

## Physical Education

## Grade 3

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### Introduction

**Date:** November, 23 2021

**Time:** 30 - 35 minutes

### Outcome Focus:

- Health-related Fitness (3.1)
- Manipulative Skills (3.5)
- Strategies and Skills (3.7)
- Relationships (3.10)

### Learning Focus (Indicators):

**3.1 (k)** Engage, with guidance, in proper and engaging warm-up activities (e.g., light aerobic activity such as tag games and choreographed routines that include stretching exercises) that prepare the muscles for vigorous activities (e.g., increase blood circulation and elasticity of muscles and ligaments).

**3.5 (r)** Dribble with feet by gently tapping the ball with the inside of the foot – left and right – so that it stays within one metre of the body at all times, holding head up looking for open spaces in the direction of potential travel, and trapping the ball to stop movement by placing a foot on top and slightly behind the ball to stop the dribble.

**3.7 (h)** Respond physically and correctly to movement vocabulary verbalized by the teacher (e.g., run to the North, turn in the direction that the sun sets, glide on two feet, frog kick with your legs).

**(f)** Demonstrate controlled body movement when participating in activities that involve chasing, fleeing, and dodging others, and avoiding objects like pylons (Note: Dodge ball games are not recommended).

**3.10 (e)** Engage positively with maximum effort while respecting the abilities of others when participating in movement activities.

**Assessment and Evaluation:** Give prompts to students for self-reflection (formative assessment).

**Organization and Management Considerations:** Safety reminders of the space and to be mindful of peers in the gym space (keep your head up so you do not run into peers). Remind students to tie shoes and to take water breaks if they need.

*Equipment:* 13 soccer balls, 26 cones, 4 soccer nets for the main game, pinnies/bibs for marking who is it and teams.

### Opening for Learning

**Time: 15 minutes**

Learning Experience:

*Line Tag* - with group (approx 5 mins):

Line tag is a great way for students to get their bodies ready for the skills that they will use when playing soccer. By using the lines in the tag game, students will have to quickly stop and change the direction that they are travelling in to avoid being tagged, similar to needing to quickly stop and change their direction when playing soccer.

- Materials- pinnies/scarfs are optional for the people that are “it”
  - Select about 5-7 people to be “it” based on colour of t-shirt/clothing or just randomly point out 5-7 students to be “it”(visibly random)
  - The entire class will spread out across the gym
  - Each player needs to walk/run along a line on the gym floor
  - Once a player is tagged, they are “out” and will go sit at the edge of the gym
  - Once all players are out, the 5-7 people who were “it” in the first round will switch roles with a random classmate of their choosing
  - Repeat as many times as wished

**Safety reminder:** Keep head up to avoid collisions with other players

*Dribbling warm-up with dynamic stretching* (approx 10 mins):

Materials: cones (2 per group of 3) & soccer balls (1 per group of three).

- In groups of three, person A & B start on one cone with a soccer ball and person C starts on the cone opposite them. Person A dribbles from their cone to person C. Person A passes the ball off to person C, who then dribbles the ball back to person B, and so on.
  - Dribbling skills - close to body, light touches, head up. Advanced skills could include eye contact with partner, or calling names to indicate passes are being made and received (communication).
  - Adaptations to basic dribbling (demonstrate all movements):
    - Dribble with both feet.
    - Dribble with the foot only.
    - Dribble with left foot only.
    - Dribble halfway, stop the ball with foot on top, and pass to group member.
- Dynamic stretching incorporation:
  - Call out *FREEZE* in random intervals - if dribbling, stop the ball by placing your foot on top. If in line, give yourself some space and listen for dynamic stretch commands.
    - Freeze commands: jumping jacks, toe touches, arm windmills, high knees, butt kicks, zombie kicks, frog jumps. All movements demonstrated before the group does it together.

Send students for a water break before continuing on to the main game.

**Development of Learning**

**Time: 10-15 minutes**

Indicators:

Students will demonstrate the following;

- **3.5 (r)** Ability to dribble with feet in a controlled manner so the ball stays close to the student, while looking up to find possible directions of travel. Students will also demonstrate the ability to stop dribbling the ball with their foot.
- **3.7 (f)** Controlled body movement when chasing, fleeing, and dodging others.
- **3.10 (e)** Students will put effort into the activity, while being respectful of all peers.

Learning Experience:

We will be playing a soccer skill focused game called *4 Corners Soccer*.

- Set up the playing space with a net in each of the four corners (cones or nets for each corner).
- Explain the activity to students.
- Randomly assign 4 students as goalies, or each team can pick a goalie. One goalie will go in each of the corner nets.
- Students will be divided into four teams (number off 1 to 4 or divide teams by colours of shirts). Pinnies can be given to help mark the teams.
- The game can start either by each goalie kicking a ball into the playing field or by placing all soccer balls into the middle of the playing field.
- Use four balls in the game to keep everyone moving. More can be added depending on the number of students and playing space.
- Work together as a team to defend your team's corner net, and to score on the other nets.
- The game can end when time is up, or a set number of goals could be set and once a team reaches that number, time is up.
  
- Reflection questions for during learning experience:
  - Am I keeping my head up while dribbling to be aware of peers and the space around me?
  - Am I trying hard to control the ball by keeping it in close distance to myself?
  
- Possible adaptations:
  - Increase or decrease the size of playing area if possible to make it more or less difficult
  - Increase or decrease the number of soccer balls in use
  
- Safety considerations
  - Make sure you are keeping your head up to not run into others
  - Be respectful and show good sportsmanship

**Closure for Learning** Time: 5 minutes

Begin by having students do a five finger breathing exercise while standing up. After doing 5 finger breathing 2 times do some stretches starting from the top of the body down.

- Arm stretches up high
- Arms to the side (like a half hug)
- Shoulder rotations (forwards and backwards, big and small)
- Reach your toes (if you can't go to your knees and slowly work your way down)

- Have students sit down and begin leg stretches
- Butterfly
- One foot in & reach to your toes
- Close your eyes, take some deep breaths again and think of 3 positive things about yourself or something you're looking forward to etc.

**Questions to ask:**

What were some things you enjoyed from the lesson?

How could our lesson be improved?

Do you see yourself teaching this in a grade 3 class? Why or why not?

**Reflection:**

This was a practical lesson for one teacher to lead. Minimal setup and explanation required to carry out numerous outcomes in the grade 3 curriculum. Next time, we could work to link together our warm-up aspects better. Opening with line-tag is fun, and definitely engaging, but how could we make it flow into a more skills-heavy warm-up seamlessly, without having such a stark contrast of high intensity activity to slow and controlled movement?

We also could have provided adaptations in our lesson for students who may not be able to participate for any given reason. An example of this could be having said student(s) pick a buddy to play another game that they are able to do off to the side. As a Phys. Ed. teacher, you could also always have a resource toolkit or package of health related mindful activities if there is a case where a student cannot physically participate at all in the class.