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| **“Games in the Grass” Activity Plan** |
| **Learning Objective:** I can participate in an activity to strengthen a major muscle group.  | **Lesson Notes/materials:**Various DIY materials to make “free weights” for the participants to lift. Such as: empty water bottles, pomp poms, cardboard tubes, pvc pipe, golf balls, tennis balls, yarn balls, sand, rocks, and water. These materials will be made into various items with different weights and textures to obtain a varying level of adaptability and difficulty to the activity. Certain materials may also be used to satisfy sensory needs. |
| SOL: Virginia Foundation Block VA Health and Physical Education Block #3 Personal Fitness.FCPS: PreK POS Fitness Planning: 3-a: Student will begin to identify that physical activity helps the body grow.3-b: Student will begin to identify activities that can be done at home to keep the body healthy. |
| **Link to Background Knowledge** |
| Learned about muscles in the body (Bicep and shoulder). Discussed that exercise will make our heart stronger, and make our muscles grow. Using head, shoulders, knees and toes song to reinforce body parts. |
| **Engage and Explain** |
| “At our activity station today we will be weight lifters! We are going to be arm strong! We will use different weights…some short…some long…some heavy…some light! Always be safe when you are lifting something heavy. Keep it close to your body and use control. “SAFE: (demo correct) slowly lift, within range of motion.UNSAFE: (demo incorrect) swinging, using as a weapon, throwing, hitting or poking a partner\*Safely grasp and lift a weighted object using upper body, (Shoulders and Biceps) \* Practice balance and demonstrate: spatial awareness.Facilitator: encourage students to try a variety of challenges: start on ground and lift above head, lift one above head, touch shoulders, one arm, both arms, one, two arms. |
| **Active Learning** |
| How will students apply the new knowledge? We will use muscle names and vocabulary in a song. In class, we can have students put together a puzzle using muscles and bones. Students also can draw a self-portrait related to lifting something heavy and writing in their journal about what we worked on at our station during Games in the Grass. When we engage in other lifting activities we can discuss how that benefits our body. We will also use related terms such as long, short, heavy, light during art, free play etc. |
| What will you do for students who have early success? Challenge the student to show us different ways to pick up the weight successfully. Can they squat to push it all the way up above their head? Can you lay on your back and lift the weight up over your chest? Lift with one hand, lift between your legs?How do you extend their learning? We can extend the learning by talking about the other muscles that they are using, besides their Bicep, to lift the weights. Isolate the movements more to help use different muscles more completely, have the students help to brainstorm more ideas/ways they could use their muscles, and ways they could help take care of their bodies and muscles. | What will you do for students who need additional support (special needs, EL, or more time/practice)?We us equipment that is weighted differently- light, heavy and students will use the weight they feel is appropriate for them.Different sizes for students who may only be able to use 1 hand.For sensory needs, we will use items that are visually more stimulating, some will make sound when used, and others will have different textures for more tactile experiences. |
| **Reflect** |
| How will students connect new learning to previous learning? How will students make connections?Questions we will ask students to check for understanding.1. What else could we lift that is heavy at home? (Answer milk, books, rocks)
2. What muscle is this (bicep/shoulder)?
3. Why do we lift heavy things?
4. Why are some things easier to lift then others?
5. Tell me something you think is heavy.
6. Tell me something you think is light.
 | Assessment: How will students know if they got it? Students are able to lift various sizes and amounts of weight, keeping it close to their bodies while using control, up and over their head at least 5 times.How will teacher know if students got it? Students will demonstrate knowledge by lifting the various weights using the proper body parts, and motions. They could also show understanding by identifying the body parts or muscles that they are using to make the motion.Formative assessment – visuals of some of the vocabulary that we will be discussing and the child can point to the appropriate photo to demonstrate understanding. (Photos of light/heavy, short/long, fast/slow)Summative assessment –child will complete a self-check exit slip covering three skills, How did you lift? Heavy or light, fast or slow, with one hand or two. The child will circle the answers with a crayon or pencil. Adaption: an Aid can help assist a child to circle or point to the answers. If adaptive technology is used by the student, such as an IPad, the checklist can be uploaded to the device. |
| **Next Steps** |
| What is the real world application for this new learning? How does it connect to future learning?The application for this learning is to foster a joy for fitness activities that are individualized and lifelong. As they continue their gross motor education they will add to these skills (ex. high school weight room unit) and will be able to maintain a healthy and fit body. |