

## Appendix 2

### **Warm up details-**

#### “Across The Colour Wheel”

##### The intention:

The idea of the game is to get students moving as well as learning new exercises they can implement at home. This will prepare the children for other activities in P.E. like the skill of the lesson (dribbling drills with the soccer ball) as it gets the body moving, raising their heart rate. It is also cognitively demanding as they need to listen to what colour is being called if they are wearing that colour and understand which activity goes with each. This warmup is directed towards grades 1 and up because some of the warmup activities require higher levels of coordination, that a younger child could not do.

##### Learning Objectives:

- Students will learn the difference between what a stretch and an exercise is
- Students will learn how to warm up their bodies before they learn a new skill

##### Equipment:

Legend of activities on the projector \*the colours are posted they are not announced as I go

##### How it works:

- Children will spread out across the room \*no boundaries just close enough that they can hear the instructor
- So nobody pulls any muscles when doing the static stretches, get everyone to do 10 jumping jacks before beginning the activity
- The teacher will call out a colour (ex. “black”)
- If a student is wearing that colour anywhere on them then they do the activity that correlates with it (ex. black= 10 crunches)
- The other students who are not wearing the colour will participate by doing a simple stretch following the teacher (ex. touching their toes)
- Once everyone wearing that colour has completed the exercise, the teacher will call out a new colour and then state the activity that goes along with it
- If no one is wearing a colour then together as a class you will do one big stretch of the teacher’s choice
- If you go through all the colours then repeat again
- You can either state the activity when you call out the colour, or if you have access to a projector you can post a legend for students to read if they are at that level
- Make sure the teacher demonstrates each activity beforehand so students know what is asked
- Make sure teacher has stretches lined up so young children are not just standing there confused

##### Modifications:

If there are not enough students wearing lots of colour you could make one colour have 2 different activities. An example of this would be having black be 10 crunches and 10 jumping jacks. If you go through all the same colours you can just repeat them again until you feel the students have warmed up enough.

For children in IEP, you can take out certain exercises they are unable to do and include more static stretching, or let them help the teacher out by calling out colours. Or if they are unable to do that then make them “the helper” and have them watch over everyone, encouraging them. Make sure to give enough time in between each exercise for the student to complete it, and if the others finish early just tell them to stretch.

Depending on the age level you can make the exercises more complex or bump up how many you do of that exercise.

#### Activity level:

This game is a range of sedentary, light, moderate to vigorous activity depending on which exercise a student is doing.

#### Challenges:

If all children are wearing P.E strip that is given by the school then this will not work as they will all be wearing the same colour. It can also get repetitive. If they all have the same P.E strip then you could use letters in their names instead of colours.

#### Safety concerns:

This game is pretty low risk but there are some things to keep in mind. When the children are running around the gym for the colour white; if there is a lot of them it can become dangerous if they are not paying attention to who is in front of them. This game could also be dangerous because if they are not warmed up enough they could pull a muscle.

Legend:

Red- 5 push-ups

Blue- 10 jumping jacks

Pink- 5 squats

Purple- plank for 30 secs

Orange- 5 lunges each leg

Yellow- 5 burpees

Black- 5 crunches

White- 1 lap around the gym

Grey- pretend to jump rope for 30 secs

\*if you aren't wearing a colour that is called then you will stretch\*

ex. of stretches: (shown in video)

-touch your toes

-hamstring stretch

-reach up to the sky

## **Teaching Styles for the Lesson:**

### Practice Style~

-I will demonstrate and then let the students practice themselves for the first drill (Penguin Walk) and I will wonder the gym to observe their skills.

The more you practice the more you will improve on your skill. Students are able to work at their own level and this style will aid in the development of mastery of this skill.

### Command Style~

-For the second drill everyone will be doing the same thing at the same time

-For the last activity it is the same idea, where everyone is doing the same thing so I will watch the group as a whole

I picked this style for the second drill and last activity because I am able to give feedback right away and this style is efficient in getting through the task quick. This style is harder though as I am able to only give feedback to a class as a whole and not individually. I am looking for a specific set of outcomes: moving around the gym and through the cones while dribbling a soccer ball.

\*For the first drill I will use a countdown from 10 to 1, giving them a warning of when to stop and hold their balls

\*For the second drill I will also use a countdown if it is not a race, I will need to pay attention to who has gone in each group

\*For the last activity I will play music in the background to make it more engaging and fun and then I will pause the music if I need to talk about something or end the activity

# Lesson #1

**Topic:** Soccer (dribbling/footwork with a ball)

**Grade:** Grade 1

## Material Resources:

soccer balls (enough so each student + teacher has a ball), cones, legend for warm-up, optional: nets, red poster board, blue poster board posted on each side of wall, beach balls (UDL 5.2)

## Learning Objectives:

- the students will be able to gain understanding on how to maneuver a soccer ball with their feet consistently
- the students will be able to weave through cones (focus on control of the ball)
- the students will be able to keep the ball close moving from one foot to the other as they move along the gym

Cognitive demands- need to keep the ball close so you need to pay attention to where it is and where your peers are around the gym

Psychomotor- movement of feet, the act of switching from one foot to the other

Affective- understand that everyone is at a different level and students will learn at different paces, teamwork (working with groups)

## Parts of the lesson:

### PREP:

*-have cones, balls ready to go*

### Activities:

1. Warm up
2. Dribbling drill #1 -Penguin walk/What Time Is It Mr. Wolf?
3. Dribbling drill #2 -Through the cones
4. Red Wall, Blue Wall

## Time:

## Teaching Points:

## Lesson Description:

Set up/introduction-

- (grab equipment, get children to run a lap around gym)
- set up/have students help if needed
- circle up in middle of gym
- explain what you are doing for the day

Warm-up- (Across the Colour Wheel)

- there is a set of exercises coordinated with colours
  - if you are wearing that colour you need to do the exercise
  - f you are not then you need to stretch
  - repeat until you feel your students have warmed up enough
- \*attached is breakdown of warm up\**

Dribbling Drill #1- penguin walk/what time is it mr. wolf

-when the teacher says go, everyone will spread out around the gym with their soccer ball

-you will pretend you are a penguin and your soccer ball is your egg and you want to keep your egg close to you because your are its parent (demonstrate what this looks like to the class)

-have everyone spread out around the gym

*-in the demonstration show the students how to dribble from one foot to the other and have them copy you after..* (then have them spread out around the gym)

-the goal is to practice dribbling from one foot to the other, keeping control of the ball, students can go at their own pace (UDL 7.1)

-remind students to keep their balls close to themselves at their feet

10 minutes

5-8 minutes

15 minutes

-control over body

-endorphins released

-learning new warm up exercises to implement before soccer

What Time Is It Mr. Wolf?

-students will line up at one side of the gym with their balls, and the student of choice will be on the opposite side facing the wall

\*have a student be the Wolf as the teacher needs to be watching students at all times and take turns so other students can get a chance

-the students will ask the other student "what time is it Mr. Wolf?"

-the Wolf will say a time. for example "it is 7:00pm"

-the students will dribble their balls while counting to 7

-then the students asks "what time Is it Mr. Wolf" again and again until they are close enough that the "wolf" feels they are able to yell "its lunch time"

-once this has been called, students will change direction and dribble their balls to the other side of the gym back to where they started before the "wolf" tags them

-the student who was tagged first is Mr. Wolf next round that way there isn't an argument about who gets to be the wolf next

Safety Concerns:

-if children are focused on only their feet and the ball, they could collide into other students (remind students to look up and be aware of their surroundings)

-they could trip over their ball if they are not paying attention to their feet as well

-a student could trip over someone else's ball if another student kicks it too far

Dribbling Drill #2-

-3 sets of 4 cones will be set up in a line across the gym

-split students up 3 ways

-each group will line up behind each other with 1 ball per group

-one person will move through the cones at a time

10 minutes

-skill of dribbling (passing from one foot to the other)

-focus on control of ball making sure students aren't kicking it far and having to chase after their ball

-focus on the balance of keeping an eye on your feet and your surroundings

-encourage use of arms

-stay in athletic stance

-encourage students to make every move through the cones

-not just moving in a straight line now there are objects to watch out for

-watch out for how far the students move away from the cones

-then the next person goes until everyone has done it and then you can repeat however many times depending on time

-as the teacher, demonstrate the motions of going through the cones and then picking up your ball when you reach the end and then running back

Safety Concerns:

-if a student doesn't hold onto their ball while waiting for their turn it could cause someone else to trip or be distracted from the task at hand

## Culminating Activity- Red Wall, Blue Wall

- students will start in the middle of the gym with their soccer balls
- the teacher will call out either red or blue (one side of the gym will have a red poster up and the other side will have a blue poster up)
- the students will have to dribble their balls to whatever side of the gym was called
- you can either start from the middle each time or move from one wall to the other
- repeat a couple times
- make sure students understand which wall is blue and which is red (call each colour out and get them to point to each side of the room)

### Safety Concerns:

- if students aren't spread out then they could run into each other
- tripping over ball if you aren't looking down at all

### Modifications for this lesson-

- Students with internalized behavioural problems: can work together with a partner for the first drill if they feel more comfortable with someone else
- Students with externalized behavioural problems: have student use a beach ball or balloon to practice so it is less dangerous, give them clear instructions and consequences if they do not do their job
- Students with visual impairments: have student use a large ball to practice like a beach ball so it is easier for them to understand the depth and width (more room)
- Students with hearing impairments: write out instructions with visuals so student knows what is being asked
- Students with mobility impairments: If a student is in a wheelchair have them place the ball on their lap

### Other modifications:

- modify boundaries especially for "Red Wall, Blue Wall"
- give extra time: give students extra time to practice dribbling, give the students extra time to compete the cone drill by putting them into a group where each is at the same level

### Resource:

*Strategies for Inclusion*. <https://teachingtools.ophea.net/activities/early-learning-resource/strategies-inclusion>.

### Closure-

- Everyone puts their balls to the side and circle up
- Today we practiced how to keep control of our ball while dribbling through cones and around the gym
- Next week we will be learning how to pass between partners and in a group. This will prepare the students for future activities
- pass out assessment tool

5-8 minutes

-emphasis on control of ball while moving from one side of gym to the other

-emphasis on focus on everyone around you

5 minutes

### Questions:

-What was the most challenging/easiest part of the skill today?

-What activity/drill did you like the best?

-Do you feel ready to move onto the next skill?

-Are you excited to continue this unit?

