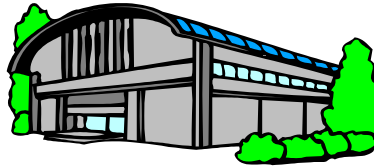


PE Yearly Plan
Grades 3 & 4

For Dr. Timothy Hopper
PE 304



Yearly Plan designed by:
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Particulars

Philosophy:

Physical education should be a part of every child's learning. As teachers, we have the responsibility to educate the whole child. A well-rounded physical education plan promotes to students an "appreciation of their body, the acquisition of physical skills and increased abilities" (Wall and Murray, Perspectives). Keeping this in mind, a physical education program needs to be created with an element of adaptability to meet the needs of all students. We strongly believe it should value each individual's abilities and strengths. Since the goal of any Physical Education program is the teaching of new skills and the improvement of existing skills, the program needs to be appropriately designed for the physical, cognitive, and social development of the students. The program that we have designed has taken all these factors into consideration.

Our plan is for a Grade Three or Four class. Children in grades three or four are usually around the age of nine and require vigorous activity. A child of this age will have good balance, agility, flexibility, and strength. Eye-hand and eye-foot coordination will have improved so equipment that is sport specific can be used. Fine motor control is developing therefore activities that require the use of the child's small muscles in the hands, wrists, ankles, and feet are appropriate.

Cognitively the student will require positive feedback and activities should be created to allow them to experience success and enjoyment, regardless of their ability level or prior experience. As the student's attention span increases they can concentrate and maintain interest in an activity longer. With further development, students will enjoy working with partners or in groups so activities should be planned to support this.

However, at this stage of cognitive development they are becoming aware of their abilities in relation to others. Their self-concept is beginning to develop and the teacher will have to carefully partner and structure groups.

Socially, nine year olds will start to put a lot of emphasis on winning and losing. They may become aggressive, quarrelsome, and argumentative over fairness. To avoid this, the rules of any activity or game must be firmly established and discipline should be consistent for all students. Lastly, as friendships at this age are almost exclusively of the same sex, the teacher needs to be sensitive when forming groups and pairing up students.

Overall, we believe that the teacher's role in PE is to guide the students learning. To do this, the teacher must provide specific positive feedback to the students. Allowing the students to practice a new move and modeling a few student examples from the class will allow the students to learn from their own peers. By using this method of teaching, the teacher will creatively allow the students to facilitate their own learning, as well as their fellow classmates. Furthermore, we believe when teaching PE, it is our job to create an environment that enhances the development of many movement and fitness qualities, such as balance, flow of body movement, rhythm, coordination, flexibility, agility, strength, and endurance.

Ultimately, we believe that PE is an essential part of every student's education. Students who participate in a regular fitness program "enjoy enhanced memory and learning, better concentration, and increased problem solving skills" (BC IRP's). Not only are students who participate in PE more risk takers but they often have an improved self-esteem and amore positive self-image. Through PE, the students learn the joy and excitement that is found in regular exercise and the benefits of having a better quality of

life. Physically, the students will develop a variety of skills that may not be obtained otherwise.

PE is an important subject that should not be left out or avoided by the teacher. The positive benefits gained from PE are too important to ignore and it is our job to insure every student has the opportunity to enjoy them.

Long term Goals:

The long-term goals of any Elementary Physical Education program are to get students more physically active on a regular basis. The benefits of exercise are infinite and thus, a necessary component in every child's life. It is therefore very important to introduce students to the benefits of physical activity at a young age. Habits form early and we hope to help students build positive fitness behaviors by creating an encouraging PE environment and ultimately, experience.

With the knowledge and fitness gained by participating actively in a wide variety of sports, students will not only benefit immediately but in the long term as well by preparing themselves for a lifetime of continued physical fitness and good health. Our long-term goals are that through active participation in physical activities, students will gain confidence and a higher level of self-esteem. They will develop an understanding for the importance of exercise and the different ways in which physical fitness can be incorporated into their daily lives. At the same time as their understanding of the value of an active lifestyle builds, the students will be acquiring new locomotor skills. With each new sports unit, new skills that relate to each unit will be learned. Throwing, catching, and pitching will be learned in Softball whereas striking and trapping will be learned in Soccer. As all children learn and improve at different levels and speeds, tasks have been created to accommodate every student. Each lesson plan is flexible to offer the potential for new ideas or any simplification or extension should they be needed.

Through our regularly scheduled PE activities, students will be given the opportunity to improve upon their newly learned skills. Over the course of the entire

year, students will gain an understanding of the fundamental locomotor and non-locomotor skills of each sport and the chance to develop these skills over the entire year.

Rationale:

When designing a yearly physical education plan there are many factors to take into consideration. We believe a quality physical education program should seek to maintain or increase the student's fitness level, so to meet that goal we have scheduled PE three times a week. Other issues that were considered when designing this program were the time of year that the sports are traditionally played, the space requirement for particular sports and the gradual skill development of the students. Sports such as Softball, Soccer, and Track and Field were placed later in the year in the hopes that the students could participate in these activities outdoors. Fridays were left open for alternative days in order to have the opportunity to introduce our students to sports and activities that are not commonly touched upon in traditional PE classes. Activities such as Yoga, Judo, and Tae Kwon Do build strength and discipline while stretching and promoting a general relaxation for students. They also incorporate a cultural element into PE which would increase the experiences for the students. Swimming was also added on Fridays because it is an activity that offers a low-impact and fun way for students to get exercise. The diversity of all the sports was to offer each student the opportunity to explore and discover where their individual talent and interests lie. By offering a wide range of activities, students will participate in many sports that require different strengths and some that require very similar strengths. This will allow for enough repetition to promote success without becoming redundant.

PE Schedule of Activities:

Games Units: 34% (34% of the year has been allocated to the Games category to allow the students to properly develop and maintain their locomotor skills.)

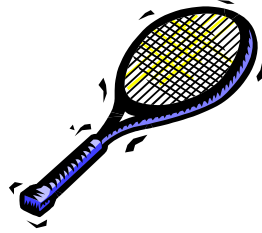
Track and Field: 7% (7% of the year has been allocated to Track and Field because many of the locomotor elements such as running and jumping in Track and Field are found in other sports. The reason why it is scheduled in spring is to allow students to use their previously learned skills in more challenging ways.)

Dance: 12% (Dance has been chosen for 12% of the year to allow students to improve their gross motor skills while fostering their creativity. We have chosen Dance as a focal point of the year because it involves self-expression, an opportunity for increased self-esteem and the chance to work cooperatively with others.)

Alternative Fridays and other: 39% (Alternative Fridays allow students to participate in different sports and activities that are not traditionally taught in Physical Education. We believe it is important to allow time for these activities to meet the needs of every learner and allow for maximum success.)

YEAR PHYSICAL EDUCATION PLAN					
Month/Week	Activity/Topic				
SEPTEMBER	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1	Gym safety		Orientation		Kids decide
Week #2	Tennis (Net Wall)		Tennis (Net Wall)		Yoga
Week #3	Tennis (Net Wall)		Tennis (Net Wall)		Yoga
Week #4	Tennis (Net Wall)		Tennis (Net Wall)		Yoga
OCTOBER	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1	Tennis		Tennis		Yoga
Week #2	Hiking		Hiking		Kids decide
Week #3	Dance (Hip Hop)		Dance (Hip Hop)		Skipping
Week #4	Dance (Hip Hop)		Dance (Hip Hop)		Skipping
NOVEMBER	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1	Basketball		Basketball		Skipping
Week #2	Basketball		Basketball		Kids decide
Week #3	Basketball		Basketball		Judo
Week #4	Basketball		Basketball		Judo
DECEMBER	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1	Dance (Folk)		Dance (Folk)		Judo
Week #2	Dance (Folk)		Dance (Folk)		Kids decide

Week #3	Christmas	Vacation			
Week #4	Christmas	Vacation			
JANUARY	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1	Hockey Stick		Hockey Stick		Kids decide
Week #2	Hockey Stick		Hockey Stick		Swimming
Week #3	Hockey Stick		Hockey Stick		Swimming
Week #4	Dance (Creative)		Dance (Creative)		Swimming
FEBRUARY	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1	Dance (Creative)		Dance (Creative)		Swimming
Week #2	Dance (Creative)		Dance (Creative)		Swimming
Week #3	Gymnastics		Gymnastics		Swimming
Week #4	Gymnastics		Gymnastics		Parachute
MARCH	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1	Gymnastics		Gymnastics		Parachute
Week #2	Gymnastics		Gymnastics		Kids decide
Week #3	Spring Break				
Week #4	Orienteering		Orienteering		Tai Chi
APRIL	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1	Softball		Softball		Tai Chi
Week #2	Softball		Softball		Tai Chi
Week #3	Softball		Softball		Tai Chi
Week #4	Softball		Softball		Bike Safety Wk
MAY	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1	Soccer		Soccer		Tae kwon do
Week #2	Soccer		Soccer		Tae kwon do
Week #3	Soccer		Soccer		Tae kwon do
Week #4	Soccer		Soccer		Tae kwon do
JUNE	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1	Track & Field		Track & Field		Kids decide
Week #2	Track & Field		Track & Field		Kids decide
Week #3	Track & Field		Track & Field		Kids decide
Week #4	Track & Field		Track & Field		Kids decide



Tennis

Entry and Exit Outcomes:

Upon starting the tennis unit the students will not need to have any of the skills used to play tennis. The main objective in this unit is to teach the students the basic skills required to play tennis, such as hand eye coordination and use of force required to hit a ball.

Movement:

- Demonstrate body and space awareness when performing game activities
- Demonstrate ways to retain possession of an object with control
- Demonstrate ways to send, project, and receive an object with control, individually and with others, using a variety of body parts
- Use critical-thinking and problem-solving skills to create competitive and co-operative games
- Working alone or with others while being conscious of space and others around
- Running, changing directions, passing, striking.

Personal and Social Responsibility:

- Demonstrate self-confidence while participating in a physical activity
- Identify and demonstrate etiquette and fair play
- Identify and demonstrate positive behaviours towards others
- Identify and follow rules, routines, and procedures of safety in a variety of activities from all movement categories
- Select and assume responsibility for assigned roles while participating in physical activity
- Prove to be active participants in their own learning and in their fellow classmates learning.

Active Living:

- Participate in regular physical activity
- Demonstrate a willingness to participate in a variety of activities
- Identify components of physical fitness and motor abilities
- Describe and record changes in personal growth and development
- Participate in warm-up and cool down activities
- Identify and describe positive benefits gained from physical activities
- Describe the importance of exercise and the changes in the body.

Introductory Activity: Hula-hoop octopus game

Tactical Awareness: **E:** direct and straight **S:** general, pathways **B:** manipulative

Motor Skills/ Theme: Throwing

1. Each student practices alone to toss a bean bag into a hula-hoop
2. Get the students to switch to throwing a ball into the hula-hoops
3. Working alone the students will throw their ball into the hula-hoop and retrieve their ball, seeing how many times they can do it with out losing their ball.

Culminating Activity: Have the students play hula-hoop hunt, where they must see how many hoops they can toss their balls into.

Introductory Activity: Hula-hoop hunt

Tactical Awareness: **E:** time, touch, and body positioning **S:** general and various directions **B:** straight

Motor Skills/ Theme: Toss and Catch

1. Have the students toss a ball alone seeing how high they can throw the ball while still catching it.
2. Have each student grab a hula hoop and have them hit the ball with their palms of their hands trying to keep the ball inside the hoop
3. Alone or with a partner have the students using their hands or paddle bounce a ball up attempting to aim for the castle placed in the middle of the hula-hoop.

Culminating Activity: Have the students play a game that has the students aiming to hit the castle in the middle of a hula-hoop. If the student hits the castle in the middle the other partner will have to do five jumping jacks.

Introductory Activity: Freeze tag

Tactical Awareness: **E:** touch and time **S:** general, straight and curved pathways

Motor Skills/ Theme: Hitting a ball, bounce pass

1. The students will hit a ball against the wall, seeing how much force that is need to be applied to catch the ball after hitting it. Have the students move closer and farther away from the wall experimenting with distance.
2. Have the student's pair up. Show them the bounce pass, and have them pass the ball in between the two of them using the bounce pass moving closer and farther apart.
3. Working in pairs the students will pass the ball back and forth using the bounce pass against the wall. They will work on the force that needs to be applied to have the ball reach the spot their partner is standing at.

Culminating Activity: Have the students play the wall bounce game. Bouncing the ball off of the wall the students will try to score points against each other by the other player not being able to return a pass. The students will be encouraged to stand closer and farther apart from the wall, as well as using different amounts force to hit the ball against the wall.

Introductory Activity: Freeze tag

Tactical Awareness: **E:** ongoing **S:** general and various directions **B:** receive weight

Motor Skills/ Theme: Eye hand coordination/ catching a ball in a scoop

1. Have two students throw a waffle ball back and forth between them using their hands.
2. Individually have the students throw and catch a waffle ball into a scoop.
3. Pairing up the students, have them pass the waffle ball between the two of them. Ask them to see how many times they can catch the ball between them with only one bounce or without dropping it.

Culminating Activity: Give the students two cones and have them create their own game using all equipment they already have.

Introductory Activity: Squirrel and Nuts

Tactical Awareness: **E:** ongoing **S:** forwards, sideways and backwards **B:** manipulative, swing

Motor skills/ theme: Passing and hitting

1. Have the students with a racket hit a balloon in the air seeing how many times they can hit it without missing
2. Have the students hit the balloon back and forth with a partner seeing how many times they can hit it back and forth.
3. Have the students use a medium size ball hitting it with the racket back and forth with one bounce.

Culminating Activity: Have the students play against each other seeing how many times they can pass the ball back and forth with the racket and only one bounce.

Introductory Activity: Steal the Tail Tag

Tactical Awareness: **E:** fast sudden movements **S:** forwards and backwards **B:** receive and apply force

Motor skills/ theme: hitting and running

1. Have the students in groups of two hit a ball against the wall. When they hit it they must run back behind a marked line and the partner will move forward and hit the ball.
2. Have the student try the activity trying to have only one bounce between each hit.
3. Have the students try the activity one on one. The students will try to pass the ball back and forth over a line in the gym.

Culminating Activity: Place the students in behind a setline in the gym and have them try the exercise in a court situation against another group of students. They will get a point every time the other team allows the ball to bounce more than twice.

Introductory Activity: Pirate Game

Tactical Awareness: **E:** body positioning **S:** forwards and backwards **B:** receive and apply force

Motor skills/ theme: Passing, Hitting, Receiving

1. The students will be given time to work at a station to improve a skill.
2. Have the student's play one on one against each other with only one bounce between hits.
3. The students will be given time to work at a station to improve a skill.

Culminating Activity: Have the student's partner up and play one on one against each other with only one bounce between hits

Introductory Activity: Squirrel and Nuts

Tactical Awareness: **E:** body positioning **S:** forwards and backwards **B:** receive and apply force

Motor skills/ theme: Passing and hitting

1. Have the students try to hit a sponge ball back and forth over a net with only one bounce.
2. Have the students try to hit a sponge ball back and forth returning to the blue line after each hit.

Culminating Activity: Have the students play a game seeing how many hits they can make back and forth with only one bounce. Encourage the students to use all the skills that they have learned in past lessons.



Dance

Entry and Exit Outcomes:

To participate in the Dance Unit, students do not require any previous dance skills! The main objective is to teach the students to move to music, learn to follow directions but also think and move creatively.

Movement:

- Demonstrate body and space awareness when performing dance activities
- Demonstrate basic dance steps and patterns, alone and with others, with and without objects such as galloping, clapping, skipping, hopping, freezing
- Select and perform simple movement sequences using elements of body awareness, space awareness, qualities, and relationships
- Use creative the process to develop dance patterns, alone and with others.

Personal and Social Responsibility:

- To participate actively in dance lessons while being supportive of all students' ideas and abilities.
- Demonstrate self-confidence while participating in a physical activity
- Identify and demonstrate etiquette and fair play
- Identify and demonstrate positive behaviours towards others
- Identify and follow rules, routines, and procedures of safety in a variety of activities from all movement categories
- Select and assume responsibility for assigned roles while participating in physical activity
- Prove to be active participants in their own learning and in their fellow classmates learning.

Active Living:

- Participate in regular physical activity
- Demonstrate a willingness to participate in a variety of activities
- Identify components of physical fitness and motor abilities
- Describe and record changes in personal growth and development
- Participate in warm-up and cool down activities
- Identify and describe positive benefits gained from physical activities
- Describe the importance of exercise and the changes in the body.

Introductory Activity: Skipping and finding a space to a beat

Motor Skills/ Theme: Galloping and listening to music

4. Talk about Hamsters and do hamster poses.
5. Learn “Hamster Wiggle” and skips.
6. Learn head bobs and galloping.

Culminating Activity: Have students perform learned part of Hamster Dance with music and have one half perform for the other half and vice versa.

Introductory Activity: Skipping and finding a space to a beat

Motor Skills/ Theme: Galloping and listening to music

4. Practice dance moves from last class.
5. Learn clapping sequence.
6. Create own clapping sequence.

Culminating Activity: Have students perform learned part of Hamster Dance with music and have one half perform for the other half and vice versa.

Introductory Activity: Skipping and finding a space to a beat

Motor Skills/ Theme: Movement coordinated with a musical beat

4. Practice dance moves from last class.
5. Add arms link and skip in circle with partner.
6. Create own ending pose.

Culminating Activity: Have students perform learned part of Hamster Dance with music and have one half perform for the other half and vice versa.

Introductory Activity: Skipping with a partner, each partner takes turns trying to lose the other while skipping to a beat

Motor Skills/ Theme: Skipping and freezing while listening to music

4. Discuss familiar animals to Victoria and squirrel practice poses.
5. Learn skipping and freezing sequence with A’s and B’s.
6. Learn “Collecting Nuts” sequence.

Culminating Activity: Have students perform learned part of Squirrel Dance with music and have one half perform for the other half and vice versa.

Introductory Activity: Skipping with a partner, each partner takes turns trying to lose the other while skipping to a beat

Motor Skills/ Theme: Skipping and freezing while listening to music

1. Practice dance moves from last class.
2. Learn “Finding Ultimate Nut” sequence.
3. Create your own dance “story” to replace choreographed “Nut” part of dance.

Culminating Activity: Have students perform learned part of Squirrel Dance with music and have one half perform for the other half and vice versa.

Introductory Activity: Skipping with a partner, each partner takes turns trying to lose the other while skipping to a beat

Motor Skills/ Theme: Skipping and freezing while listening to music

1. Practice dance moves from last class.

2. Learn “Tug-of War” sequence.
3. Create own collapse ending pose.

Culminating Activity: Have students perform learned part of Squirrel Dance with music and have one half perform for the other half and vice versa.

Introductory Activity: Skipping, finding own space, and performing different jumps in the air like a Leprechaun

Motor Skills/ Theme: Skipping and jumping while listening to music

1. With a partner, practice jumping towards and away from each other.
2. Time jumps to musical beat of Long, Long, Short, Short, Short as tapped out by teacher.
3. Link beginning skipping sequence with jumping sequence.

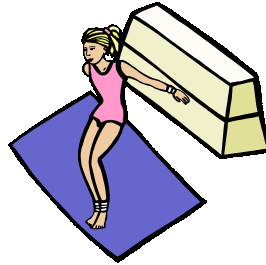
Culminating Activity: Have students perform learned part of Leprechaun Dance with music and have one half perform for the other half and vice versa.

Introductory Activity: Skipping, finding own space, and performing different jumps in the air like a Leprechaun

Motor Skills/ Theme: Skipping, jumping, spinning, and collapsing while listening to music

1. Practice dance moves from last class.
2. Practice passing “Fair” movements from person A to person B.
3. Create own collapse ending pose.

Culminating Activity: Have students perform learned part of Leprechaun Dance with music and have one half perform for the other half and vice versa.



Gymnastics

Entry and Exit Outcomes:

Students who start this gymnastics unit need not have had any previous experience. It is hoped that through this unit the students will gain confidence in the ability of body movement and a greater understanding on how to move. Through this unit the students will learn proper landing and rolling techniques that can be used to prevent injuries.

Movement:

- Demonstrate locomotor and non-locomotor skills, body and space awareness, qualities, and relationships when performing gymnastic activities
- Use a variety of gymnastic themes to create sequences using equipment and large apparatus, alone and with others
- Use problem-solving skills to solve movement challenges.

Personal and Social responsibility:

To be aware of others in the gym and the sharing of equipment

- Demonstrate self-confidence while participating in a physical activity
- Identify and demonstrate etiquette and fair play
- Identify and demonstrate positive behaviours towards others
- Identify and follow rules, routines, and procedures of safety in a variety of activities from all movement categories
- Select and assume responsibility for assigned roles while participating in physical activity
- To be aware of others that are around.

Active Living:

- Participate in regular physical activity
- Demonstrate a willingness to participate in a variety of activities
- Identify components of physical fitness and motor abilities
- Describe and record changes in personal growth and development
- Participate in warm-up and cool down activities
- Identify and describe positive benefits gained from physical activities
- Describe the importance of exercise and the changes in the body.

Introductory Activity: Red light/ stop light

Tactical Awareness: **E:** walking, running, fast and slow **S:** pathways **B:** levels (low, medium, and high)

Motor skills/ theme: Jumping, levels, and speed

1. Have the students walk across the gym in different ways (jagged, curved zigzag) and changing direction. Add in a tambourine, when the tambourine shakes the students must change their speed and when it is hit they must jump and then continue walking.
2. Put the students into partners and have them grab one floor mat between the two of them. Have one partner lead the other trying not to lose them. Use the same commands with the tambourine as in one.
3. Same as above with added instruction: Have the students emphasize different levels (low, medium, and high) when the teacher calls out level.

Culminating activity: Using all the skills that the students have learned; have the students in pairs create a sequence with three different types of levels, three types of traveling, and speed. Have half the class perform their routine while the other half watches.

Introductory Activity: Animal Shapes

Tactical Awareness: **E:** fast and slow time **S:** general and low, medium and high levels
B: balance

Motor skills/ theme: Balance

1. Have the students balance on one foot, changing the placement of their arms
2. Show the students a jump with a turn, have them practice the 1/4th, the 1/2, and the 3/4th turn.
3. Have the students do the turn jumps this time landing on one foot.

Culminating Activity: With a partner have the students create a three-part balance sequence showing three different levels that mirrors their partner. Have the half class perform while the other half watches.

Introductory Activity: Colour/ Line tag

Tactical Awareness: **E:** fast and slow time **B:** support of body weight **S:** general and straight, curved, twisted pathways

Motor skills/ theme: Jumping and landing

1. Have the students walk around the gym changing directions every time the teacher calls out change. Progress to having the students jumping over the lines on the gym floor as they come to them.
2. Have the students do the same as above but add on that they must hold their landings after they jump for at least three seconds. Emphasize having the students landing in alternative ways on one foot and arms above the head.
3. Have the students make up a three-part sequence with three different jumps done around the gym including landings that are held for at least three seconds.

Culminating Activity: Partner up the students and have them show their sequences to their partners. Taking elements from both have them create a sequence together

including traveling, three jumps, and three landings. Have half the class perform their sequences while the other half watches.

Introductory Activity: Animal shapes

Tactical Awareness: **B:** Rolling, landing, and patches/ curves **S:** changing and contrasting, together and apart **E:** time changing speed (slow, fast, and accelerating)

Motor skills/ theme: Rolling, use of space, stepping and flight

1. Show the students the safety roll and have them practice it including a pose at the end.
2. Ask the students to roll across the mat and end up with one patch and two curves to their body.
3. Show the students the log roll. Ask them to incorporate a run, a jump, a land, and a roll together in a flowing sequence.

Culminating Activity: Working with a partner have the students create a sequence with the same elements as three that has the partners coming together and moving apart. Have half the class perform their sequences while the other half watches.

Introductory Activity: Turtle Tag

Tactical Awareness: **E:** time and changing of speed **S:** general and various pathways **B:** curled, bended and twisted

Motor skills/ theme: Rolling and landing

1. Show the students what poise is. Get the students to show a different poise is every time the tambourine shakes.
2. Show the students what a forward roll is. Have them show a poise at the start before their forward roll and at the end of their log roll
3. Talk about straight, curved and jagged lines, have the students show these different types in their poises

Culminating Activity: Have the students walk around the gym, when the teacher says roll the students must find an empty mat roll across it using one of the rolls they have learnt and create a that the teacher calls out poise before the teacher counts to six. They also must hold the poise until the teacher stops counting. Example “ROLL, CURVED” Students would roll and show a curved poise.

Introductory Activity: Turtle Tag

Tactical Awareness: **S:** general **B:** support of body weight **E:** free and ongoing flow

Motor skills/ theme: jumping and landing

1. Have the students each put out a mat, and equipment around the gym (benches, spring board, ladder, small horse). Show the students the springboard and have them jump off of it. Have them walk around the gym walking on the equipment and jumping off.
2. Have the students jump off the equipment as before and hold their landings for three seconds after they jump.
3. Have the students jump off the equipment and change direction when they jump and holding their landing.

Culminating Activity: Have the students use one piece of equipment, two poises, and one roll to create a floor routine.

Introductory Activity: Pose

Tactical Awareness: **E:** direct and straight **S:** personal and upward direction **B:** direct and straight

Motor skills/ theme: Monkey stand, headstand

1. Have the students create a poise that emphasizes straight lines.
2. Show the students how to do to the triangle position. Move into showing them a monkey stand.
3. Show the students what a headstand is and have them work on it with a partner.

Culminating Activity: Have the students combine a Monkey stand with a roll of their choice.

Introductory Activity: Animal Shapes

Tactical Awareness: **E:** speed **S:** jagged, pathways, straight **B:** curling, twisting, shapes are straight wide and twisted

Motor skills/ theme: Working on weaker areas

1. Have the students use stations to work on weaker areas
2. Time to create a floor and apparatus routine

Culminating Activity: Have the students with a partner create a floor sequence that shows any four elements that has been taught. Examples: levels, together and apart, speed, jumping, and rolling.



Softball

Entry and Exit Outcomes:

Upon starting Softball the students will come from various levels of physical ability. It is hoped that through participating in regular Softball PE classes the students will improve their Softball abilities and will become more active physically. It is also hoped that all students will gain a positive experience in PE. No matter what level of skill, students will learn and improve upon their ball handling and batting skills and other skills necessary to play Softball.

Movement:

- Demonstrate body and space awareness when performing game activities
- Demonstrate ways to retain possession of an object with control
- Demonstrate ways to send, project, and receive an object with control, individually and with others, using a variety of body parts
- Use critical-thinking and problem-solving skills to create competitive and co-operative games
- Working alone or with others while being conscious of space and others around
- Running, changing directions, throwing, catching, pitching, stopping, tagging, fielding, batting.

Personal and Social Responsibility:

- Working alone or with others while being supportive of other people's abilities
- Demonstrate a sense of self-confidence during their games participation
- Play fairly and follow the rules as dictated by the teacher in terms of safety and the rules as they apply to Softball
- Identify and demonstrate positive behaviours towards others
- Select and assume responsibility for assigned roles while participating in physical activity
- Prove to be active participants in their own learning and in their fellow classmates learning.

Active Living:

- Participate in regular physical activity
- Demonstrate a willingness to participate in a variety of activities
- Identify components of physical fitness and motor abilities
- Describe and record changes in personal growth and development
- Participate in warm-up and cool down activities

- Identify and describe positive benefits gained from physical activities
- Describe the importance of exercise and the changes in the body.

Introductory Activity: Start and Stop, Finding a Space

Motor Skills/ Theme: Throwing and catching

Strategy: Be aware of how high and hard to throw the beanbag in order to be successful catching it

1. Using a beanbag, underhand throw up in the air in front of you and catch.
2. Using a beanbag, underhand throw and catch with a scoop.
3. Using a beanbag, underhand throw to a partner and catch.

Culminating Activity: Introduce Softball Task Card #1. See how many times you and your partner can throw and catch the beanbag in a row without dropping the beanbag.

Using two hoops and a cone, create a game that involves catching the beanbag.

Introductory Activity: Start and Stop, Finding a Space while tagging as many walls as you can

Motor Skills/ Theme: Throwing and catching

Strategy: Be aware of how high and hard to throw the beanbag in order to be successful catching it

1. Using a big, soft ball, underhand throw up in the air in front of you and catch.
2. Using a smaller ball, underhand throw up in the air in front of you and catch.
3. Using a smaller ball, underhand throw to a partner and catch.

Culminating Activity: Reintroduce Softball Task Card #1. Hula-Hoop Count- 2 students face each other. Each student places a hula-hoop in front of him or her. Students take turns underhand throwing bean bags attempting to score a point by throwing their bean bag into the hoop of the other student.

Introductory Activity: Pirate Game- For “Clean the Decks”, students must get in fielding position

Motor Skills/ Theme: Fielding, running, rolling

Strategy: Positioning of body, getting low for fielding success

1. Roll ball along ground and run to get in front of ball and field it.
2. Roll ball against wall and field rebound.
3. Roll ball with partner and have partner field and roll back to you.

Culminating Activity: Introduce Softball Task Card #2. Set up 3 cones in a triangle. In partners, have one student stand at one cone and roll in between one of the cones. Have the second student run to meet the ball and field in the proper fielding position.

Introductory Activity: Lose you partner while stopping and starting

Motor Skills/ Theme: Running, tagging a special point, stopping

Strategy: How fast do you run so that you can be quick but not miss tagging any bases

1. Timed run with partner making sure to touch the middle of all four gymnasium walls

2. Timed run around bases making sure to tag each base.

Culminating Activity: Base Relay- For each game need 4 teams with at least two players on each team. Set up four cones, one in each corner of the gym. “When I say

Go...” first player from each team runs around the cones, tagging each cone. When they get back to their starting cone, they tag their teammate and sit down. Their teammate then starts to run around the bases. First team to have every member run around the bases and sit down wins.

Introductory Activity: Steal the Tail Tag

Motor Skills/ Theme: Pitching and catching

Strategy: Aiming at a particular spot to achieve pitching accuracy

1. Practice pitching motion by pitching a ball towards a mat leaning against the wall.
2. With a partner, practice underhand pitching to a wall target.
3. With partner, practice pitching to each and catching the ball.

Culminating Activity: Introduce Softball Task Card #3. Line three objects on a bench. In groups of 3, take turns trying to knock off the objects by pitching the ball into them. Each student gets 5 tries to knock the objects off. The two who are not pitching replace the objects as they fall and collect the ball for the pitcher.

Introductory Activity: Start & Stop and when “Stop” taking a swing with an imaginary bat

Motor Skills/ Theme: Batting

Strategy: force, aim for accurate batting

1. Practice batting motion by pretending to swing bat flat over a table.
2. Practice batting by aiming and hitting the top of a tee.
3. Add a ball and bat the ball off the tee.

Culminating Activity: Introduce Softball Task Card #4. In groups of 3, have one student batting off a tee and the other two collecting the balls. Each student has 5 tries then they rotate.

Introductory Activity: Start and Stop, Finding a Space while tagging as many walls as you can

Motor Skills/ Theme: Softball stations- Underhand throwing, fielding, pitching, batting.

1. Underhand Throwing Station- Practice throwing underhand to your partner who catches and throws back.
2. Fielding Station- In partners, throw and roll ball to each other and field the ball in proper fielding position.
3. Pitching Station- In partners, one partner pitches underhand while the other partner catches.
4. Batting Station- Have groups of 2 or 3; 1 batter and 1 or 2 fielders. Batter hits ball off tee and fielder(s) catch or field the ball.

Culminating Activity: Mini T-Ball- Divide class into 4 Teams and have 2 games of T-Ball going with 2 teams participating in each game. For each game, 1 team bats while the other team fields the ball. Each batter gets 3 tries to hit the ball. Points are scored by running and tagging one of 3 bases. After all batters have had 3 tries, teams switch positions. Team with most points wins.

Introductory Activity: Start and Stop, Finding a Space while tagging as many walls as you can

Motor Skills/ Theme: Softball stations- Underhand throwing, fielding, pitching, batting.

1. Underhand Throwing Station- Practice throwing underhand to your partner who catches and throws back.
2. Fielding Station- In partners, throw and roll ball to each other and field the ball in proper fielding position.
3. Pitching Station- In partners, one partner pitches underhand while the other partner catches.
4. Batting Station- Have groups of 2 or 3; 1 batter and 1 or 2 fielders. Batter hits ball off tee and fielder(s) catch or field the ball.

Culminating Activity: Mini T-Ball- Divide class into 4 Teams and have 2 games of T-Ball going with 2 teams participating in each game. For each game, 1 team bats while the other team fields the ball. Each batter gets 3 tries to hit the ball. Points are scored by running and tagging one of 3 bases. After all batters have had 3 tries, teams switch positions. Team with most points wins.



Soccer

Entry and Exit Outcomes:

Upon starting soccer the students will come from various levels of physical ability. It is hoped that through participating in this soccer unit the students will improve their skills used to play soccer. Some of the skills that will be identified will be sending, receiving, passing, and guarding.

Movement:

- Demonstrate body and space awareness when performing game activities
- Demonstrate ways to retain possession of an object with control
- Demonstrate ways to send, project, and receive an object with control, individually and with others, using a variety of body parts
- Use critical-thinking and problem-solving skills to create competitive and co-operative games
- Working alone or with others while being conscious of space and others around.

Personal and Social Responsibility:

- Demonstrate self-confidence while participating in a physical activity
- Identify and demonstrate etiquette and fair play
- Identify and demonstrate positive behaviours towards others
- Identify and follow rules, routines, and procedures of safety in a variety of activities from all movement categories
- Select and assume responsibility for assigned roles while participating in physical activity.

Active Living:

- Participate in regular physical activity
- Demonstrate a willingness to participate in a variety of activities
- Identify components of physical fitness and motor abilities
- Describe and record changes in personal growth and development
- Participate in warm-up and cool down activities
- Identify and describe positive benefits gained from physical activities
- Describe the importance of exercise and the changes in the body.

Introductory Activity: Start Stop, Finding a Space

Tactical Awareness: **E:** force applied to the ball, speed **S:** direction, pathways **B:** catching, collecting, sending, body positioning

Motor Skills/ Theme: Inside Foot Kick

1. Kick the soccer ball into an empty space.

2. Kick and trap the soccer ball with the foot.
3. Kick soccer ball back and forth with a partner.

Culminating Activity: OX collect ball OX kick ball and call name. In a square shape with three students, one student will kick the soccer ball to the empty cone calling the name of one of the students. The student whose name is called will run to the cone before the ball gets there and will trap the ball.

Introductory Activity: Stopping and Starting avoiding soccer balls

Tactical Awareness: **E:** force applied to the ball **S:** direction **B:** catching, collecting, passing, body positioning

Motor Skills/ Theme: Kicking and trapping

1. Kick soccer ball with partner back and forth.
2. Kick soccer the soccer ball into an empty space and trap with the inside of the foot.
3. Kick and trap the soccer ball with a partner against a wall, taking turns.

Culminating Activity: 2 partners make their own game using 2 pylons and a soccer ball.

Introductory Activity: Timed running and space sprint

Tactical Awareness: **E:** force applied to the ball **S:** direction (forward, up, and down), types of pathways **B:** kicking

Motor Skills/ Theme: Dribble and Pass

1. Finding spaces, walking, dribbling the soccer ball in all directions.
2. Jog and dribble the soccer ball starting, stopping, and changing directions.
3. Jog and dribble the soccer ball with appropriate foot.

Culminating Activity: Dribble the soccer ball and maintain possession of it while attempting to kick at other people's soccer balls away from them.

Introductory Activity: Lose you partner while stopping and starting

Tactical Awareness: **E:** force applied to pass the ball to target **S:** direction of pass **B:** kicking the ball and receiving force

Motor Skills/ Theme: Dribble, pass, and trap

1. Jog and dribble the soccer ball with the appropriate foot.
2. Line and dribble, walk while kicking and trapping soccer ball.
3. Have the students call out other student's names and pass soccer ball to that person. The students cannot retain possession of the soccer ball for more than 10 seconds. (Divide Gym into two areas)

Culminating Activity: 2 on 2 soccer

Introductory Activity: Stopping and Starting, avoiding soccer balls

Tactical Awareness: **E:** force applied to the ball to pass **S:** direction and path way **B:** body position, running

Motor Skills/ Theme: Passing to score

1. The students will run across the gym keeping control of their soccer ball.
2. In pairs the students will be allowed 3 touches on the soccer ball and then they will pass to their partner.

3. 1 partner will defend the wall while the other partner will dribble the ball to the wall aiming for the area between 2 cones.

Culminating Activity: Have the students in groups of two play soccer against another pair.

Introductory Activity: Steal the tail tag

Tactical Awareness: **E:** speed of the pass and force applied to the ball **S:** direction of pass **B:** sending, receiving

Motor Skills/ Theme: Defending the goal

1. The students will be allowed to take one shot between 2 cones.
2. The students will roll and collect the soccer ball on one knee.
3. Partner up the students and have them kicking and collecting the soccer ball with a partner.

Culminating Activity: DONKEY – groups of 4 students with 1 rotating goal tender. The students will take turns shooting on goal. (below the knee shoots)

Introductory Activity: Stopping and Starting

Tactical Awareness: **E:** speed of pass and effort applied to pass the ball **S:** direction and pathways **B:** position of body to receive pass

Motor Skills/ Theme: Dribbling, collecting, kicking, and running

1. Dribble and pass between the soccer ball between 2 partners and take shots on an empty goal.
2. 1 partner dribbles, and 1 partner will defend across a line.
3. 1 partner will dribble and 1 partner will be the goal tender between two cones

Culminating Activity: 3 on 3 soccer.

Introductory Activity: Try and lose partner while stopping and starting

Tactical Awareness: **E:** effort applied to pass the ball **S:** curved and straight pathways **B:** receiving and sending skills

Motor Skills/ Theme: Dribbling, collecting, kicking, and running

1. Shadowing with ball dribble
2. Passing soccer ball back and forth and collecting it on the ground
3. Passing with a partner to an open space and calling out names when passing it.

Culminating Activity: 3 on 3 soccer



Track and Field

Entry and Exit Outcomes: When students first start the Track and Field Unit, it is expected that they will have little experience with most of the events. Several events will be introduced to give the students an overview of the types of Track and Field activities and what each one involves. Due to the large number and variation of Track and Field events, the students will get to experience five different events rather than concentrating on fewer for a longer period of time.

Movement:

- Demonstrate body and space awareness when performing game activities
- Demonstrate ways to retain possession of an object with control
- Demonstrate ways to send, project, and receive an object with control, individually and with others, using a variety of body parts
- Use critical-thinking and problem-solving skills to create competitive and co-operative games
- Working alone or with others while being conscious of space and others around
- Running, changing directions, passing, striking.

Personal and Social Responsibility:

- Demonstrate self-confidence while participating in a physical activity
- Identify and demonstrate etiquette and fair play
- Identify and demonstrate positive behaviours towards others
- Identify and follow rules, routines, and procedures of safety in a variety of activities from all movement categories
- Select and assume responsibility for assigned roles while participating in physical activity
- Prove to be active participants in their own learning and in their fellow classmates learning.

Active Living:

- Participate in regular physical activity
- Demonstrate a willingness to participate in a variety of activities
- Identify components of physical fitness and motor abilities
- Describe and record changes in personal growth and development
- Participate in warm-up and cool down activities
- Identify and describe positive benefits gained from physical activities
- Describe the importance of exercise and the changes in the body.

Introductory Activity: Running to a point and running back

Motor Skills/ Theme: Sprinting

Strategy: Running form including arms, body leaning forward, and running on the balls of your feet

1. Demonstrate good running form. Run lightly on the spot on the balls of your feet.
2. Begin by running on the spot. Gradually speed up and move forward until you are almost running at full speed. Gently reduce your speed so that you are running on the spot again.
3. Have students choose a spot in the field and run there after the whistle blows.

Culminating Activity: Have students partner up. One person runs in front of the other person. The second runner sprints to catch up to and pass their partner, the first runner. The first person, now at the back, sprints forward and passes their partner. Repeat several times.

Introductory Activity: Timed sprint with partner

Motor Skills/ Theme: Sprinting

Strategy: Running form including arms, body leaning forward, and running on the balls of your feet

1. In partners, practice overtaking each other while sprinting.
2. Learn crouch start.
3. Starting in a crouch position, pick a spot on the field and sprint to it after teacher says “Ready, Set, Go”.

Culminating Activity: Beanbag Race- Divide class into teams of 4. Each group collects 2 hula-hoops and a beanbag. All 4 teammates stand in single file with 1 of the hula-hoops in on the start line. The second hula-hoop is placed about 20 meters in front of the line. Place the beanbag in the first hula-hoop. When the teacher yells, “Go”, the first student picks up the beanbag, sprints to the second hula-hoop, drops the beanbag in, and sprints back to the end of the line. The second runner starts when the first person returns. They sprint to the second hula-hoop, pick up the beanbag and drop in the first hula-hoop. Continue until every runner gets two tries. First team to have all runners cross the finish line twice wins.

Introductory Activity: Running to a point and running back

Motor Skills/ Theme: Sprinting, relay

Strategy: Running form including arms, body leaning forward, and running on the balls of your feet, baton placement

1. Practice crouch start and introduce baton pass.
2. Practice baton passing by dividing class into 4 or 5 groups. Standing in a line, take turns passing the baton from person to person with downward motion.
3. Mini-Relay with groups lined up the length of the field.

Culminating Activity: Divide class into groups of 4 or 5. With 2 hula-hoops and a baton for each group, have students create a game where they pass the baton to each teammate and focus on pathways.

Introductory Activity: Start and Stop, Finding a Space and on Stop jump as far as you possibly can

Motor Skills/ Theme: Running, long jump

Strategy: Use arms to increase distance of jump

1. Having each student stand on their own mat and experiment with different body levels and movements to see which one allows them to jump the farthest.
2. Stand behind a line facing a wall. Jumping forward swinging your arms up, figure out the highest point on the wall that you can touch with your arms.
3. Stand behind a line, squat, and jump using your arm swing to propel you forward.

Culminating Activity: Creek Jump- Break up class into groups of 4 or 5. For each group set up two long skipping ropes about 1 meter apart at one end and 2-3 meters apart at the other end. These ropes represent the Creek. Have students choose an appropriate distance to start running from. One at a time, each student runs from that spot and jumps over a spot of the rope. Be careful not to fall in the Creek. You can choose how far you want to jump by which section of the rope you run too.

Introductory Activity: Start and Stop, Finding a Space and on Stop jump as far as you possibly can

Motor Skills/ Theme: Running, long jump

Strategy: Use arms to increase distance of jump, foot placement on board

1. Stand behind a line, squat, and jump using your arm swing to propel you forward.
2. Creek Jump.
3. Sprint down track and jump off board into pit.

Culminating Activity: Take turns having students jump into Long Jump Pit. Have some students measure and others rake when it's not their turn.

Introductory Activity: Squirrel & Nuts using Shot Put Balls for food

Motor Skills/ Theme: Shot Put

Strategy: Arm placement, body movement for increased distance

1. Introduce the idea of "putting" an object.
2. Have students practice "putting" a small, light ball from standing position.
3. Have students practice "putting" a small, light ball with proper Shot Put body positioning.

Culminating Activity: Have students get into partners. With 2 balls and 1 hula-hoop have students create a game to practice their shot put.

Introductory Activity: Steal the Tail Tag

Motor Skills/ Theme: Javelin

Strategy: Running, arm swing for distance

1. Using a Badminton birdie, throw it as far as you can.
2. Using a beanbag, throw it as high and far as you can.
3. Using a Noodle, throw it as high and far as you can.

Culminating Activity: Have students get into partners. With 2 Noodles and 1 hula-hoop have students create a game to practice their Javelin.

Introductory Activity: Animal Shapes using equipment in creative ways (i.e. Noodle as an elephant nose)

Motor Skills/ Theme: Wacky Olympic Day- Relay, Long Jump, Shot Put, and Javelin.

As a class, participate in each event.

1. Relay- Form even teams of about 4 or 5 depending on class size. Have teams spread themselves evenly down the length of the field. First person from each team runs first, then second etc. making sure the baton gets passed successfully. First team to cross a designated finish line wins.
2. Long Jump- Have students take turns jumping into Long Jump Pit. Have some students measure and others rake when it's not their turn.
3. Shot Put- Have all students line up on a start line. When the teacher says "Go" have students put their balls as far as they can. See who put the furthest.
4. Javelin- Have all students line up on a start line. When the teacher says "Go" have students throw their Noodles as far as they can. See who threw the furthest.

Hamster Dance Lesson Plan

Grade: $\frac{3}{4}$

Equipment: “Hamster Dance” Song, Claves or sticks to keep beat, CD Player

IMAGERY IDEA

Energetic hamsters dancing. Create different poses based on hamster activities such as eating or playing.

Learning Outcomes: TSWABAT:

- Demonstrate a willingness to participate
- Demonstrate self-confidence while participating in a physical activity
- Demonstrate basic dances steps and patterns with a partner
- Identify and demonstrate positive behaviours that show respect for individuals’ potential and creative processes
- Have students memorize a short sequence of dance steps and perform them in time to a musical beat.
- Use the creative process to develop dance patterns with a partner.

INTRO	<ul style="list-style-type: none"> - Galloping and finding a space to a beat. - “When I say ‘Go’, gallop and find a space in the gym and stop when I say ‘Annnnd Stop””. - Add the claves to give a beat to gallop to. - Bang claves faster and slower to change the pace of the students’ galloping. 	<p><u>Body</u>- controlled sideways gallop, high knees, faster & slower gallop.</p> <p><u>Space</u>- finding own space, changing directions.</p> <p><u>Effort</u>- different effort levels for different galloping speeds, quick and light gallops.</p> <p><u>Relationship</u>- awareness of others in the gym, maintaining distance from others.</p>
NOTE	<ul style="list-style-type: none"> - “Does anyone own a pet? A hamster?” - “What do hamsters look like?” - “What kind of actions do hamster do?” - Have students get into partners facing each other. 	
TASK 1	<ul style="list-style-type: none"> - Introduce students to different hamster poses and have them practice their own. - Facing partner, start from a low position and shimmy for 12 counts <ul style="list-style-type: none"> - Up for 4 beats, down for 4 beats and then up for 4 beats coming to a standing position with hands on hips. - Both students skip backwards for 4 beats and then forwards coming to meet each other for 4 beats. 	<p><u>Body</u>- be aware of different body levels, high skips, hand placement.</p> <p><u>Space</u>- maintain reasonable distance between partners and enough space between groups.</p> <p><u>Effort</u>- quick actions, light on feet</p> <p><u>Relationship</u>- awareness of classmates and different body levels.</p>

NOTE	<ul style="list-style-type: none"> - Practice with the students from the beginning just counting out the beats. - Count beats with claves as students do the dance. - Add the music and practice the entire dance. 	
TASK 2	<ul style="list-style-type: none"> - After skipping back to your partner, wait until music indicates "HERE WE GO". - 2 head bobs to right for 2 beats. - 2 head bobs to left for 2 beats. - Repeat 4 head bobs. - Gallop 4 times with partner having every group go in the same direction for 4 beats. - Gallop 4 times for 4 beats to get back to original position. 	<p><u>Body</u>- mirroring partner's head bobs and galloping, performing together.</p> <p><u>Space</u>- maintain reasonable distance between partners and enough space between other groups.</p> <p><u>Effort</u>- quick actions, light on feet</p> <p><u>Relationship</u>- awareness of classmates and galloping at the same time and distance as your partner.</p>
NOTE	<ul style="list-style-type: none"> - Practice new part with students counting out the beats as you go. - Practice with the students from the beginning just counting out the beats. - Count beats with claves as students do the dance. - Add the music and practice the entire dance. 	
TASK 3	<ul style="list-style-type: none"> - Facing partner, clapping sequence for 6 beats and then link arms. - 2 claps on thighs for 2 beats. - Clap hands together twice for 2 beats. - Clap partners hands for 2 beats. - Have partners link arms for 1 beat - Hold linked arms for 1 beat in preparation to skip and turn. - With partners still in the linked arm position, skip while turning clockwise for 7 beats and stop on the 8th beat. - Repeat skipping turn but in the opposite direction for 7 beats and finish the dance by stopping with partner on the 8th beat. 	<p><u>Body</u>- facing partner, clap quickly and accurately.</p> <p><u>Space</u>- maintain reasonable distance between partners to be able to clap each other's hands and enough space between other groups.</p> <p><u>Effort</u>- quick actions.</p> <p><u>Relationship</u>- awareness of classmates and working with your partner to create a clapping sequence.</p>
NOTE	<ul style="list-style-type: none"> - Practice new part with students counting out the beats as you go. - Practice with the students from the beginning just counting out the beats. - Count beats with claves as students do the dance. - Add the music and practice the entire dance. - Discuss with peers the efficacy of the lesson and if it was enjoyable. 	

Squirrel Dance Lesson Plan

Grade: $\frac{3}{4}$

Equipment: “Autumn III Allegro” by Vivaldi, Claves or sticks to keep beat, CD Player

IMAGERY IDEA

Squirrels searching for acorns. Squirrels find acorns and begin collecting them. Squirrels spot the “ultimate” acorn and skip towards it. Squirrels have a tug-of-war and the acorn splits.

Learning Outcomes: TSWABAT:

- Demonstrate a willingness to participate
- Demonstrate self-confidence while participating in a physical activity
- Identify and demonstrate positive behaviours that show respect for individuals’ potential and creative processes
- Have students memorize a short sequence of dance steps and perform them in time to a musical beat.
- Use the creative process to develop dance patterns with a partner.

INTRO	<p>“Skip into an open space and when I say stop freeze”.</p> <p>Emphasize changing direction.</p> <p>“Skip high into an open space”.</p> <p>“Skip low into an open space”.</p>	<p><u>Body</u>- high skip: knees high, pointed toes low Skip: bend knees <u>Space</u>- directions, change direction, higher/lower in space <u>Effort</u>- high skip: light, quick low skip: more weight on feet <u>Relationship</u>- different vertical levels, awareness of other skippers.</p>
NOTE	<p>What kind of small animals do you see hurrying around Victoria? What do these animals eat? Find a partner. Label yourselves A and B.</p>	
TASK 1	<p>B freezes. A skips for 12 beats. A freezes. B skips for 12 beats.</p> <p>Skip together for 12 beats searching for nuts.</p>	<p><u>Body</u>- look up & down, skip high & low, turn around, squirrel pose when freezing <u>Space</u>- directions, change direction, higher/lower in space <u>Effort</u>- high: light, quick low: more weight on feet <u>Relationship</u>- different vertical levels, aware of other skippers.</p>
NOTE	<p>Emphasize squirrel pose. Count beats with claves for first 24 beats. Then, introduce the next 12 beats. Practice from the beginning with the claves. Practice with music.</p>	

TASK 2	Collecting nuts. Find an open space (with partner). Pretend to collect a stash of nuts like a squirrel for 12 beats.	<u>Body</u> - bend down low to ground, reach for nuts to beat <u>Space</u> - collect in one spot <u>Effort</u> - reach arms out, grab & pull in to body, pivot body around on balls of feet <u>Relationship</u> - collect near partner.
NOTE	<i>Squirrels find big stash of nuts; have to collect quickly before others return.</i> “How do squirrels collect nuts?” Count beats with claves. Combine with Task 1 to music.	
TASK 3	<i>Find the “ultimate” nut for 6 beats.</i> Skip towards partner and towards the “ultimate” nut for 6 beats.	<u>Body</u> - pretend to see nut, facial expression <u>Effort</u> - excitedly skip to nut <u>Relationship</u> - move to imaginary nut with partner.
NOTE	<i>Squirrels find the “ultimate nut”.</i> Provide demonstration beforehand. Count beats with claves. Start from the beginning with the music.	
TASK 4	<i>Tug-Of-War</i> Count for 12 beats. “It is getting tougher”. Pull from each end for 6 beats. Nut splits and squirrels collapse.	<u>Body</u> - elbows bent, pull toward body, legs steadfast <u>Space</u> - lift branch up off ground to waist height <u>Effort</u> - see-saw motion, pulling back & forth <u>Relationship</u> - move in reaction to partner’s pulling
NOTE	<i>Nut is on a big giant branch that fell from a tree.</i> “How would you have a tug-of-war?” Emphasize pulling and leaning (Seesaw action). Provide demonstration beforehand. Listen to the music and use fingers. Complete dance from the beginning with music. One half watches the other half. “What did you see that showed the ideas in the dance well?”	

Gymnastics Lesson Plan

Grade: $\frac{3}{4}$

Equipment: 1 Blue mat for each child

Learning Outcomes: TSWABAT

- Perform simple jumping, landing, and rolling movements
- Recognize and work in personal/ general space
- Develop the ability to jump and change directions while landing with bent knees
- Work cooperatively with another student to create a rolling and jumping routine emphasizing together and being apart

Introductory Activity: PIRATE SHIP When you say go have the students walk into an empty space, where they cannot touch anyone with their arms. When Home is called the students run back to the teacher, Clean the decks mean the children get on the floor on their hands and knees. When Bow is called they run to the front of the gym, stern to the rear, starboard to the left, and port to the right.

Intent	Tasks	Extensions	Refinements
Space Awareness <i>Jumping and landing</i>	Have the students pick a spot of the gym floor and ask them to see if they can jump to it, avoiding other students in the gym. What makes it easier for you to hold your landing?	Increase of decrease goal. Hold on to the landing position for at least 3 seconds	Bending of knees, landing on the balls of the feet
<i>Balance</i>	Show the students what a landing is. Have the students jump around the gym holding their landings for at least three seconds every time you say “and stop.” Encourage the students to tryout as many different ways of landing.	Tell the students how they must land: on one foot, crouched down	Bending of knees, Using arms to balance
Rolling	Ask the students to do a roll that will cover the entire mat. Ask the class “What makes it easier to roll”	Show half the class the roll and have them reciprocally teach it to another student.	Head tucked in gaining momentum, keep elbows tucked in
<i>Forward Roll</i>	Demo for the class the forward roll. Ask the students to observe your roll, and ask: What it makes it easier to roll. What is the best body shape to have? Have the students try out the forward roll.	Have the students do a jump land and forward roll. Have the students do to forward rolls in a row.	Chin tucked into chest, getting into a squat position before rolling, having momentum
Culminating Activity	Have the student’s pair up. Working together have the	Have the students include 2 poses in	Refine as above

	students create a floor mat routine that includes a run, a jump, and a pose that emphasizes together and apart.	their routine.	
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Reflection: What helps you to roll better? Why do you think it is useful to learn how to roll? Did you learn anything new today?

Assessment:

Within the Elementary School Curriculum, student assessment is a necessary part of the education process. As a subject, Physical Education demands the assigning of letter grades, but unlike traditional classroom subjects, it is much more difficult to assess. It demands a different set of evaluation criterion than regular classroom subjects because grades cannot be based on the results of tests. To overcome this problem, we chose to use various forms of student assessments including teacher checklists, student self-evaluation forms, and participation records.

We feel strongly that when evaluating each student, assessment should be based primarily on participation and individual growth. Each student begins at a different level of physical skill and this must be taken into account when assigning letter grades. It is important to recognize these different levels and view each student separately from others. The overall learning and progress of each individual should then be assessed accordingly.

Student participation, adequate time on task, support for other students, and an ability to identify games and safety rules and then follow them are all important factors when assessing students' PE performances. Locomotor skills are also important to consider but in view of the vastly different skill levels of students entering many PE classes, what each individual student will be able to do by the end of the class will be very different.

As teachers, we feel it is extremely vital to encourage every student. Assessment can be a very useful tool to determine a student's total learning but it is important to use the power of assessment in a positive way.

Student Self-Evaluation Sheet

Name: _____

Date: _____

Sports Unit: _____

Circle One:

Industrious
(persistent and hardworking)

Risk-Taker
(attempts new ventures)

Creative
(comes up with new ideas)

Strategic
(planful and resourceful)

Self-esteem
(improving abilities and confidence)

What I learned _____

What I enjoyed _____

Participation Record: _____

Date: _____

Notes: _____

Participation Record: _____

Date: _____

Notes: _____

Participation Record: _____

Date: _____

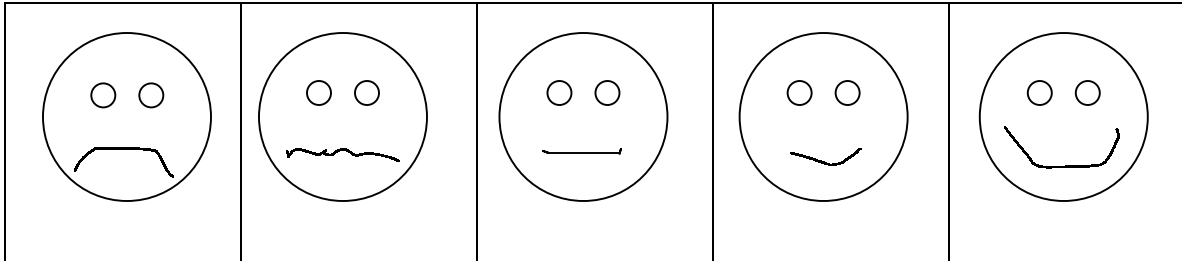
Notes: _____

SELF-ASSESSMENT SHEET

Name: _____

Teacher: _____

After today's lesson how did you feel? Tick the face that best shows how you felt.



What did you learn?

What do you want to learn next lesson?

Resources:

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