objectives:

Active Lifestyle

Students will:

- move safely and sensitively through all environments
- demonstrate behaviors that indicate interest and enjoyment in physical activity
- learn new ways to be active in their spare time while they are alone or with others

Movement

Students will:

- demonstrate ways to retain possession of an object
- demonstrate ways to receive an object using hands
- demonstrate ways to send an object using hands
- play simple games

- move safely in personal and general space, demonstrating body awareness
- create and play simple games

Personal and Social Responsibility

Students will:

- stay on-task when participating in physical activity
- use safe behaviors when responding to simple movement tasks
- show a willingness to listen to directions and simple explanations
- demonstrate self-confidence while participating in activities
- cooperate with a partner to develop new games

1- Introductory Activity: Snake Tag

Motor Skills/ Theme: underhand throwing, working with others, receiving, running.

Task Progression

- Practice throwing a beanbag in the air and catching it, and experiment with different heights.
- Throw with a partner, if all catches are successful, take a step back from each other
- Take out a hoop and practice underhand throwing the beanbag in to it from different distances away

Culminating Activity: Underhand Throw Relay

Aim: To get as many points as possible before the whistle blows by getting beanbags in the hoops.

3 rules:

- Must throw underhand into the hoop
- Must throw from one of two lines (the one point- closer- line or the two point- farther-line)
- Must wait until the person ahead of you in line has collected their bean bag and is returning to the line

Strategy:

What helps us to catch the beanbag better?

What helps us to throw the beanbag better?

Was it easier to throw with a partner or into a hoop?

2- Introductory Activity: Modified Submarine

Motor Skills/ Theme: underhand throwing, receiving, running, working with others

Task Progression

- Review throwing alone, and make the proper refinements.
- Throw with a partner, start close together and take a step back every time a good catch is made.
- Take out a hoop and practice underhand throwing the beanbag in to it from different distances away

OR

- If the students are very good, have them play the culminating activity as part of the lesson and subsequently have them play a version of Hoop guard where one student protects two hoops which are on either side of him or her.

Culminating Activity: Hoop guard

Aim: To get as many beanbags in the hoop as possible before the whistle blows and to protect your hoop from other people's beanbags.

3 rules:

- Must throw underhand into the hoop
- Must throw from inside own hoop
- If you get your beanbag in the hoop, award yourself a point and keep track of them for the rest of the class.

Strategy:

What helped you to protect your hoop from other people?

What helped you to get your beanbag in other people's hoops?

3- Introductory Activity: Crab Tag

Motor Skills/ Theme: rolling, collecting, working with others

Task Progression

- Roll individually and work on rolling and collecting refinements
- Try moving around and rolling, and looking for space for the next roll
- Roll with a partner
- Roll between partners' legs

Culminating Activity: Make up a game with a partner that involves rolling a ball with 2 cones a hoop and beanbag

Aim:

3 rules:

Strategy:

What can we do to help us roll better?

What can we do to help us collect better?

4- Introductory Activity: Octopus Tag

Motor Skills/ Theme: rolling, collecting, working with others

Task Progression

- Roll individually and work on rolling and collecting refinements
- Roll with a partner (try and roll through their legs)
- roll with a partner while moving throughout the space

Culminating Activity: Hoop Safe

Aim: For the rollers, to run to a cone and back before the ball is returned to the hoop, for the receivers, to get the ball back to the hoop, before the roller gets there.

4 rules:

- the ball can only be rolled
- the roller must roll from the hoop and roll the ball between the two cones
- the roller has to run to a cone, touch it and run back to their hoop before the ball gets there to

- score a point
- change rollers after 3 tries

Strategy:

Rollers, what helped you to score points?

Receivers, what did you do to try to get the ball back to the hoop before the roller?

5- Introductory Activity: Run around in the area, carefully avoiding equipment and other people (with some cones, benches and chairs) and when I say stop show me your best stop.

Motor Skills/ Theme: bouncing, receiving, space and body awareness

Task Progression

- Practice bouncing alone, and experimenting with different balls to find the appropriate one for each student.
- Have students bounce against a wall and see if they can get their balls to come right back to them
- Try moving and bouncing and catching at the same time. If students are successful have them dribble.

Culminating Activity: Scary Jungle

Aim: To bounce ball through the jungle (ie. Chairs, cones, benches etc.) bounce the ball in one of the hoops at each end of the gym and avoid losing control of the ball.

3 rules:

- Ball must not be carried but can be bounced and caught.
- If students lose control of the ball, they must go back to the wall they started at and do 3 stationary bounces.
- Students must bounce their ball in the hoop at the ends of the gym, before they can move on to a different wall.

Strategy:

What was difficult about moving through the jungle?

Which ball was easiest for you to use?

6- Introductory Activity: Hot Potato

Motor Skills/ Theme: bouncing, receiving, working with others

Task Progression

- Have students bounce individually while moving through the gym, watching out for other people.
- Have students pick a spot on the wall and try to hit it with a bounce pass as many times as they can.
- Have students put a hoop between themselves and a partner and bounce the ball in the hoop to their partner

Culminating Activity: Make up a game with a partner where a ball has to be bounced using two hoops and a cone.

Strategy:

Where did you have to aim your bounce on the floor so that your partner could catch it?
How were you able to bounce the ball and move around without crashing into anyone else?

7- Introductory Activity: Fishes, Whales and Clams

Motor Skills/ Theme: overhand throwing, receiving, running, working with others

Task Progression

- a) Practice the overhand throw against a wall to refine technique
- b) Practice overhand throwing against a wall to a target to perfect accuracy
- c) Take out a hoop and practice overhand throwing the beanbag in to it from different distances away

Culminating Activity: Overhand throw relay

Aim: To get as many points as possible before the whistle blows by overhand throwing beanbags in to the hoops

3 rules:

- Must throw overhand into the hoop
- Must throw from one of two lines (the one point- closer- line or the two point- farther-line)
- Must wait until the person ahead of you in line has collected their bean bag and is returning to the line

Strategy:

What can we do with our bodies to help us throw overhand better?
What is the difference between underhand and overhand throws?

8- Introductory Activity: Snake Tag

Motor Skills/ Theme: overhand throwing, receiving, working with others

Task Progression

- a) Review over hand throwing alone against a wall and make the proper refinements.
- b) Throw with a partner, start close together and take a step back every time a good catch is made.
- c) Take out a hoop, lean it against a wall and practice underhand throwing the beanbag in to it from different distances away

Culminating Activity: Hoop guard

Aim: To get as many beanbags in the hoop leaned up against the wall as possible before the whistle blows and to protect your hoop from other people's beanbags.

3 rules:

- Must throw overhand into the hoop

- Must throw from the designated line
- If you get your bean bag in the hoop, award yourself a point and keep track of them for the rest of the class.

Strategy:

What helped you to protect your hoop from other people?

What helped you to get your beanbag in other people's hoops?

Block Plan for Games

Grade: 1

Topic: Striking and Receiving, Sending using implements

Entry and Exit outcomes: Because this unit is probably going to be taught near the end of the year, students will have had many opportunities in PE to improve their abilities since the beginning of the year. Physically, the students' eye-hand coordination will be at a somewhat low level but students will be in a period where rapid improvement is taking place. Most students will be comfortable in the gymnasium and with using equipment and most students will probably be familiar with most of the equipment used in the unit and may have even practiced some of the skills that are covered such as kicking and using a paddle or a scoop to send and receive outside of class. Cognitively, the memory of the students will be increasing and they can probably handle more instructions or demands than they could earlier in the year. Students will have had the opportunity to think about strategy throughout the year and should be aware of some of the tactics used to play games at this point. Socially, students are working towards being less egocentric so that group work will probably be more readily accepted than at the beginning of the year. By the end of the unit, students should experience increased success with fine motor control so that their confidence in striking and in using equipment to send and receive has increased. Students will also have developed an awareness of what their bodies can do on their own in terms of sending and receiving and also in terms of how other objects can be used to help send and receive.

Unit Objectives:

Active Lifestyle

Students will:

- move safely and sensitively through all environments
- demonstrate behaviors that indicate interest and enjoyment in physical activity
- learn new ways to be active in their spare time while they are alone or with others
- participate regularly in short periods of vigorous activity with frequent rest intervals

Movement

Students will:

- play and create simple games
- demonstrate ways to send and project an object using a variety of body parts and implements
- demonstrate ways to retain possession of an object

- demonstrate ways to receive an object using a variety of body parts and implements
- move safely in personal and general space, demonstrating body awareness

Personal and Social Responsibility

Students will:

- stay on-task when participating in physical activity
- use safe behaviors when sending or receiving objects
- show a willingness to listen to directions and simple explanations
- demonstrate self-confidence while participating in different activities
- cooperate with others to play and create own games

1- Introductory Activity: Touch Something _____

Motor Skills/ Theme: striking with hands, collecting, running/shuffling.

Task Progression

- Practice striking a stationary ball against the wall with hands, stopping and repositioning it before each strike
- Practice striking against the wall without stopping the ball
- Strike the ball back and forth between partners, try to get it in between the partner's legs.

Culminating Activity: Hoopsafe

Aim: For the rollers, to run to a cone and back before the ball is returned to the hoop, for the receivers, to get the ball back to the hoop, before the roller gets there.

4 rules:

- The ball can only be struck with the hands along the ground
- The striker must strike from the hoop and send the ball between the two cones
- The striker has to run to a cone, touch it and run back to their hoop before the ball gets there to score a point
- Change rollers after 3 tries

Strategy:

What is the correct way to strike a ball with your hand?

What did strikers do to help them score more points?

What did receivers do to stop the strikers from getting points?

2- Introductory Activity: Modified Submarine

Motor Skills/ Theme: striking with hands, catching, running/shuffling.

Task Progression

- Practice using your hand to hit a ball into the air, above your hand, letting it bounce once and then catching it
- Try hitting the ball after one bounce twice or three times in a row.
- Take out a hoop and practice trying to hit the ball with your hand so that it bounce into the hoop
- With a partner, take turns striking the ball after once bounce.

Culminating Activity: Castle Game

Aim: To hit the ball into the hoop using your hand as many times as possible.

3 rules:

- Must use hand to hit the ball
- Ball can bounce before it is hit
- If you get the ball into the hoop, your partner has to do 3 jumping jacks

Strategy:

Where should you stand in relation to your partner during the castle game?

What helps you to have lots of time to prepare yourself for striking the ball?

3- Introductory Activity: Snake Tag

Motor Skills/ Theme: striking with a paddle, shuffling/running, catching.

Task Progression

- a) Use a paddle to hit the a ball against the wall and stop the ball and reposition it each time
- b) Try to see how many times you can hit the ball in a row before you have to stop it.
- c) With a partner, practice passing the ball back and forth refining both striking and receiving skills

Culminating Activity: Make up your own game with a partner with 2 paddles, a ball, two hoops and a cone where the ball can only be moved by striking it with the paddle.

Strategy:

How can we use the paddle to help stop the ball?

How can we stop the ball without having it bounce off the paddle and roll away?

4- Introductory Activity: Fishes, Whales and Clams

Motor Skills/ Theme: striking with a paddle, shuffling/running, catching.

Task Progression

- a) Use a paddle to hit a ball in the air above your head, let it bounce once and then catch it.
- b) Try hitting the ball two or three times in a row before you let it bounce
- c) Try striking the ball, letting it bounce and then having a partner strike it back.
- d) Get out a hoop and try striking the ball into the hoop.

Culminating Activity: Paddle Castle Game

Aim: To hit the ball into the hoop using your paddle as many times as possible.

3 rules:

- Must use paddle to hit the ball
- Ball can bounce before it is hit
- If you get the ball into the hoop, your partner has to do 3 jumping jacks

Strategy:

Where should you stand in relation to your partner during the castle game?

What helps you to have lots of time to prepare yourself for striking the ball?
 What helps you to get under the ball (in a position to strike it)?

5- Introductory Activity: Octopus Tag

Motor Skills/ Theme: sending and receiving using a scoop, running/shuffling, working with others

Task Progression

- a) Practice throwing a beanbag in the air and catching it and catch it with a scoop, and experiment with different heights.
- b) Try moving and sending by sending the bean bag a bit away from you and then moving underneath it to receive it
- c) Try tossing the beanbag with a partner.
- d) If a student is exceptionally good, have him or her try sending and receiving with their opposite hand

Culminating Activity: Scoop Throw relay

Aim: To get as many points as possible before the whistle blows by using your scoop to send beanbags in to the hoops

3 rules:

- Must use the scoop to send the beanbag into the hoop
- Must send from one of two lines (the one point- closer- line or the two point- farther-line)
- Must wait until the person ahead of you in line has collected their bean bag and is returning to the line

Strategy:

What is the best position to be in to catch the beanbag?

At what height that the beanbag is thrown up is it easiest to catch?

6- Introductory Activity: Crab Tag

Motor Skills/ Theme: sending and receiving using a scoop, running/shuffling, working with others, body/space awareness.

Task Progression

- a) Review throwing alone, and make the proper refinements.
- b) Throw with a partner, start close together and take a step back every time a good catch is made.
- c) Take out a hoop and practice underhand throwing the beanbag in to it from different distances away

Culminating Activity: Scoop Hoop guard

Aim: To get as many beanbags in the hoop as possible before the whistle blows and to protect your hoop

from other people's beanbags.

3 rules:

- Must use the scoop to send beanbag into the hoop
- Must send from inside own hoop
- If you get your beanbag in the hoop, award yourself a point and keep track of them for the rest of the class.

Strategy:

Was this game easier to play using scoops or just using hands?

How were you able to make sure that when you tried to catch a beanbag to stop you partner from getting a point, it didn't slip through and fall into the hoop?

7- Introductory Activity: Bull in the Pasture. Line up the milk cartons at the centerline in the gym. (this is the fence). Select one "bull" that will have a pinnie to tag people with and will wait with his or her back to the wall at one end of the gym. The class will start at the centerline and ask, "Bull, Bull come out and play", and the bull will reply "In _ (1-5) minutes". For each minute the bull says, students get to take one step towards him/her. If the bull replies "okay", the bull will chase the students back and if someone is tagged, they get to be the bull, others are safe once they hop over the "fence".

Motor Skills/ Theme: kicking, trapping, running, dribbling, space/body awareness.

Task Progression

- a) Have students experiment with kicking a ball around and kicking it different distances away from them. Encourage them to keep the ball grounded
- b) Have students kick the ball against a wall and practice trapping.
- c) have students pick a spot of then wall and try to hit it with their ball.
- d) Have students find a partner and practice passing between each other. Have pairs start close together and move farther apart.

Culminating Activity: Attack of the Killer Milk Cartons

Aim: to knock over all of the milk cartons in the gym before time is up

3 rules:

- balls can only be handled using feet
- balls must remain grounded
- milk cartons can not be touched

Strategy:

Is the ball easier to control when you use big kicks or when you use little kicks?

How can we stop the ball in front of us so that it doesn't bounce off of our feet and roll away?

8- Introductory Activity: Bull In The Pasture

Motor Skills/ Theme: kicking, trapping, running, dribbling, space/body awareness.

Task Progression

- a) Have students pick a spot of then wall and try to hit it with their ball.
- b) Have students find a partner and practice passing between each other. Have pairs start close together and move farther apart.
- c) have students dribble their balls through the gym (obstacles or objects to dribble through can be set up)

Culminating Activity: China Shop

Aim: to kick the ball into each of six hoops laid against the walls in the gym without knocking over any milk cartons.

3 rules:

- balls can only be kicked
- balls must stay grounded
- for every milk carton left standing the teacher has to do one jumping jack and for every carton knocked over, the class has to do one jumping jack.

Strategy:

How were you able to move around the gym without knocking over any cartons?

How were you able to make sure that your ball didn't roll out of control?

Assessment

Thorough assessment will be conducted throughout the year in order to give value and credibility to the subject of Physical Education. Through thorough evaluation, parents and students will see that Physical Education is of equal value to other subjects such as Math and Language Arts. By keeping detailed records of students' Physical Education, teachers will have information to refer to later in the year and during times of evaluation and grading and the information can be used to inform parents' of students' Physical education. Assessment will be conducted based on the following 5 methods:

- **Observed Participation and Effort:**

The teacher can observe 4-5 students per lesson several times throughout the year paying particular attention to their participation and effort level during the class. Students will be evaluated on their willingness to participate, ability to stay on task, and willingness to attempt new skills or activities.

- **Student's Progress over time:**

The teacher will observe student's abilities three times throughout the year to evaluate the students' progress in a variety of areas. This method of evaluation focuses not only on the ability that the students' will begin the year with but also on the effort that they place on improving their skills. Teachers can use this record to help students' target certain area in which they need the most improvement and to congratulate students for their accomplishments.

- **Child's Perception of their own learning:**

Using emotive response sheets (see Appendix) will allow students the opportunity to express their enjoyment or dislike of certain parts of a lesson or of a unit. With this information, the teacher can change instruction to better to suit the needs of the students. This gives students a feeling of ownership in their Physical Education program. Closure questions at the end of each lesson will make students aware of what they have learned each lesson and to point out key concepts that they should remember from each lesson.

- **Anecdotal Evidence of Attitudes and Behaviors regarding PE:**

The teacher will keep a log of student behavior not directly related to Physical Education Skill development but rather which focuses on the students' attitudes and behaviors in Physical Education. The teacher can note any behavior which appears relevant to the students learning such as misbehavior, exceptional helpfulness, distractedness, negative attitude, social conflicts etc.

- **Testing of Skill Acquisition:**

The teacher will use traditional checklists to determine whether students fall below, just meet or exceed expectations in any given skill area.

References and Further Resources

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