Cooper Cox

**Steal the Pin**

**Grade Level:** 2-5

**Subject(s) Area:** Physical Education

**Materials Needed:**

* 4 hula hoops, 4 bowling pins, and 2 tumbling mats

Standards:

The state of North Dakota Physical Education Standards

* Standard 1
* S1.E2- Locomotor: Jogging & Running
* Standard 2

S2.E25-Movement Concepts: Strategies & Tactics

Objectives:

* Students will be able to demonstrate the knowledge and skills addressed by:
* 1. Performing certain locomotor skills such as hopping, galloping, running, sliding, skipping, and leaping.
* Specific action verbs have been taken into account in order to be even more vivid with a description pertaining to my instructions.
* The only prior knowledge for this game is to be able to perform certain locomotor skills, but it’s something we as a class will be working on as a whole unit.
* Both the objectives and goals are tied in with the selected standards that were chosen for students to be able to practice and use in the physical education setting.

Learning Activities:

* Students interest will be kept from the moment class begins by performing a fun warmup that will get their hearts pumping and their muscles stretched out for our main activity.
* **Warm-Up:** For the warmup have the students stand in a line horizontally looking at you (the instructor) and lead them in a few stretches. Heal to butt both sides, groin/hamstring stretch, arm swings forward and backward, elbow behind head stretch on both sides.
* **Anticipatory Set:** For the anticipatory set we will be playing Sharks and Minnows. Sharks and Minnows is a tag game where you choose one or two sharks and they stand out on the center line of the gym and all the rest of the students are minnows and they stand on the end line. When I say go, the minnows will try to run to the other side of the gym without getting tagged by the sharks. If a student gets tagged by a shark they have to go to the center line of the gym and they now become a shark with the rest of those who have been tagged. The game ends when there aren’t any minnows remaining.
* **Main Activity:** The main activity is a game called Steal the Pin. There will be two hula hoops on each side of the gym in each corner and in each hula hoop there will be one bowling pin. In between each hula hoop there will be a tumbling mat which is considered prison. Students are split up into 2 teams and put on each end line of the gym. When I say go, the students objective is to try and grab the 2 bowling pins that are inside the opposite team’s hula hoops and bring them back to their own two hula hoops. The exception is that if you get tagged on the other team’s side you have to go to jail and if you get tagged with the pin you have to return it and then still go to jail. The only way that you can get out of jail is if a teammate comes all the way to the prison and grabs you without getting tagged and then they get free backs. The game ends when one team has all 4 pins on their side of the gym in their hula hoops.
* **Cool Down:** Have everyone stand in a circle again and lead them in a cool down stretch. (Toe touches, leg to butt, hamstring/groin side to side).
* I’m using not only a high paced activity for warm-up, but also for my main activity in order for the kids not only to have fun, but also to drain some of their energy and get their hearts pumping.
* Space, time, equipment, and safety will be addressed vividly right at the start so it doesn’t leave any questions for the students
* **Adaptations/Modifications/Variations:** I feel that this game/activity can be played by most diverse learners if they choose to play and the thought of these learners was already taken into consideration for this activity. I will be checking in on the diverse students in the class periodically and making sure they are having fun and also they aren’t getting too frustrated. So I will be calling them over and talking with them and having them get drinks etc.
* This lesson will be summarized and concluded with a few minutes left in the class to ask students if they enjoyed the activity to see if it’s something I can possibly use again, and also to see if they got a workout and learned any new things.

Assessment:

* I will know students have met the targeted objectives and standards by their display and ability of the activity while the activity is played. My assessment will be tied directly to the standards.
* In physical education I will assess a diverse learner simply on their participation or to the best of what they are capable of doing.
* Multiple assessment strategies have been implemented each lesson plan, and daily activity.
* If I need to reteach I would keep it the same, unless I noticed problems arising from different parts of the lesson.

Reflection:

* What did I do well?
* If I were to teach this lesson again, what would I keep the same?
* If I were to teach this lesson again, what would I change?