

**LESSON PLAN**  
**Department of Exercise and Sport Sciences**  
Manchester College

Teacher: Sarah Purdy      Date: October 23, 2008 Time Period: 1:05-1:30  
Students: 16      Grade/Developmental Level: 2-3/II  
Lesson Focus: Jump      Teaching Style: Task

Standard(s):

Standard 1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Performance Objectives:

C - The student will understand the proper jumping techniques by explaining and demonstrating the skill with 95% accuracy.

A - The student will encourage a classmate by saying something good they have done at least twice during a class period with 100% completion.

P - The students will demonstrate the proper way to jump by participating in multiple jumping activities with 95% accuracy.

Equipment/Materials:

15 poly dots (sticky ones, not cloth), Boom box w/ CD (preferably one with remote), tape to make line on floor, 2 stepping blocks (already in room), 3 jumping ropes, 6 smaller cones, 4 hula hoops

Skill Development

Instant Activity:

The students will participate in the six stations: paddle ball, throw and catch, keep it up, rope jumping, hoopla, and switch-a-roo.

Fitness Activity:

The students will spread out all over the general space (the room) and in their own personal space. I will call out a movement I want the students to do around the room, and for thirty seconds I will play music while the students do the specific movements. The movements will consist mainly of locomotor skills, stretching, and strengthening of muscles. After the 30 seconds of movement, I will pause the music and allow a short break (15 to 20 seconds) while I explain the next movement. The movements I will use will be: walk with your arms extend from body (like a zombie), galloping,

stretching the legs, skipping, jumping like frogs, crunches, hopping (one foot/two feet), jumping jacks, sliding, arm stretches, and bear crawls. This activity will last anywhere between 5 minutes to 8 minutes.

#### Introduction/Set Induction:

I will ask the students if any of them want to or do play sports. I will explain that it is important to know the correct way to jump because you have to jump in almost all sports. It's important to jump to get a rebound in basketball or catch a pass in football or catch a high ball in baseball/softball.

#### Review:

I will review what we learned last week, leaping and bean bags. I will ask the students if they can explain/demonstrate the correct way to leap and throw. I will correct them if I see anything wrong with the technique they use.

#### Introduce New Skill

##### Explanation/Demonstration:

- 1.) I will introduce the new skill by explaining the proper way to jump: swing arms forward, bend knees, on your toes, land lightly with knees bent, jump up and try to touch ceiling.
- 2.) I will introduce the activity. The students will get with a partner and go to a station I assign them to. There will be 7 stations. Each station the students will be performing some type of jumping skill:

- 1.) Jumping rope
- 2.) Jumping up and down off step
- 3.) Jumping over a line
- 4.) Frog jumping (poly dots laying around area and students jump like frogs from each dot (lily pad))
- 5.) Kangaroo jumping (cones laying around area and students jump over cones like a kangaroo)
- 6.) Jump on zig-zag line
- 7.) Hula hoop jumping (jumping from hula hoop to hula hoop)

There will be a sign/picture at each station explaining what the students should be doing. Each station will last for thirty seconds.

- 3.) Students will pick a partner and go to the station I assign them.
- 4.) Students will participate in each station for 30 seconds and then rotate to next station when I say to.
- 5.) If enough time, the students may repeat a few of

#### Guided Practice Activity:

The students will spread out all around the general space on their own poly dot. I will call out a specific movement they will do that involves jumping. For twenty seconds, the students will perform the movement. Music will be playing when they are doing the skill. I will be in front of the class demonstrating each skill before they perform it themselves. Between each 15 second activity, we will stretch a portion of our legs because they will be doing a lot of jumping today. A list of movements are:

- 1.) Jump on and off the spot
- 2.) Jump side to side over the dot
- 3.) Jump forward and backwards over the dot
- 4.) Straddle jump the spot (both feet on and then off)
- 5.) Jump in air in a straddle jump and land with both feet on dot
- 6.) Jump around dot in a circle
- 7.) Jump up and down on dot

#### Group Activity:

The students will split into four different groups. Each group will have a long jump rope. Two students will twirl the rope while one student jumps in the middle. They will rotate so each student gets to jump at least once.

#### Assessment (Form Attached):

I am using the checklist rubric for assessment. I will write "O" for observed or "N/A" as not available. There will be a list of things the students need to be accomplished for jumping. I can evaluate the students during the guided practice activity and throughout other activities as well.

#### Instructional Adjustments:

If student is in wheelchair, they can use their hands instead of their feet to demonstrate the skill. I will allow more time and space for those who need it. If students are not cooperating with one another they will either be switched or have to sit out.

#### Closure:

I will review what we learned today by asking one of the students to explain and demonstrate the proper way to jump. I will also ask why it is important to know how to jump. I will correct anything wrong explanation or demonstrations.

#### References:

Pangranzi, Robert. Curriculum: Lesson Plans for Implementation. San Francisco, CA: Pearson Education.

Bremer, Janet. (2003, Sept. 17) K-2 PE lesson ideas. PE Central. Retrieved October 12, 2008, from <http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=4807>.