

Grade Two

Teacher(s): Brittany Holmes

Day/Date: October 24th, 2019

Class Time: 30 minutes

Number of Students in Class: 22

Inclusion Learners: Student with limited
coordination

Lesson: 3 of 6 of a locomotive and jumping unit.

*Note: This is lesson 3 of 6 in a jumping unit. Students would have practiced the skills of jumping without obstacles earlier in physical education classes.

Lesson Focus: Jumping.
obstacles

Subfocus: Jumping with added

Grade Level/ GLSP (Generic Level of Skill Proficiency): Pre-control.

SET UP OF ENVIRONMENT, MATERIALS OR EQUIPMENT	SAFETY CONSIDERATIONS	ADAPTATIONS FOR INCLUSION LEARNERS
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<ul style="list-style-type: none"> · 4 Mini hurdles · 4 baseball bases · 6 Foam Blocks · 8 Hoops 	<ul style="list-style-type: none"> • Give the children enough space to move around without contacting each other. • Go over the boundaries to avoid wall contact. • Remind students they need to be able to move without touching others • Students must wear runners or bare feet 	<ul style="list-style-type: none"> · Use a variety of sizes for the objects, allowing different levels of jumpers to be successful and develop. · Allow students to move around the obstacles rather than over them if they are incapable of jumping, this allows them to still understand the recognition of obstacles and how to get around safely. · Use dominant and bright colors for the obstacles to ensure each obstacle is seen. · We can use obstacles that give off sound to support any students with a
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		<p>vision impairment.</p> <ul style="list-style-type: none"> · We could split the class in half and designate them to their own side of the gym, this could limit the traffic in certain areas. · Demonstrate each obstacle clearly, verbally and physically.
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Saskatchewan Curriculum Outcome(s)	Indicators
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PE2.3

Explore, express, and apply, a variety of ways to skillfully move the body through space while participating in movement activities, including at a:

- utilization level of skills when:
 - Jumping forward and landing
- control level of skill when:
 - hopping (body moves on one foot as in right foot to right foot)
 - skipping (combines a step and a hop)
 - leaping (body `takes off' from one foot, propels through air for distance, then lands on the opposite foot)

(a) Use performance words (e.g., "land on lead foot", "swing arms through large arc") to demonstrate understanding of performance cues language connected to skillful locomotor movement.

(b) Say perform (think-aloud) jumping, rolling forward, sideways, skipping, leaping, sliding, rolling back.

(c) Describe how the body will move when in control of jumping backward, rolling forward and sideways, hopping, skipping, galloping, leaping, and sliding skillfully and safely.

(h) Jump forward or sideways and land in control (see

grade
one for
descrip
tion) in
the
sand,
playing
hopsco
tch,
over
ropes
and
floor
lines,
and
into
hoops
(two
feet to
two
feet,
one
foot to
two
feet,
one
foot to
one
foot,
two
feet to
one
foot).

- (i) Jump
forward
or
sidewa
ys off
slightly

raised
objects
such
as
benches
and
boxes
showing
different
body
shapes
while in
the air
and
then
landing
on feet
in
control.

(j) Mimic
the
jumping
and
landing
,
running
, and
walking
movements
of
others.

	<p>(m) Jump backward by swinging arms backward upon takeoff; extending hips, knees, and ankles fully at takeoff, with the body angled forward at 45 degrees or less; moving legs backward and arms downward in preparation for landing ; landing with toes</p>
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contact
ing the
ground
first,
followe
d by
the
balls of
the feet
and
then
heels
of the
feet;
flexing
knees
and
leaning
body
forward
to
maintai
n
control
of the
centre
of
gravity
forward
over
the
feet.

(n) Hop
forward
at least
five
times
on one
foot,

bending knee
and ankle
on contact
with floor,
keeping knee
slightly bent
throughout the
movement
then switching
feet to
continue the
forward hopping
motion.

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Essential Questions

What different ways can the body move given a specific purpose or obstacle?

Evidence for Assessing Learning

Moving without having contact with other classmates or objects.

Jumping with stable landings.

Successfully landing on a given target.

Resource(s) Used in this Lesson Plan

Kelly. (2016) *PE Poster: Hopping Cues*. Retrieved From:
<https://www.teacherspayteachers.com/Product/PE-Poster-Hopping-Cues-2255861>

INSTRUCTIONAL and BEHAVIOUR OBJECTIVES /COMPETENCIES: “I can”/The student will be able to... statements

Psychomotor: The student will be able to:

- Successfully jump over 6 of 10 objects without touching the object.
- Successfully jump over objects with a stable landing on both feet 8 of 10 times.
- Successfully jump on a given target with a stable landing 6 of 10 times.
- Successfully jump over an object with dominant foot first 8 of 10 times.
- Successfully jump over an object with nondominant foot first 6 of 10 times.

Cognitive: The student will be able to:

- Understand the importance of jumping on both their dominant and their nondominant foot.
- Understand how to adjust their jumping level based on their obstacle.
- Understand the steps to forming a safe and successful jump.

Affective: The students will be able to:

- Engage in future activities that involve jumping with a positive attitude.
- Show empathy for the concerns and limitations of peers.

Time	Lesson Component	Activities/Content, Progressions, Class Formation, Managerial Routines, Equipment Organization	Movement Performance Cues/ Teaching Notes	Group Member
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4-5	Introduction (Set Induction/Anticipatory Set)	The students will come into the gym as they have been taught in the past, quietly and in a line. They will line up along the long blue line at the end of the gymnasium.	I will be standing in my usual position, in front of the blue line, this way they know that we will be lining up as normal.	
		<p>“Last class we went through the proper jumping techniques and practiced basic jumping”.</p> <p>There will be posters set up from the last class showing the steps of a proper jump if any student needs to refer to.</p> <p>“Can you think to yourself, of anything that you have ever had to jump over?? Today we are going to take our jumping to the next level and use our skills to avoid obstacles.</p> <p>I will separate the whole class into two groups, one on the closer half of the gym, and one on the further half of the gym”.</p> <p>“While the music is playing, I will tell you how to move around in the space, for example walking, skipping, etc., you will do this without touching any objects placed in the gym”</p>	<p>I will point towards the jumping technique posters that were set up from the last class and physically show them a proper jump using all of the steps.</p> <p>**Jumping cues from last class**</p> <ul style="list-style-type: none"> • Get ready: Arms back, crouch forward • Take off: Spring and swing • Fly: Knees up, look forward, feet over obstacle • Land: Land quietly, arms forward <p>I will show the students the variety of obstacles that I have set up in the rest of the gymnasium. I will</p>	

		<p>“Once the music stops and I call out “obstacle jump”, you will find an object in your designated space, and jump over the object, or jump into the target until the music begins again, each time the music stops and you hear “obstacle jump”, you will need to find a new object to use”.</p>	<p>also show the students which separate halves there are by pointing out the separation lines.</p>	
		<p>“Now we are going to form a line so that I can separate us into two sides of the gym. Can I get all of the “January birthdays over here... February birthdays over here... March birthdays over here...April birthdays over here....May birthdays over here....June birthdays over here....July birthdays over here....August birthdays over here....September birthdays over here....October birthdays over here....November birthdays over here... and all of the December birthdays over here!”</p> <p>“Anyone with birthdays in January, February, March, April, May, and June will be on this half of the gym (pointing to the one side of the gym), Anyone with a birthday in July, August,</p>	<p>I will assist the student in lining up in the order of their birthdays, by calling each month and moving down the line each time.</p> <p>Once I have set them up into their birthdays, I will split them in half and send one group to one side and the other to the other side. I will direct each student in which side of the gymnasium they will be participating on.</p>	

		September, October, November, and December will be on this half of the gym (pointing to the other side of the gym)".		
1-2 min	<i>Transition</i>	The students will split up into their designated side of the gym and find their own space without touching any of the objects set up.	I will help guide students at this point and continuously remind them that they should not be touching any objects.	

<p>12-1 5 min</p>	<p>Activity: Locomotor Patterns</p>	<p>“Begin slowly walking around your space, without touching any objects”.</p> <p>“Obstacle jump”</p> <p>The students will then use their knowledge of jumping techniques and jump over foam blocks, bases, mini hurdles, and into hoops. I will allow them to do this close to ten times each, switching between who I am watching.</p> <p>“Gallop around the activity space”</p> <p>“Obstacle jump, this time, if you are jumping the same way over a flat object, maybe try jumping sideways or challenging yourself in some way!”</p> <p>The students will then use their knowledge of jumping techniques and jump over foam blocks, bases, mini hurdles, and into hoops. I will allow them to do this close to ten times each, switching between who I am watching.</p> <p>Repeat several times, changing the movement each time to ensure each</p>	<p>I will begin playing the music, this will let the students know that it is time to begin moving.</p> <p>As the students are both moving through the space and practicing their jumps, I will continue to go around and watch for what they might be struggling with, and reminding them of proper techniques for each skill being used.</p> <p>I will also be mentioning all of the different ways that these jumps can be used in our lives while I am walking around and observing the students.</p>	
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		child gets a chance with all of the obstacles.		
1-2 min	<i>Transition</i>	<p>“Can everyone grab one object near them and bring it into the circle in the middle”</p> <p>“Once you have put away an object, please sit down in a semicircle around our objects/me”</p>	I will be standing in the middle with buckets for our objects and signaling all the students to come in.	
7-8 min.	Closure (Check for understanding, review, etc.)	<p>“What are the 5 steps to a successful jump?”</p> <p>“What types of jumps did you enjoy the most?”</p> <p>“Where in our life would we use our skill of jumping?”</p> <p>“Are there any parts of jumping that anyone found difficult? (ex. The landing, hitting a target, jumping high, etc.)”.</p> <p>Once we finish our short wrap up discussion as a class and I have enough information to plan our next lesson, I will ask them to line up at the gymnasium doors and leave for their next class.</p>	Although I have been evaluating the students as they had been jumping, I will ask the class a couple of questions just to see what they feel most comfortable and if there are any components of jumping that I think might need some more practice.	