

Grade 1 – Physical Education		
Teacher: Mikaela Deguzman	Date: October 26, 2019	Grade Level: 1 GLSP: Pre-control/Control
Class Length: 45 minutes	Number of Students in Class: 22	Inclusion Learners: 2 1 student with ADHD 1 EAL student with very limited English
Lesson: 3/6 <i>Since this is lesson 3 out of 6 of a movement unit, the students will already be familiar some of the basic movement skills and cues that will be covered in this lesson. This lesson will be focusing on movement with and of manipulatives.</i>	Lesson Focus: Manipulative skills – Moving object using various body parts.	Subfocus: Spatial awareness (levels, location, directions) Relationships (using different body parts, with an object, and with others) Enhancing locomotor and non-locomotor skills Locomotor and non-locomotor skills

SET UP OF ENVIRONMENT/ MATERIALS OR EQUIPMENT	SAFETY CONSIDERATIONS
<p>Environment: The class will begin as a whole group in the centre of the gym. After, we will exploring the different ways we can throw, catch, hit, and kick balloons in our own personal spaces. After doing some exploring in their personal space, the students will briefly explore the general space by hitting the balloon and travelling from one area to another. Finally, after reviewing and trying the various movement skills, the students will be separated into smaller groups, in which they will practice the skills together.</p> <p>Materials:</p> <ul style="list-style-type: none"> - Balloons (1 per student + extra – 4 different colours, each colour will represent each group) - A.B.C.D. Rules poster - Stop and Go paddle 	<p>If any balloons pop, they may become a choking hazard. Therefore, it is important to explain to the students what to do when their balloons pop (throw it in the garbage right away) ahead of time.</p> <p>If there is a student who is allergic to latex, use latex-free balloons.</p> <p>Students may bump into each other when trying to hit the balloons. Ensure that all the students are spaced out well. This can be done by lifting arms (so that our bodies resemble a cross) and rotating around to make sure we have enough space all around us before getting started.</p>

Ensure that all students are either wearing appropriate footwear (runners) or are barefoot.

ADAPTATIONS FOR INCLUSION LEARNERS

Student with ADHD:

Get their attention:

- Keep students with ADHD close to the action and provide them with constant cues about where their attention should be focused.
- When giving directions, bring students with ADHD up front and involve them as much as possible. Allow them to distribute equipment and help with attendance.
- Make frequent eye contact with ADHD students and ask them questions that check for listening.
- Limit the number of directions given at one time. For example, if the class will participate in three different activities during the class period, explain the first activity and complete it before calling the class together for the second set of directions.
- When grouping students, make sure that students with ADHD are paired with mature students.
- When students are working in stations, regularly remind students with ADHD of what they should be doing and offer encouragement when they are on task.
- Have a no-wait policy. Structure lessons so that everyone is active.

Anticipate Problems:

- Anticipate accidents and structure the environment and the lesson to control behavior.

Model Organization:

- Start and end on time.
- Have all the necessary equipment ready when class begins.

Be Positive:

- Recognize motor skill achievement.
- Recognize social achievements.
- Praise students for following directions.
- Remind students of their success when new activities are being introduced.
- Remind students of their successes when behavior appears to be reverting back to the undesirable.

(Portis, 1997, p. 16-18)

EAL Student:

Steps to take to improve children's language competency in Physical Education:

- Attention to the accuracy and clarity of instructions being given in task requirements.
- Feedback to pupils about performance.

- Attempts to increase children's vocabulary by introducing new words, always answering in complete sentences etc.
- Groupwork and other tasks that incorporate a high emphasis on cooperative play.

(Cooper, McGuire, & Parker, 2001, p. 108)

To ensure that the instructions are clear to the students, demonstrate what is expected from them and ask them to repeat, then provide feedback.

Use a stop and go paddle (pictured below) as a visual cue.



Stop Go Paddle. (2016). photograph. Retrieved from https://www.sksigns.co.uk/Stop-Go-Paddle-p/msc_000001.htm

Saskatchewan Curriculum Outcome(s):	Indicators:
<p>PE1.5: Explore, express, and apply, with guidance, a variety of ways to skillfully move objects, including at a progressing-towards-control level when:</p> <ul style="list-style-type: none"> - throwing (rolling) - catching (collecting, gathering) - kicking <p>PE1.6: Apply an understanding of how to vary the movement of the body while performing locomotor, non-locomotor, and manipulative skills through changes in:</p> <ul style="list-style-type: none"> - space (personal space, general space, levels, directions, pathways) - effort (force, time/speed) - relationships (individually and with objects). <p>N1.1: Say the number sequence, 0 to 100, by:</p> <ul style="list-style-type: none"> - 1s forward and backward between any two given numbers - 2s to 20, forward starting at 0 	<p>PE1.5:</p> <p>(g) Explore, with guidance, and discuss trying to catch in a variety of ways (e.g., with one hand, with two hands, objects thrown up high, objects thrown down low, objects that are rolling) to determine how the body movement changes when catching in different ways.</p> <p>(l) Explore, with guidance, and discuss a variety of ways to kick small and large balls (e.g., while standing still, while running towards, with right foot, with left foot, with toes, with instep) to determine how the body movement changes when kicking in different ways.</p> <p>(p) Explore and share ways to move objects (e.g., balloons, balls of various sizes) using various body parts such as arms, legs, and head.</p> <p>(q) Explore and share ways to change the flight of moving objects (e.g., balloons, balls of various sizes) by varying how the skill is performed (e.g., bend forward to roll a ball then stand tall to roll a ball; contact the object while it is high in the air, at waist height, and at knee height).</p>

<p>- 5s and 10s to 100, forward starting at 0.</p>	<p>PE1.6: (c) Explain the difference between personal space and general space.</p> <p>N1.1: (a) Recite forward by 1s the number sequence between two whole numbers (0 to 100). (e) Skip count by 2s to 20 starting at 0. (f) Skip count by 5s to 100 starting at 0. (g) Skip count forward by 10s to 100 starting at 0.</p>
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Essential Questions:

How will this activity help in setting a foundation for other or more advanced physical activities or in our everyday lives?
How will the skills learned in this activity be applied in future lessons? – Including in cross curricular outcome (math).

Resource(s) Used in this Lesson Plan:

The A.B.C.D. Rules of Physical Education. (2017). Retrieved from https://www.pinterest.ca/pin/ATIC9OEV5YjWCXWLiKMdLYD5X_FxkrIAmPVUutGTeOzy2KtAJDPWac/

Gym Floor Plan. (2017). Retrieved from <https://iteachmorethangym.wordpress.com/2017/12/12/does-your-gym-floor-help-you-teach/>

Mcguire, B., Parker, L., & Cooper, W. (2001). Physical Education and Language: Do Actions Speak Louder than Words? *European Journal of Physical Education*, 6(2), 101–116. doi: 10.1080/1740898010060203

Portis, M. (1997). ADHD In Physical Education. *Strategies: A Journal for Physical and Sport Educators*, 10(5), 16–18. doi: 10.1080/08924562.1997.10591273

Saskatchewan Ministry of Education. (2007). Mathematics 1. *Saskatchewan Curriculum.*

Saskatchewan Ministry of Education. (2010). Physical Education 1. *Saskatchewan Curriculum.*

Stoddart, A. (2019). *Skill Themes* [PowerPoint slides]

Stoddart, A. (2019). *The PE Curriculum* [PowerPoint slides]

Stop Go Paddle. (2016). photograph. Retrieved from https://www.sksigns.co.uk/Stop-Go-Paddle-p/msc_000001.htm

INSTRUCTIONAL & BEHAVIOUR OBJECTIVES /COMPETENCIES:

<p>Psychomotor: The student will be able to throw and catch a balloon... - at a high level 3/5 times.</p>	<p>Cognitive: The student will be able to differentiate between low and high levels.</p>	<p>Affective: The students will understand how spatial awareness and being aware of their</p>
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<ul style="list-style-type: none"> - at a low level 2/5 times. <p>The student will successfully move the balloon from a low level to a high level using...</p> <ul style="list-style-type: none"> - their hands 3/3 times (throw and hit) - their heads 2/3 times (hold above head and bump) - their feet 1/3 times (drop and kick into the air) <p>Student will be able to kick the ball...</p> <ul style="list-style-type: none"> - when it is dropped from a high level 1/3 times - when it is stationary 2/3 times <p>Student will be able to keep their balloon off the ground by ...</p> <ul style="list-style-type: none"> - hitting it with their hands at least 3 times in a row at a high level (while standing) - hitting it with their hands at least 1 time at a low level (while sitting) - kicking it with their feet at least 1 time - bumping it with their head at least 1 time 	<p>The student will understand how the difficulty of the task varies depending on the level at which they are performing the task or with which body part they are using.</p> <p>The student will be able to develop spatial awareness and understand the importance of being aware of their surroundings.</p> <p>The students will understand and explain the difference between personal space and general space.</p> <p>The students will be enhancing their mathematic skills by counting while hitting the balloon.</p>	<p>surroundings keeps themselves and their peers safe.</p> <p>The students will learn how to share materials and work collaboratively by playing an activity together in groups.</p> <p>The student will be able to show empathy for the concerns and limitations of peers. (Stoddart, 2019, Slide 7)</p>
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Class Management and Performance Cues:

Red light = Stop what you're doing and listen.

Green light = Start/continue the task.

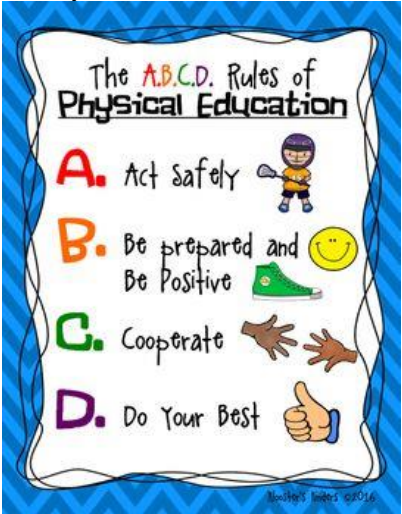
Catching: Up (*throw balloon into the air*) → Watch (*keep your eyes on the balloon*) → Reach (*stretch arms and hands towards the balloon*) → Hands together (*grab the balloon*)

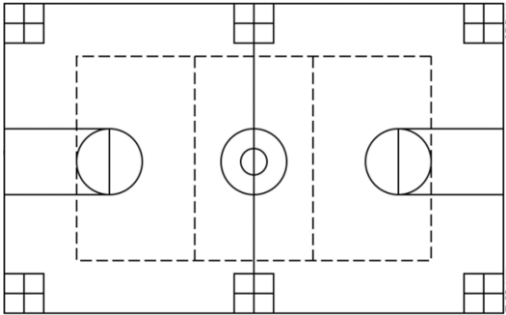
Kicking (dropped from high level): Drop (*let balloon fall*) → Watch (*watch where the balloon is falling*) → Toe (*balloon touches the toe*) → Swing (*swing leg back*) → Kick

Kicking (stationary): Leave (place balloon onto the floor) → Watch (look at where the ball is) → Right (step forward with right leg) → Left (step forward with left leg) → Kick (kick with right leg) ****This cue will vary depending on which leg the student is most comfortable starting with****

Hitting (with hands): Watch (watch the balloon in the air) → Hands up (lift hands in the direction of the balloon) → Bump (hit it)

Hitting (with head): Watch (watch the balloon in the air) → Lower (bring neck and head down to shoulders or squat) → Bump (hit with head by extending neck or jumping up)

Time	Lesson Component	Activities/Content, Progressions, Class Formation, Managerial Routines, Equipment Organization	Movement Performance Cues/ Teaching Notes
5 mins.	Preparation	<p>Students will line up and be guided to the gym quietly. The balloons will be blown up and ready to use, but will be placed in a bin at the side of the gym to prevent distraction. We will gather in the centre of the gym and sit in a circle to ensure that we can all see each others' faces. We will begin by reinforcing the rules we have set up at the beginning of the year. Use poster and paddles as visuals.</p> 	<p><i>“Hands up if you can remind me what the A.B.C.D. rules of physical education are?(Act safely, Be prepared and Be positive, Cooperate, Do your best)... Perfect! Now who can remind me of what we’re supposed to do when I say ‘green light’ and hold up this sign?... What about this sign and say ‘red light’?... Good! I think we’re ready to begin.”</i></p>

		<p><i>The A.B.C.D. Rules of Physical Education</i> (2017). Retrieved from https://www.pinterest.ca/pin/AT1-C9OEV5YjWCXWLiKMdLYD5X_FxkrlAmPVUutGTeOzy2KtaJDPWac/</p>	
5 mins.	Introduction	<p>Activate prior knowledge by asking students to stand up and model locomotor and non-locomotor movement with their bodies.</p>  <p>Teacher will watch all students and ensure that everyone seems comfortable and familiar with the terms locomotor and non-locomotor.</p>	<p><i>“Last class we learned about locomotor and non-locomotor movement. When I say green light, can you all stand up and show me what locomotor movement looks like while staying in the black line (dashed lines on diagram)?... Green light!... Red light! Great! Locomotor movement is when you move around the space. Now, where you’re standing can you show me what a non-locomotor movement looks like?... Green light!... Red light! Good, a non-locomotor movement is when you stay in one spot to move.”</i></p>
5 mins.	Transition	<p>Introduce the meaning of personal space and general space.</p> <p>Hand out balloons and give students time to practice throwing and catching the balloons.</p> <p>Remind students of what to do if their balloon pops.</p>	<p><i>“When we are exploring locomotor movements, we are usually exploring the general space, which means the whole gym. When we are exploring personal space, we are only playing in our own little area – like what you all did when showing me your non-locomotor skills. In a few moments you will all get a balloon – once you get a balloon, I would like you to practice throwing the balloon up in the air and catching it in your own personal space. Like this...(demonstrate & recite catching cue)”</i></p>

		<p>Teacher will watch to see if students are following appropriate performance/movement cues; Will reinforce if a child appears to need more support. Work 1-on-1 with child, rehearsing the cue together.</p>	<p><i>Safety Reminder: "If your balloon happens to pop, I would like you to put it in the garbage right away and come see me for a new balloon."</i></p> <p><i>*Hand out balloons*</i></p>
<p>10 mins.</p>	<p>Whole Group/ Individual Activity (Warm up)</p>	<p>Now that the balloons have been passed out, we will begin exploring different skills. We started off with throwing and catching at a high level (standing), now ask students to sit down and try throwing and catching the balloon.</p> <p>Practice moving the balloon from a low level to a high level. Start with hands, then with feet (stationary), then with feet (dropping balloon), and finally with their head.</p> <p>After practicing these skills in a non-locomotor way, encourage the students try explore these skills throughout the general space, while practicing their locomotor movement.</p> <p>At the end of the warmup, ask the students reflection questions – This will encourage them to think and realize how level and relationship (body) affects performance.</p>	<p><i>"Red light! Good work everybody. Now that you have had practice throwing and catching your balloons at a high level, while standing, I want you to try throwing and catching while at a low level, such as sitting, like this... (demonstrate and recite hitting with hands cue)... Now it's your turn, green light!"</i></p> <p><i>"Red light! Nice job everyone. How did that feel? Was it harder or easier to catch at a lower level?... Now we are going to try moving the balloon by hitting it with our hands. You can stand back up for this... (demonstrate and recite hitting with hands cue)... Your turn, green light!... Red light! Great! Now we're going to do that same thing, but with our feet. Instead of throwing it up in the air and hitting it, this time place it on the floor first and then kick, like this... (demonstrate and recite kicking [stationary] cue)... Your turn, green light!... Red light! Wow great job, you made it look pretty easy. Let's try making it a little harder. I want you to try kicking it again, but this time I want you to drop the balloon and kick it, like this... (demonstrate and recite kicking [dropped from high level] cue)... Your turn, green light!... Red light! Good work! Finally let's try moving the balloon by hitting it again, but this time with your heads, like this... (demonstrate and recite hitting with head cue)... Green light!"</i></p>

			<p><i>“Red light! Great, now were these movements locomotor or non-locomotor?... Yes, they were non-locomotor because you stayed in one spot, except for when you went to run after your balloons, that was locomotor. Now I want you to try moving your balloon using any one of the movements we just did – you can kick it, hit it, or bump it with your head – but this time, I want you to use your locomotor movement in the general space. Like this (demonstrate)... But make sure you stay within the black lines. Okay, green light!”</i></p> <p><i>“Red light! Good work grade ones! How was that? Which one did you like the best? Did you find any of them more challenging than the others? Why do you think that is?”</i></p>
5 mins.	Transition & Instructions	<p>Give students directions for the activity to follow. Ask for volunteers to help demonstrating the activity. This will not only help the EAL student, but also those who benefit from visuals.</p> <p>Using a balloon for this activity is suitable for these students’ generic level of skill proficiency, as balloons stay in the air longer, allowing for time to process and think of what skill to use and how to do it effectively.</p> <p>Divide students into 5 groups based off of the colour of their balloons. Ask the students to return all, but one balloon. Then, ask them to find a spot in the general space with their group.</p>	<p><i>“Now that we have practiced the different ways that we can move the balloon using different body parts, we’re going to play a game called 100. I want you to try working as a team to keep the balloon in the air by using the movements we just did. You can hit it, kick it, bump it with your head, but whatever you do, try to keep it in the air – it can’t touch the floor. Every time you hit the balloon, I want you to count and try to make it all the way up to 100! To make it a little bit easier, you can try what we have been learning in math and count by 10s, 5s, or 2s. Who would like to help me demonstrate? (pick volunteers and demonstrate with them, while counting out loud after every hit)... Good work and thank you for your help!”</i></p> <p><i>“Now that we all know what to do, I want you to find your group by looking for your friends who have the same colour balloon as you and stand next to them. You will only need 1 balloon for your group, so please put all the other balloons back into the bin and find a spot in the general space. Who</i></p>

			<i>remembers what the general space is?... Good! It is the whole gym. Green light! Go find a spot and start playing.”</i>
10 mins.	Small Group Activity	<p>To ensure that each student is actively participating, tell the students that before they can hit the balloon again, everyone else must have hit it once before they get it again.</p> <p>Walk around and observe students at play.</p> <p>Give students a 2 minute warning.</p>	<p><i>Facilitate/support any groups or students who need it. Ensure students are following the cues above in their movement.</i></p> <p><i>2 minute warning.</i></p>
5 mins.	Closure	<p>Ask each student who is holding a balloon to return their balloons to the bin. Ask the rest of the students to gather around the centre circle of the gym.</p> <p>When everyone is seated, guide students through reflection by providing prompts/questions. This reflection will summarize what they have learned from this lesson and can also be used as formative assessment.</p> <p>After reflecting, ask students to line up by the door to return to the classroom.</p>	<p><i>“Red light! Great work everybody. Could everyone who is holding a balloon please put it back into the bin, then join us in the circle. The rest of us can gather around in a circle now.”</i></p> <p><i>“Show of thumbs – did you like that activity or not? Thumbs up if you did, thumbs down if you didn’t. Can you tell me what you liked/did not like?... Did you learn anything new?... Can anybody tell me some of the cues or new words they learned today or remember from last time and used again today?” (Mention the ones that students don’t bring up to recall memory)</i></p> <p><i>Thank the students for participating.</i></p>

Reflection (To be completed post-teaching of lesson):