

P.E. Lesson Plan: Locomotor Movement “Pick-Up Game”

Grade: 1 **Content Area: Physical Education**

A: Standards:

Standard 1:

1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.

Standard 2:

2.2 Identify people/objects that are within personal space and within boundaries.

Standard 3:

3.1 Participate in physical activities that are enjoyable and challenging.

Standard 4:

4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle.

4.6 Identify physical activities that cause the heart to beat faster.

Standard 5:

5.3 Demonstrate the characteristics of sharing and cooperation in physical activity.

B. Objectives

Learning Objective/Goal: The students will engage in a variety of movement types in a relay while learning to manage the boundaries and space around them, noticing changes in their heart rate, and having fun with their teams.

Prior Experience:

The students in my first grade class do “fun relays” often in P.E. This consists of moving across the basketball court blacktop, while practicing different types of motor movements. Some examples are running, crab walk, dolphin walk, whale walk, gorilla walk, cowboy, horse, and more. So with this, I know the students are familiar with many different variations of movement. This background knowledge will help the class in our pick up game relay. The students do not play any team games in P.E., nor do they use materials (bean bags, cones, etc.), so this will be their initial introduction to these concepts with the relay teams and bean bags being an integral part of this lesson.

C. Lesson Resources/Materials -

- 1 Whistle
- Basketball court on blacktop for warm-up/introduction
- 40 feet x 80 feet on field for activity
- 100 Bean bags
- 5 stuffed animals
- 10 Cones

Introduction:

Review procedures and day overview:

- First, students will line up along the line on the basketball court to do their warm-up.
- *Teacher:* Good Morning Class! Raise your hand if you're excited to learn a new game today! **(Std. 3.1)**
- *Teacher:* Awesome! Today we will be playing a new relay game using some of the same movements from your fun relays! **(Std. 1.1)** (Connect to prior knowledge) We will also talk about the importance of personal space and boundaries when you are being active **(Std. 2.2)**, and last but not least, we will learn about one of the most important organs in your body- your heart! **(Std. 4.5, 4.6)**
- *Teacher:* Remember to listen for the whistle. If you hear the whistle when you are standing still, it means go! If you hear the whistle when you are moving or in the middle of the game, it means freeze! **(Std. 5.3)**

Check understanding:

- *Teacher:* Watermelons!
- *All students sit down*
- *Teacher:* Apples!
- *All students stand up*
- *Teacher:* Blows whistle
- *All students stop wherever they are*
- *Teacher:* Grapes and Vines!
- *All students spread out so they have space* **(Std. 1.1, 2.2)**

Students are practicing their listening and responding skills as majority ELD students, so this integrates Standard ELD.1.1.B.5.Exp. (Listen Actively)

Teacher: Before we start moving, I want you all to notice how fast your heart is beating right now. Everyone put one hand on your chest and one hand on your belly.. We are going to take 3 breaths together quietly so everyone can notice their heart beating slowly. **(Std. 4.6)**

Teacher: *cues* "Deep breath in, deep breath out" (times three).

Teacher: "Is your heart beating fast or slow?"

Class: Students should call out slow or medium.

Respectful Conduct Review:

- *Teacher:* "We are going to start our warm-up activity with a zig-zag "run" using movements other than running. This is going to get our bodies warmed up and ready for our relay game later. During the warm-up and relay game, I want you all to practice each movement at your own speed and do YOUR best. This is not a race. I would rather you go slowly and do the movements correctly, than to go fast and do it incorrectly." **(Std. 3.1)**

Locomotor Warm-Up

Prompt students to line up on the basketball court line in the running position to begin zig-zag runs.

Tell students to listen for the whistle, because I will blow the whistle and yell out the new movement to switch to. **(Std. 5.3)**

While they are doing each movement, give specific technique and tips **(Std. 1.1, 2.2, 3.1)**

- Have students begin the zig zag with whistle (zig zag direction along the basketball court's lines). Students must stay in line and give student in front of them enough space. **(Std. 1.1, 2.2, 5.3)**
 1. Run like a cheetah (run fast, use hands from shoulders to knees, pick feet up quick)
 2. Walk like a turtle (Very slow, use same hands from shoulders to knees)
 3. Slide sideways like a snake (step out with lead foot, slide/glide following foot across ground, bend knees)
 4. Gorilla walk (bend knees to get low, shuffle like a football player, pick feet up fast, moving in a forward direction)
 5. Crab walk sideways (Bend knees, small steps, use your hands like claws)
 6. Hop using left foot to the line, and right foot back (Bend knees, put hands out for balance)
 7. Gallup like a cowboy (Lead foot stays in front, try to gain speed by pushing off harder with your back foot)

Teacher: Grapes and Vines on the line!

Check Heart Rate Again: *Teacher:* I want everyone to put their hand back on their neck or heart to feel your heart rate now. Let's take three breaths together once again. (Lead breathes) Please notice the difference in your heart rate. Ask a student to tell me if it feels faster or slower to share with the class that it feels faster. **(Std. 4.6)** Tell class: Just like our brain is a muscle, the heart is a muscle too! When we work hard and raise our heart rate, the heart muscle becomes stronger. **(Std. 4.5)**

Dynamic Stretches:

Have the student leader for the day plus their friend of choice help me lead stretches in front of class

Teacher: "Grapes and Vines on the line! Make sure you have enough personal space to stretch safely. You should not be touching your neighbor."**(Std. 1.1 & 2.2)**

- Students are in ready position to begin stretching
- *Teacher:* I will tell my student stretching leaders when to model each dynamic stretch with me. (Approximately 30 seconds each).

Stretches:**(Std. 1.1 & 2.2)**

1. Arm circles forward
2. Arm circles backward
3. High Knees in place
4. Bottom Kickers in place
5. Ankle Rolls

Body of the Lesson: Describe step-by-step what the teacher **and** the students will be doing during the lesson.

Besides the total time the body of the lesson will take, include the amount of time needed for each step within the body. *PE “body” should include: instruction of skills; opportunities to practice the skills; a game which then applies the skill.*

Instruction of Skills (5 minutes):

- Teacher will use the watermelons protocol to bring students together to a seated position on the grass near the pick up game setup to explain the game logistics. Teacher will explain that the class will be split up into five teams with six students per team. Teacher will determine teams (differentiated grouping) as well as who will be the first person in line per team, so students do not argue about this. **(Std. 5.3)**

- Teacher will explain and demonstrate where the first person in the team will stand while they wait to run- directly behind the cone. Once the person in front of a student in line returns to the line, the next student can go. The boundaries will be explained, each team member must remain behind their team’s cone until it is their turn to run towards the items on the other side. Explain to students that they must stay in their teams’ “lane” (From cone to cone), until they get to the bean bags. Once they get to the bean bags they can go into other teams’ lanes, but they must run back in the same lane they came from. **(Std. 1.1, 2.2).**

- Teacher will explain that the teams are racing to see which team can collect the most bean bags. **(Std. 3.1, 5.3)** Model one example of moving from the starting position behind the cone, to picking up a bean bag, and then moving back to the end of the line and dropping the item. Teacher will specify that students are to only pick up one item per turn and to place it at the end of your teams’ line.

- Select one student per team to model the relay routine with walking. Select the students who is being the most respectful and listening actively. Prompt their teammates to practice cheering. **(Std. 5.3)**

- Teacher will explain that students must listen for the whistle and teacher’s direction of which motor movement they are using. **(Std. 5.3)**

- Introduce the rules and guidelines: If students are not following the correct movement, they must drop the item they retrieved and go to the back of the line. If students are playing with bean bags they will lose 5 bean bags.

- Teacher says, “While you are waiting in line, you must cheer for your team member that is currently up! We are learning how to work in teams, and part of that is encouraging and supporting your team. No matter how fast or slow your team members are, I want to hear you all cheering for them!” **(Std. 5.3)**

Opportunities to practice the skills (7 minutes):

- After the introduction, Teacher will divide the students into their teams. The whistle will be used to gain students' attention. Teacher will have all students stand in the ready position, and explain that we are doing one practice round. **(Std. 5.3)** Teacher yells out, "Gallup like a cowboy!", and then blows the whistle. The first student in each line should be galloping towards the bean bags (in their lane) to pick one up, and then gallup to the back of their line to drop off the item and the next student begins. **(Std. 3.1, 1.1, 2.2, 5.3)** Teacher will allow each student to go through this gallup practice round.

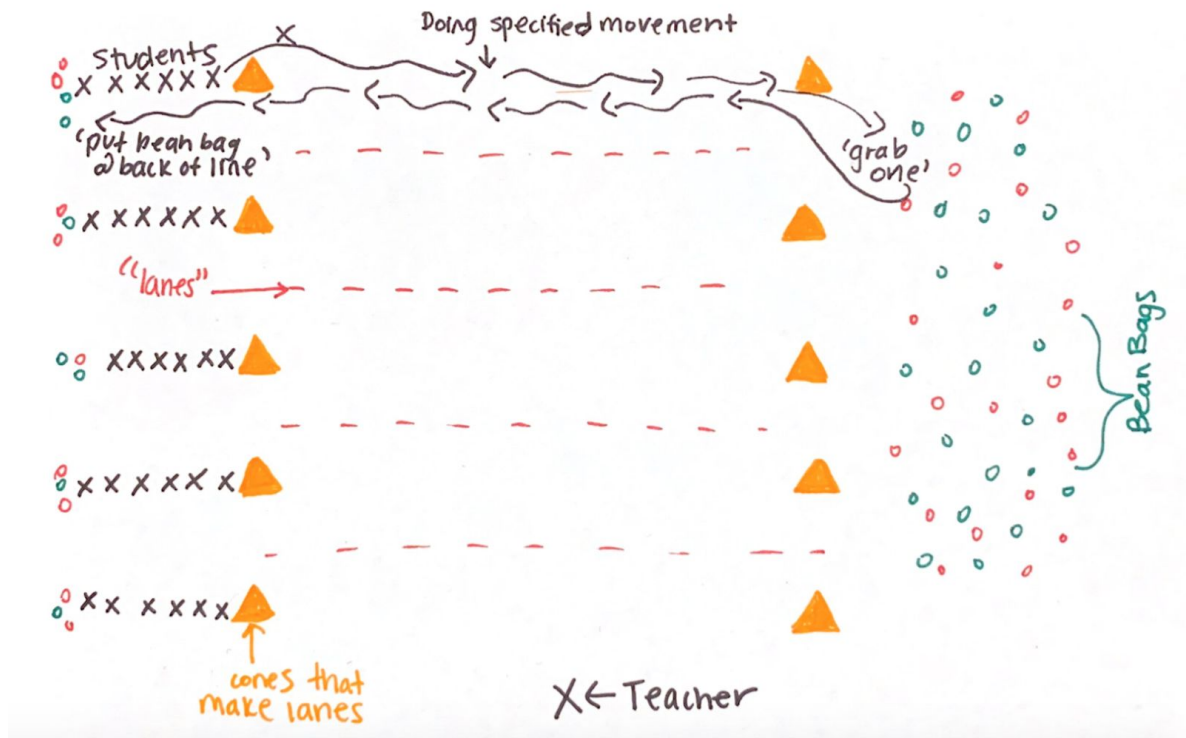
Check for understanding:

- What do we need to listen to the teacher for? (Movements)
- What do we need to do when we are waiting in line for our turn? (Cheering on teammates)
- What do you we need to do when our turn is done? (Place the bean bag in the back of our line)

Game to practice skills - Pick Up Game (10-15 minutes):

- Teacher begins pick up game by calling out: "Walk like a penguin" and blows the whistle. The movements the teacher will call out are as follows: **(Std. 1.1, 2.2, 3.1, 5.3)**
 1. Walk like a penguin/turtle
 2. Slide sideways like a snake
 3. Gorilla shuffle walk forward
 4. Hop on your left foot
 5. Hop on your right foot
 6. Run like a cheetah
 7. Crab walk sideways
- Stop the game if needed to re-teach skills, rules, positive cheering, etc. **(Std. 5.3)**
- If students are playing this game successfully, Teacher will add five bonus items (stuffed animals) that are worth 5 points each. This will make the game more challenging, so Teacher must formatively assess as the game commences to see if this will be introduced. **(Std. 3.1)**
- At the end of the game, Teacher will tell the teams to count up their items. Teacher will ask "Who has more than 10 items?", "Who has more than 20 items?", "Who has more than 100 items?" The students will be able to practice counting skills and healthy competition and teamwork. **(Std. 3.1, 5.3)**

Diagram:



Closure: Describe how you will **prompt the students** to evaluate the lesson and restate the learning objective. If you include stretches, be specific on how to do the stretch and which muscles are being stretched.

- To gain the classes' attention, Teacher will blow whistle and say "Class, Class!" Students will respond, "Yes, Yes!"
- Instruct students to return to the blacktop line in Grapes and Vines positions. (**Std. 1.1, 2.2**)
- Closing static stretches: (Teacher will instruct class to copy/mirror what she is doing)
 1. Toe touch stretch for hamstrings (students sit on the ground with their legs straight out in front of them and reach for toes without bending their knees and keeping their back as flat as possible)
 2. One leg toe touch stretch for hamstrings, right side (students bend one leg with the other straight out in front of them and reach for the straight leg's toe with both hands while keeping their knees and back straight)
 3. One leg toe touch stretch for hamstrings, left side (see above)
 4. Full body stretch (students stand with feet shoulder-width apart and reach arms up to the sky and then back down towards their toes, finish by rolling up to stand up straight)

Prompts for Reviewing:

- Teacher will ask the students to feel their heart beat one more time. (**Std. 4.5, 4.6**)
Teacher will ask, "Does your heartbeat feel faster or slower?" Students will call out "Faster!"

- Teacher to ask:
 - What did we learn about our hearts today?
 - Students should respond: That it is a muscle and we can make it stronger through physical activity, and that the heart rate changes throughout physical activity. **(Std. 4.6, 4.7)**
 - What did we learn about space and boundaries today?
 - Students should respond: We learned that we must make sure we have enough personal space and appropriate boundaries so we do not get hurt during physical activities. **(Std. 1.1, 2.2)**
 - What did we learn about teamwork?
 - Students should respond: We learned that it is nice to cheer for your team members, even if they are not winning. **(Std. 5.3)**
 - Did you have fun? Was it challenging? **(Std. 3.1)**
 - Students should respond: YES!