

LESSON PLAN

Student Teacher Trey Forbes _____ Grades 4th-6th Teaching Date April 16, 2009

Standard(s):

Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (Standard 1)

Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (Standard 2)

Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings. (Standard 5)

Performance Objective(s)/Indicator(s)

Psychomotor: The students will demonstrate the ability to identify and use control markers by setting the correct bearing of the marker and recording the bearing on a handout with 100% accuracy.

Cognitive: The students will demonstrate knowledge of how to use a compass by completing all 8 of the bearing degrees 100% correctly.

Affective: The students will demonstrate respectable behavior by treating their partner with respect 100% of the time.

Equipment Needs: 9 compasses, 8 rubber dots, 8 numbered sheets, 8 pencils, 8 recording handouts, answer key

PRACTICE OPPORTUNITIES

Time	Instructional Activities (Detailed)
2-3 min.	Intro- Last week we were all introduced to Orienteering and the compass. What are some of the important parts of the compass? (Direction of travel arrow, magnetic needle, coordinate North) Today we are going to continue using the compass but we are going to use it to move around the gym today. Have the students walk the teacher through how to shoot a bearing.
4-5 min.	Review of Compass- Have the students partner up and line up along the north baseline of the basketball court. Once the students are lined up and spread out, yell out a bearing degree and make sure all the students are facing in the direction of that bearing. Repeat this 3 or 4 times to make sure all the students understand how to shoot a bearing degree. Have one partner do it the first time, then the other partner the following time.
10-12 min.	Group Activity- For the group activity we will be doing landmark bearings. There will be 8 numbered rubber dots spread throughout the gym floor. There will also be 8 numbered signs up on the outer walls of the gym. The partnered students will all be placed at a numbered dot and will be required to shoot the bearing to the matching numbered sign on the wall. Both students will be required to shoot their own bearing so both partners will have a chance to shoot their own bearing at each dot. The students will be provided a handout to record their findings. After the students have completed all 8 of the bearings they will check them with the answer key. If they were more than 10 degrees off they would have to go back and re-shoot that bearing.

2-3 min.	Closure- Have the students review the main parts of the compass and how to shoot a bearing. Explain that the next teacher will be taking them outside to shoot some bearings as soon as they get back from a drink break.
----------	--

PROCEDURES

Introduction (Set Induction):
 Last week we were all introduced to Orienteering and the compass. What are some of the important parts of the compass? (Direction of travel arrow, magnetic needle, coordinate North) Today we are going to continue using the compass but we are going to use it to move around the gym today. A compass is used to help navigate around places where you have no streets or guidelines to follow. Have the students walk the teacher through how to shoot a bearing.

Organizational Plan (How will students and equipment be organized?):

SKILL ANALYSES

Skills to be Taught	Teaching Cues
Use of Compass:	<ul style="list-style-type: none"> - Compass held around the belly button - Hold compass flat in hand - Line up your bearing degree with the index line - Line up magnetic needle with direction of travel arrow - Stand in direction of direction of travel arrow - Locate your marker if visible, if not begin to walk in line with your direction of travel arrow.

Closure: Have the students review the main parts of the compass and how to shoot a bearing. Explain that the next teacher will be taking them outside to shoot some bearings as soon as they get back from a drink break.

References:

Zakrajsek, D. B., Carnes, L.A., & Pettigrew Jr., F.E. (2003). *Quality lesson plans for secondary physical education*. Champaign: Human Kinetics.

Darst, P.W., & Pangrazi, R.P. (2006). *Dynamic physical education for secondary school students*. San Francisco: Pearson Education.