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| **ECAPE Lesson Plan****Games in the Grass Mission Impossible Activity Station** |
| **Learning Objective:** I can apply knowledge of movement concepts by performing various locomotor movements while changing directions, levels, pathways, and effort. | **Lesson Notes/materials:**Poly-spots, hula Hoops, jump ropes, cones, bean bags, baskets, music (mission impossible) |
| **SOL:** VA Building Blocks- Manipulative Skills: 1A-#Movement Principles and Concepts: 2A-DResponsible Behaviors 4A-E |
| **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.Students will have previously been taught all skills needed to perform stations that are within the obstacle course. The obstacle course will be a culminating activity to review running in different patterns, working in high and low levels, leaping, jumping, balancing, and underhand toss. |
| **Engage and Explain** |
| What is the knowledge or skill that students will need to be successful in meeting the learning objective?Students will perform an obstacle course to review locomotor movements while changing directions, levels, pathways and effort. The class will sit down at the start line and listen for directions. Teacher will explain that the students have a “top secret mission” and will be given jewels (bean bags) to return to the museum (baskets), but it will not be easy. There will be five challenges the students need to complete in order to arrive at the museum; Hot lava, Snake leap, Zig Zag, Cliffhanger, Treacherous Tunnel, and the OH SO DELICATE TOSS! As the teacher explains each station a student will demonstrate to give a visual representation of how to complete each challenge. At the hot lava station students will jump from poly-spot to poly-spot trying to land and balance without touching the hot lava beneath them. At the snake leap students will run and leap over multiple snakes avoiding being bit by them. At the zig zag students will run zig zagging back and forth to each spot in order to avoid the wild animals chasing them. At cliffhanger students will have to demonstrate their balancing skills on the edge of the cliff and not fall off. At the treacherous tunnel students will crawl their way through hoops without touching the roof or else it may cave in on them! Lastly and most importantly the last and final phase of the mission, the OH SO DELICATE TOSS, students will have to underhand toss the jewel back to its home in the museum, for if they miss the alarms may sound! Once the directions have been given students will line up at the start line and will be given a jewel. The first student will begin their mission when the music starts and the teacher will send another student after the previous student is at the end of the hot lava station until all students have gone. After a student completes their mission they can be given another jewel and start another mission. Running time for the activity is 4-5 minutes and students will continue going through the course until the music stops. |
| **Active Learning** |
| How will students apply the new knowledge?When performing the stations students will review previous knowledge of movement concepts by demonstrating various locomotor movements while changing directions, levels, pathways, and effort. To apply the new knowledge, student will create a multi-skill obstacle course during block building or during dramatic play, will narrate stories about multi-skill obstacle courses, and will create their own course in the next movement class |
| What will you do for students who have early success? How do you extend their learning?Students who have early success will be given choices of advanced locomotor skills (galloping, sliding, hopping) to perform when going through the course again. | What will you do for students who need additional support (special needs, EL, or more time/practice)?For students with wheelchairs the ropes will be lowered for them to roll over, a lane will be created for them to push through to work on directional pushing of their chair, a larger hoop or rope will be used for them to go under. For students with Autism visuals will be placed throughout the course and at every station. Arrows and boundary lines will also be used. For EL translated signs will also be placed around the course for students. Students can also be placed with early success students to go through the course.  |
| **Reflect** |
| How will students connect new learning to previous learning? Students will be able to combine new learning with previous learning to create more complex movements and problem solve different task scenarios. How will students make connections? All skills will be reviewed and culminated into one large course where students need to apply all of their new and previously learned knowledge. | Assessment: How will students know if they got it? If they are able to complete the course using the directed locomotor skills. Teacher will aslo give feedback.How will teacher know if students got it? Teacher will use a checklist of locomotor skills while observing students perform the obstacle course to determine if they are performing skills correctly. |
| **Next Steps** |
| What is the real world application for this new learning? Students will gain knowledge of spatial awareness and how their body moves through space using different locomotor skills. Students will also gain knowledge of how each of their movements can be changed based on directions, pathways, levels, and effort. How does it connect to future learning? Students can use this knowledge and apply these skills when playing cooperative and team sided games.  |