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| **Linda Thompson**  **Modified from**  **Focused Fitness** | **Striking objects with long/short implements- eyehand coordination, fine motor, dance, & math skills also including pathways** |
| **Grade: 3rd Grade** | **Activity Name: Bad Habit 4 Square with Life Line.** |
| **Learning Objective:** SOL and learning target covered:  \*I can recognize the bad habits of smoking; alcohol/drugs, obesity/diet, & lack of exercise are to be avoided to live a healthy lifestyle.  \*I can show proper cues for the under hand throw. (favorite hand up, step with opposing foot, roll ball like they are bowling) (AP) (U)  \*I can show proper cues for the over hand throw. ( opposite shoulder facing target, big L, step with front foot, squish bug with back foot, follow through) (AP) (U).  \*I can use targeting skills to knock down opposing team’s Lifeline( bowling pin) (AP) (U) Motor Skill Development 3.1 The student will demonstrate mature form (all critical elements) for a variety of skills and applyskills in increasingly complex movement activities. Anatomical Basis of Movement 3.2 The student will identify major structures of the body, to include body systems, muscles, and bones, and identify basic movement principles.  **Engage and Explain:**  -Gym divided into 4 quadrants -I use the 4 “eagle nest” floor taped rectangles closest to the basketball end lines. Different assorted exercise balls and gator balls to represent those habits start out small, and then progress to larger bad habits.  -2 extra-large balls representing Heart Attack.  -4 Color coordinated hula hoops that match the 4 eagle nest “body” quadrants, and 1 bowling pin for each hoop.  -Add the yarn balls and say they are extra calories we don’t want in our bodies.  -The students are trying to keep the bad habits and extra calories out of their bodies by throwing the balls that are in their “body” (square) into anther teams’ “body. They are also trying to throw the ball at the other team’s “lifeline” (bowling pin) to knock it down.  -When there is only 1 “lifeline “ bowling pin standing, teacher blows whistle and says “contain your bad habits”.  -Students gather all the balls that are in their “body” area and contain them by sitting in a circle around them.  -There are 2 ways to win… Point for team with their “lifeline” bowling pin still standing and the team that contained all their bad habits first.  Add the yarn balls and say they are extra calories we don’t want in our bodies. The students are trying to keep the bad habits and extra calories out of their bodies. When there only 1 “lifeline “bowling pin standing, teacher blows whistle and says “contain your bad habits”. Students gather all the balls that are in their “body” area and contain them by sitting in a circle around them. There are 2 ways to win… Point for team with their “lifeline” bowling pin still standing and the team that contained all their bad habits first.  \* Ask what component of fitness they were using. What made their heart rates/beats so fast.  Also what are the 4 bad habits? | |
| **Link to Background Knowledge**: **What is the background knowledge that students need to meet the learning objective?** **May include pre-assessment or review of previous instruction**.  -Safety rules & procedures  -Review bad habits  -Under/overhand skill  - By teacher observation-students on task and engaged | |
| **Active Learning: How will students apply the new knowledge?**  -Closing of lesson ask what component of fitness they were using. What made their heart rates/beats so fast.  -Also what are the 4 bad habits? | |
| **REFLECT: What will you do for students who have early success?**  -Make examples during actual game play by stopping and having student recreate what they did.  **What will you do for students who need additional support (special needs, EL, or more time/practice)?**  **-**Have students that have already mastered the concept that are on the student’s team be peer partners. | |
| **Assessment: How will students know if they got it?**    Teacher asks exit questions to students: Name a bad habit and why is it not healthy for your body?  More detailed- students answer a written exit sheet naming the bad habits that were included in the activity.  **How will teacher know students know it?**  -Teacher observation that students are engaged, no arguments, can answer exit questions. | |
| **What is the real world application & future learning connection for this new learning?**  -Students will live a healthy future lifestyle w/out adding the bad habits  -Scaffold to more detailed lessons on bad habits and cause and effect on their body | |
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