

## **Grade 1 Physical Education Lesson Plan**

Madison Gilbert

**Lesson Time Required:** 30 minutes

**Grade Level & Conceptual Focus:** Grade 1 : Physical Education

**Key Inquiry Question(s):** What are some ways that we can include objects into physical education?

**Prerequisite Learning: (what must the students know before they participate in the lesson):** Students must understand the basic premise of tag and soccer, although I will also explain the rules before we begin the games.

**Required Resources and Materials:(list everything needed in order to teach the lesson):**  
Running shoes, cones for the goalie posts, a parachute, and a soccer ball.

**Education Goals Addressed: (creative/productive, cultural/historical, and/or critical/responsive):**

### **PE1.9**

Demonstrate, with little or no support, safe and cooperative behaviours while participating in physical education activities.

### **PE1.8**

Build a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including:

- low-organizational games involving traveling (e.g., tag games, follow-the-leader, hopscotch, long-rope skipping)
- target games (e.g., ring or hoop toss, bowling, bocce ball)
- alternate environment activities and games (e.g., snowsnakes, hiking, skating, snowshoeing, aquatics, cycling, tobogganing, cross-country skiing).

**Proposed Learning Outcomes & Indicators: (provide codes and written descriptions):**

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- alternate environment activities and games (e.g., snowsnakes, hiking, skating, snowshoeing, aquatics, cycling, tobogganing, cross-country skiing).

(b) Practice teacher-described strategies for play that will support enjoyment in specified movement activities (e.g., tag games – move into open spaces, hide behind other people, move only when the ‘it’ person is getting close; bocce ball – release the ball close to the ground so it will roll on the ground and not fly through the air).

(c) Demonstrate a willingness to try to apply discussed strategies for playing a variety of games (e.g., take turns being the leader in follow-the-leader).

(d) Demonstrate attempts to use appropriate skills when playing games (e.g., hopping on one foot when appropriate while playing hopscotch).

(e) Assume responsibility for various roles (e.g., leader, follower, “it”, “not it”) while participating in low-organizational games and activities.

(f) Take turns setting up equipment (e.g., plastic bowling pins, a pylon, hoops) to support one another in participating in games and activities.

(h) Identify, describe, and try to use the skills and strategies needed to participate in teacher-selected, self-selected, and peer-selected games and activities.

**Connections with Other Areas of Study: (dance, drama, music, visual arts, health, language arts, math, science, social studies, physical education):** This specific lesson plan only relates to physical education.

**Planned Learning Activities: (a step-by-step procedure that tells what you plan to do; flesh out lesson details by expanding on indicators identified above):**

- I will start by reviewing the concept of tag so that the students fully understand the rules.
- Then I will explain freeze tag: one person is the tagger, and when they tag someone then that person freezes in the spot they were tagged in. The frozen students can only join back into the game if another student (that is not the tagger) touches their arm/shoulder to unfreeze them.
- Some other games we may play (time depending) are:
  - Bridge tag: this game starts as simple tag but evolves into something more fun once the tagging begins. Once tagged, kids must form a bridge with their body and they can’t be freed until someone crawls through.
  - Crab soccer: only movement in the crab position is allowed for the entire game. Players can only kick or hit the ball with their feet and/or head, no hands are allowed. The teacher drops the ball in the center of the field for a kick-off to begin the game, as well as after each point is scored. Each team is trying to put the ball into the opposing team's goal. If the ball goes out of bounds, the teacher throws it back into play.

- Before you start - Divide the group into two teams with two goalies.  
Explain the crab position (both hands and feet touching the ground, with stomachs toward the ceiling/sky). Use cones to mark nets for both teams.
- Fleas Off the Parachute: Divide the players into teams of two. The children have to hold all the edges of the parachute firmly. Place all the balls on the top and center of the chute. The task of one team is to throw the fleas (balls) out. And the other team is not to let the fleas out. Having a timer would make the game a lot more fun.
- Crossing Under the Bridge: all the players have to stand at the corners of the parachute and grip the edges of the parachute tightly. Let one of the players be the leader or referee and ask them to call out the names of the other players randomly. Whenever someone's name is called, that player must try to cross the bridge, but while going under the parachute. Others have to try and trap the person who is crossing. If the player comes without getting trapped, they win. The idea is to be swift and smart while they cross.

**Plans for Assessment: (anecdotal records, observations, rubrics, rating scales, portfolios, exit slip etc.):** I will assess the students' learning and participation by observing how they work with the other students, who volunteer to be "it" or a goalie, and who follows the games' rules.