

Arkansas State University PETE Lesson Plan Template

Name:	Bailee Farmer	Date:	10/7/18
Subject/Grade:	2nd	School:	Cross County Elementary
Unit Name:	Hula Hoop Tag		
Lesson Focus:	Cardio-respiratory Endurance		
Lesson Materials/ Equipment needed:	5 Hula Hoops 5 Reflective Safety Vests for Kickers		

Standards Addressed:	NASPE	AR K-8 PE & Health	AR 9-12 PE & Leisure
	<input type="checkbox"/> Motor Skills & Movement Forms <input type="checkbox"/> Movement Concepts <input type="checkbox"/> Physical Activity <input type="checkbox"/> Health-Related Fitness <input type="checkbox"/> Personal & Social Behavior <input type="checkbox"/> Values Physical Activity	<input checked="" type="checkbox"/> Motor Skills & Movement Patterns <input type="checkbox"/> Movement Concepts <input checked="" type="checkbox"/> Health-Related Fitness <input type="checkbox"/> Lifetime Activities & Recreation <input type="checkbox"/> Personal & Social Behavior <input type="checkbox"/> Human Growth & Development <input type="checkbox"/> Disease Prevention <input type="checkbox"/> Community Health & Promotion <input type="checkbox"/> Healthy Life Skills & Relationships <input type="checkbox"/> Personal Health & Safety <input type="checkbox"/> Nutrition	<input type="checkbox"/> Movement Concepts <input type="checkbox"/> Health-Related Fitness <input type="checkbox"/> Lifetime Activities & Recreation <input type="checkbox"/> Personal & Social Behavior
Grade Level Outcomes and Standards met:	<p><i>(i.e. Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.S1.E1.K)</i></p> <p>PEL.3.2.4 Participate in an age appropriate activity, exercise, or game that encourages pacing to develop cardiorespiratory endurance</p>		
Lesson Goals/Objectives:	<p>Psychomotor: When the student gets hit, instead of sitting out, the students will perform 15 jumping jacks before being able to be back in the game</p> <p>Cognitive: Students will develop strategies in order to dodge the Hula Hoops</p> <p>Affective: Increasing the heartrate and breathing of each student</p> <p>Health-Related Fitness: Understanding cardio-respiratory endurance, and how heartrate and breathing patterns change due to physical activity</p>		
Teaching Methodology:	Explicit and implicit instruction will be given prior to the students playing the game as a whole group		

Safety Considerations:	<ul style="list-style-type: none"> • Students must stay within the outlines on the gym floor • Students must be extra careful to avoid tripping over moving hula hoops • Students must watch where they are going when trying to avoid getting hit by the hula hoops • Students must make sure their shoes are tied and must be wearing appropriate shoes to play the game 			
Rules, Routines & Expectations:	<ul style="list-style-type: none"> • Choose 3-5 students to be “it” (based on number of students playing). The Students who are “it” will wear reflective vests to be identified by other students. • Each student who is “it” will have one hula hoop. This student, and this student only, can touch the hula hoop with his/her feet. It must remain flat on the ground. • On the magic word, which will be cardio-respiratory, all students can move freely around the playing area and the students who are “it” will begin kicking their hula hoops toward other students’ toes. • If a student is hit in the foot with a hula hoop, they must do 15 jumping jacks before returning to the game. • After a few minutes, freeze the game and choose new taggers/let all students be “it” at least one time, if time permits. 			
Task Progression (Learner Activity)	Time	Management Organization	Teacher Demonstrations/Explanations/Instructional Cues	Goal Alignment or Assessment
Introduction:	2 min	Pairs	<p>I will briefly discuss the importance of cardio-respiratory endurance and have the partner pairs check each other’s pulses.</p> <p>“Good morning class! Today we will do a follow up activity about the importance of cardio-respiratory endurance! Can anyone show me where their heart is?” *will call on a student to show us where his or her heart is* “Everyone place your hand on your heart and listen for your heart beat!” *Students will listen for heartbeat* “You can also check your heartbeat on your wrist like this!” *I will demonstrate how to check your pulse on your wrist* “Everyone, get with a partner and see if you can feel their heartbeat through their wrist. Do you see how slow and steady this heartbeat is?” *Allows students to listen for heartbeat* “Today we are going to compare our heartrates before and after we participate in physical activity!”</p>	Make sure students can identify pulse
Warm-Up:	2 min	Whole Group	<p>The class will do jumping jacks as a whole group so I can demonstrate what is expecting during the game</p> <p>“Time for warm up! Can anyone show me how to do a jumping jack?” *allows a student to demonstrate a jumping jack* “Great job! Let’s do 20 jumping jacks together and count out loud!”</p>	Make sure students can do a proper jumping jack

Lesson Focus:	20 min	Whole Group	<p>Instruction, demonstration, purpose, and engagement</p> <p>“Now we are going to play a new game called Hula Hoop Tag! This game is kind of like the game of tag you are all familiar with, but it is a little more fun! Instead of one person being “it” we are going to have five people who are “it”. The people who are “it” get to wear these bright reflective vests so we can all easily see who is “it”. Each person who is “it” gets to grab a hula hoop”</p> <p>*I will choose 5 people to be it and allow them to go stand in a hula hoop on the ground, but they cannot pick it up yet*</p> <p>“If you are “it” you are the ONLY person who gets to touch the hula hoop, and you can only touch it with your feet. The hula hoop must remain flat on the ground. The people who are not it will be scattered on the basketball court, but they have to stay inside the black lines!”</p> <p>*sends the rest of the students out to the court scattered*</p> <p>“On the magic word, which will be cardio-respiratory, you can all move freely around the playing area and the students who are “it” will begin kicking their hula hoops toward other students’ toes to tag them out. You have to try to avoid being tagged by the hula hoop! If you go get hit in the foot with a hula hoop you have to do 15 jumping jacks before you can return to the game!”</p> <p>*I will demonstrate with a hula hoop how to properly kick it across the floor and what to do when or if you get tagged. *</p> <p>“Can anyone tell me what you have to do if you get tagged?”</p> <p>*Allows student to answer*</p> <p>“Great! Now that we know the rules of the game, Let’s play!</p> <p>*After a few minutes, I will freeze the game and choose new taggers/let all students be “it” at least one time, if time permits. *</p>	Make sure students understand the purpose and rules of the game
Conclusion:	2 min	Pairs	<p>I will have the partner pairs check each other’s pulses again to compare to the resting rate after physical activity.</p>	Make sure students can identify the increased heart rate

			<p>“Alright now that we have exercised, lets check our heart rates again! Everyone get with the same partner and check their heart rates again!”</p> <p>*Allows students to check heart rates*</p> <p>“Can anyone tell me if our hearts are beating faster or slower than before?”</p> <p>*Allows a student to answer*</p> <p>“Yes! After physical activity our hearts beat faster!”</p>	
			NA	
			<p>Technology Integration – Media, Materials & Methods: <i>(All media and materials are listed, and are appropriate. For each listed- details of how they will be implemented into the lesson to enhance learning.)</i></p>	
			<p>Teaching Styles: <i>(i.e. Mosston’s Spectrum)</i></p>	Guided Discovery on Mosston’s Spectrum
			<p>Modifications:</p>	Modified Jumping Jacks for students who are not able
			<p>Assessment (Impact on Student Learning):</p>	Students will be able to see the effects of exercise on the cardio-respiratory system by identifying changes in their pulse and breathing.
			<p>Curriculum Resources: <i>(Books, Journal Articles, Electronic Sources)</i></p>	<p>Mosston’s Teaching Style Spectrum: http://www.spectrumofteachingstyles.org/pdfs/literature/TeachingStyles%20inPEandMosstonsSpectrum.pdf</p> <p>Arkansas State Standards: http://www.arkansased.gov/public/userfiles/Learning_Services/Curriculum%20and%20Instruction/Frameworks/PE%20Health/Physical_Education_and_Health_K_8.p df</p>