

LESSON PLAN
Department of Exercise and Sport Sciences
Manchester College

Teacher: Mr. Minnich Date: 12/2/2010 Time Period: 1:25-1:50 Students: 20 Grade/Developmental Level: k-1/1
Lesson Focus: Review Manipulative skills Teaching Style: Interdisciplinary, problem solving Collaborating
Teacher: Adam Welcher

Academic Standard(s)

Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Performance Objectives

C: The student will understand the different items that can be recycled by the end of the lesson.

A: The student will work positively with the other students 90% of the time during the lesson.

P: The student will roll the ball into the trash bin using correct teaching cues 50% of their attempts.

Equipment/Materials

4 trash bins, 10 blue foam balls, 10 red foam balls, 10 newspaper balls, 10 rubber balls

Skill Development

Instant Activity

1. Balance beam
2. Keep it up
3. Jump rope
4. Kick
5. Paddle board
6. Bounce

Fitness Activity

Hot lava: tell the students that the floor is hot lava. The lines on the racquetball court are land. The students need to stay on the lines. They need to run because the lava is coming closer to them.

Introduction/Set Induction

Today we will be reviewing our manipulative skills of rolling, throwing, striking, and kicking. Can anyone show me how to throw the ball? (Student demo) Can anyone show me how to roll the ball? (Student demo) Can anyone show me how to kick the ball? (Student demo) We will also be learning about recycling. Set Induction: Do anyone's parents recycle at home? It is important to recycle so we keep the earth nice and healthy. *Bloom's taxonomy: knowledge*

Introduce New Skill

Explanation/Demonstration

Throwing

1. Stand with the nonthrowing side of the body facing the target. The throwing arm side of the body is away from the target
2. Step toward the target with the leg opposite the throwing arm
3. Rotate the hips as the throwing arm moves forward
4. Bend the arm at the elbow. The elbow leads the forward movement of the arm
5. Body weight remains on the rear foot (away from the target) during early phases of the throw. Just before moving the arm forward, shift weight from the rear leg to the forward leg (nearer the target)

Kicking

1. Students need to step forward with the nonkicking leg. Have them stand behind and slightly to the side of the ball. Keep the eyes on the ball (head down) throughout the kick
2. Practice kicking with both feet
3. Use objects that will not hurt children. For example, regulation soccer balls, which are heavy and hard, hurt young children's feet. Foam balls and beach balls are excellent objects for kicking practice
4. Encourage kickers to move their leg backward in preparing for the kick. Beginners often fail to move the leg backward, making it difficult for them to generate kicking force
5. Arms move in opposition to the legs during the kick
6. After children develop kick speed and velocity, focus on altering the force of the kick. Many children learn to kick only with velocity activities like soccer demand both soft "touch" kicks and kicks of maximum velocity

Striking

1. Track the ball as soon as possible and keep tracking until it is hit. (It is impossible to see the racket hit the ball, but this is an excellent teaching hint)
2. Grip the bat with the hands together. For right-handed hitters, the left hand is on the bottom (near the small end of the bat)
3. Keep the elbows away from the body. Emphasis is on making a large swing and extending the elbows as the ball is hit
4. Swing the bat in a horizontal (parallel to the ground) plane. Beginners tend to strike downward in a chopping motion

Guided Practice Activity

The students will partner up and throw the ball back and forth to one another working on the correct forms. They will also practice kicking and striking using correct form. *Gardner's Multiple Intelligences: Bodily-Kinesthetic*

Group Activity

The students will pick up the area. Various balls will be spread out throughout the center of the area. The different balls will represent different recyclable items. The paper balls will represent paper, blue balls will represent glass, red balls represent cardboard, and the rubber balls will represent aluminum. There will be 4 different trash bins in each corner of the area. Each trash bin will be for either glass, cardboard, paper, or aluminum. At each trash bin the students will need to underhand roll, overhand throw, strike, or kick the ball into the trash bin. This will help the students learn to recycle.

Assessment (Form Attached)

During my closure I will ask each student what are some items that can be recycled. I will be looking for them to say glass, aluminum, paper, or cardboard.

Closure

Great job today. What did we learn about recycling? Can anyone show me how to kick? Throw? Etc. This was our last PEP for this semester. I hope everyone had fun, and I hope to see you all next semester.

References

* Pangrazi, R. P., & Beighle, A. (2010). *Dynamic physical education* (16th ed.,). San Francisco, CA: Pearson.

* kuhrash, Cindy. (2000, May 18). *Landfill/Recycling*. Retrived from:
<http://www.pcentral.org/lessonideas/ViewLesson.asp?ID=911>