

Phys. Ed. : Balance Cards

Teacher(s): Ian Bonnell,
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Day/Date: 23 November 2021

Class Length: 30 minutes

Number of Students in Class: 30

Inclusion Learners: n/a

Lesson: # 4 of 6

Lesson Focus: Jumping on, and off,
raised objects

Sub-focus: Balancing atop
a raised object

Grade Level & GLSP (Generic Level of Skill Proficiency): Grade 3; Control

SET UP OF ENVIRONMENT, MATERIALS OR EQUIPMENT	SAFETY CONSIDERATIONS	ADAPTATIONS FOR INCLUSION LEARNERS
<ul style="list-style-type: none"> ● Boxes or Steps ● Mats ● Cards with picture cues of landing forms and balance positions ● Pool noodle(s) ● Speaker for music if available 	<ul style="list-style-type: none"> ● Mats and objects need to be stationary without fear that they will move. ● Students must be briefed on the importance of safety and the awareness of other students around. They cannot jump on or off an obstacle if other students are in the landing area of the jumping students. ● Ensure students have dressed appropriately for jumping. If not, the lesson may require adaptation (Cultural considerations may be necessary if there is a risk of a student tripping on a burqa, for example). 	<ul style="list-style-type: none"> ● No raised objects ● Simulate jumping on an object by focusing on vertical jump and broad jump to review landing cues. ● Modified balance cues to increase or decrease difficulty based on students' capability. ● Have a discussion with students who are wearing attire where there is a risk of tripping. Determine what is appropriate with the student and how they would feel comfortable participating.

Saskatchewan Curriculum Outcome(s)	Indicators
<p>P.E. 3.6 Apply movement variables of:</p> <ul style="list-style-type: none"> ● extensions in space ● a focus on effort (time/speed, force, flow) ● relationships with objects and others <p>to increase complex movement skills and sequences while participating in body management activities (including dance and educational gymnastics, and others such as yoga, skipping, aerobics, and track and field).</p>	<p>f) Spring on and off raised objects (e.g., benches, steps) and vary position of body while in flight (in the air) and land in a stable position.</p> <p>j) Create and perform a sequence of balances that demonstrate a given variety of bases of support (e.g., one foot, one foot and one hand) while remaining on a raised object (e.g., bench, low beam, crate), starting with a jump to a mount position and ending with a dismount landing in control on two feet.</p>
Essential Questions	
<p>How do I incorporate balance into a variety of movements including jumping? How will the movements learned in this class help me with other sports or activities?</p>	
Evidence for Assessing Learning	
<p>Teacher will be able to see each student:</p> <ul style="list-style-type: none"> ● Successfully balance at least 3 times holding the pose for 2 seconds ● Jump onto a raised object, using proper form, 4 out of 5 times ● Jump off a raised object and land in control, on two feet, 4 out of 5 times <p>A scorecard with the students names will be used to determine if the students meet the requirements. The teacher will evaluate passively while the students are participating in the activity. https://docs.google.com/spreadsheets/d/1BQECKFz9tJMgwZVZPXw6BnhtRvgOf3zBVbP7e5REfdE/edit?usp=sharing</p> <p>Proper form is determined using the performance cues from PHECanada.ca https://docs.google.com/document/d/1kCkNT6PrfuPEmDOy6wj_uQvI1TzAqsvLf9pQWdUbCcE/edit?usp=sharing</p> <p>The following cues will be highlighted: Jumping Cues:</p> <ul style="list-style-type: none"> ● Bend knees, ankles, and hips ● Look ahead ● Spring with legs, swinging up and forward with arms ● Quiet knees/soft touch down 	

Balance Cues:

- Control
- Correct
- Focus Forward

Resource(s) Used in this Lesson Plan:

<https://phecanada.ca/sites/default/files/content/docs/Home%20Learning%20Resource/Movement%20Cues/Movement%20Skills%20Cues%201.pdf>

www.namastekid.com

www.momjunction.com/articles/easy-and-effective-yoga-poses-for-your-kids_00377906/

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

Psychomotor: I can imitate the instructor’s demonstration of how to jump on and off of an object with control two times in a row.
I can imitate and hold the balanced position with control for 3-5 seconds.

Cognitive: I can demonstrate the jumping technique that the instructor requests by employing the same technique they used.
I can identify and demonstrate the balanced position by producing a similar version shown on the card for 3 seconds.

Affective: I can show empathy for the concerns and limitations of my peers in the class.

Time	Lesson Component	Activities/Content, Progressions, Class Formation, Managerial Routines, Equipment Organization	Movement Performance Cues/ Teaching Notes
2 min	Pre-class preparation <input type="checkbox"/> Gymnasium...	Teachers will ensure the equipment is available and the cards are ready for the students. Upon entering the gym, students will be asked to remain in the green rectangle in a semi circle to listen to the instructions.	Explain that this lesson is for Grade 3 and we will be jumping and balancing during the lesson. Introduce ourselves to the students.

5 min	Introduction (Set Introduction/ Anticipatory Set)	<p>Teacher will explain how jumping and balancing can be incorporated into everyday life and in sports. Three (3) minute Yoga, going through poses on balance cards.</p> <p>Two (2) minute review of types of jumps, jumping cues, and safety tips.</p>	<p>Show the movement expected when conducting the yoga pose.</p> <p>Jumping Cues:</p> <ul style="list-style-type: none"> ● Bend knees, ankles, and hips ● Look ahead ● Spring with legs, swinging up and forward with arms ● Quiet knees/soft touch down <p>Balance Cues:</p> <ul style="list-style-type: none"> ● Control ● Correct ● Focus Forward
2 min	<i>Transition</i>	<p>Demonstrate the locomotor activity, prior to splitting students into small groups of 5 to 6 people.</p> <p>In their groups, students move to their stations.</p>	<p>Options will be available to modify the height of the jump at each group's station:</p> <p>Flat - no step 1 step 2 step 3 step</p>
8 min	Activity: Locomotor Patterns	<p>Students will take turns jumping onto the step, demonstrating different ways to balance, then jumping off and landing in control on two feet.</p> <p>Each group will have a deck of cards with a variety of balance movements. Then two or three of the group members not jumping will draw a card and call out the movement for the group member doing the jump. The students waiting will also perform the balance movements.</p> <p>Example: A is going to jump first, so B draws a card and calls out the movement. A jumps up on the step, then moves into the balance pose.</p>	<p>For safety, all groups will start at the spot with no step initially. From there, we encourage everyone to move to a higher step if able, but stay within your capabilities.</p> <p>Teachers will brief students that they cannot start their turn until the previous student has completed their move and is out of the way.</p>

5 min		<p>Then, C draws a card and calls out the next pose A must change to. Once A has changed to the new pose, D draws a card and calls out the final pose that A will change into. Once A has changed to the new pose, they jump off the step, landing on two feet. Then the cycle starts over with the next person in the group doing the jumping.</p> <p>Example cards:</p> <ul style="list-style-type: none"> ● one foot ● one foot, leg extended ● crouched, two feet, both hands on ground/bench ● crouched, one foot, both hands on ground/bench ● chair pose ● dancer's pose ● warrior 3 pose ● eagle pose ● triangle pose <p>The students will remain in the same groups and the students will play <i>follow the leader</i>.</p> <p>Instructions:</p> <ul style="list-style-type: none"> -One student is the jumper and the leader. -The other students form a semi circle around that student. -The leader jumps onto the step and <i>creates</i> a routine of 3 balance-poses for the other students to copy. -The jumper can use the poses taught previously or create their own. -After the 3 poses, the student jumps off the step, and goes to one end of the semi circle. -The next student in the semi-circle line moves to the step to become the next leader. 	<p>Remind the students of the performance cues for balance one more time.</p> <p>Balance Cues:</p> <ul style="list-style-type: none"> ● Control ● Correct ● Focus Forward <p>Remind them that it is important to be safe, and if they are uncomfortable with the jump up to the step, we have alternative options that are less risky.</p>
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2 min	<i>Transition</i>	Students will put away mats and steps.	The teacher will grab a pool noodle for the next game.
5 min	Closure (check for understanding, review, etc.)	We will end with a game of Freeze Tag, where the students have to hold one of the poses used in the previous activity (e.g, dancer’s pose, triangle pose) when tagged, until a non-tagged student stops beside them and copies the pose.	During COVID, students who are <i>it</i> will use pool noodles to tag the other students. When the other students have to jump, the students who are <i>it</i> can still run.
2 min		Teacher will ask the students to form another semi-circle. The teachers will review the cues for jumping, landing and balancing.	<p>Jumping Cues:</p> <ul style="list-style-type: none"> ● Bend knees, ankles, and hips ● Look ahead ● Spring with legs, swinging up and forward with arms ● Quiet knees/soft touch down <p>Balance Cues:</p> <ul style="list-style-type: none"> ● Control ● Correct ● Focus Forward

Reflection (to be completed post-teaching of lesson)

Card examples for yoga poses:

