

EPE310 – Physical Education Unit Plan

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Grade: Grade 3

Topic: Locomotor Skills - jumping backward, hopping, skipping, leaping, galloping

Outcome: PE3.3 Express and apply, with guidance, a variety of ways to skillfully move the body through space while participating in movement activities, including at a:

- utilization level of skill when:
 - **jumping backward and landing**
 - **hopping (body moves on one foot as in right foot to right foot)**
 - **skipping (combines a step and a hop)**
 - **leaping (body takes off from one foot, propels through air for distance, then lands on the opposite foot)**
 - sliding (one foot steps, body propels upward, other foot moves to meet the first foot)
 - **galloping (one foot steps, body propels upward, other foot moves to meet the first foot)**
 - rolling forward
 - rolling sideways
- control level of skill when:
 - rolling backward (see note on page 34)

Brief explanation of the alignment to the curricular outcome(s) and indicator(s): Students will learn skillful movement of their bodies at a utilization level through activities used in this unit. Each day students will progress towards a utilization level of different locomotor movements to meet outcome PE3.3. All assessment and planned activities in this unit will contribute to each student's progress of meeting the outcomes and indicators.

Rationale of the unit: Students should have already been exposed to the locomotor movements focused on in this unit in previous grades. This unit builds upon those previous introductions to jumping, hopping, leaping, galloping, and skipping. By giving more opportunities for practice, we hope to help students move closer towards a utilization skill level for each locomotor movement. Our sequence is jumping, hopping, leaping, galloping, skipping. Jumping and hopping are more stationary movements than leaping, galloping and skipping which is why we started with them. Jumping uses two feet and hopping uses one foot. That makes hopping more challenging which is why we chose to teach it after jumping. We learn how to balance on one foot when we hop so that leads into leaping and galloping. Leaping goes from one foot to the other with a stationary landing. Galloping is from one foot to the other progressing forward which is a progression in difficulty. Skipping involves going forward from one foot to the other and a hop so this combines all the previous movements in a way so that's why we would teach it last.

What is happening during the unit: Students will learn performance cues for jumping, hopping, leaping, galloping, and skipping. Students will be able to perform these movements in isolation as well as within the context of a game or activity.

Day 1	Day 2
<p>Outcome(s): PE3.3 Express and apply, with guidance, a variety of ways to skillfully move the body through space while participating in movement activities, including at a:</p> <ul style="list-style-type: none"> ● utilization level of skill when: <ul style="list-style-type: none"> ○ jumping backward and landing <p>Indicator(s):</p> <p>a. Use performance words.</p> <p>d. Jump backward for height, stretching high in the air, and landing softly and safely in control, maintaining balance on the landing.</p> <p>e. Jump backward and land in control repeatedly, increasing speed and control over time.</p> <p>f. Jump and land in patterns of movement (e.g., backward, forward, sideways right, sideways left, backward, repeat).</p> <p>Lesson focus: Jumping</p> <p>Acceptable evidence (Assessment):</p> <ul style="list-style-type: none"> ● Checklist to ensure students are saying performance cues out loud when utilizing jumping motions. ● Jumping “I can task sheet”. (ie. challenge column “I can jump starting on two feet and landing on two feet” The other column is a verification check column. <p>Intro: Today we're learning how to jump and land safely. Can you tell me a time in your lives where you had to jump and land? (ie. students may say track and field, in dance, or gymnastics). Where do we see jumping at school? (ie. they may say, or you can lead them to think about jumping rope at recess). Do you know different ways to jump and land safely?</p> <p>Learning Activities (tasks)</p>	<p>Outcome(s): PE3.3 Express and apply, with guidance, a variety of ways to skillfully move the body through space while participating in movement activities, including at a:</p> <ul style="list-style-type: none"> ● utilization level of skill when: <ul style="list-style-type: none"> ○ hopping (body moves on one foot as in right foot to right foot) <p>Indicator(s):</p> <p>a. Use performance words.</p> <p>g. Hop on right foot at least four times and then on left foot at least four times while changing directions by rotating along the vertical axis (e.g., quarter turns, half turns), moving forward and then backward, moving side to side, maintaining balance; continuing to alternate four times on each foot until given the signal to stop.</p> <p>Lesson focus: Hopping</p> <p>Acceptable evidence (Assessment):</p> <ul style="list-style-type: none"> ● Self-Assessment - There will be a checkpoint at each hopping pattern station. Once a student has completed the hopping pattern, they will put a checkmark beside their name. ● Drop in the Bucket - At the end of class, I'll give students two small pieces of paper. One will be green and one will be red. Green paper indicates the student is comfortable hopping and red indicates they need more practice. I'll ask students to crumple the paper that matches where they are at into a ball and drop it in the bucket by the door on the way out of the gym. <p>Intro:</p>

- Warm up: Locomotor active jumping positions to warm up. Teacher will play music. When the music starts students will do jumping jacks, and when it stops they will do star jumps or squat jumps. (teacher or volunteer will demonstrate these movements before the music starts to play).
- Learning jumping for distance, and jumping for height. Students will use performance cues (ie. heads up, bend knees, lean forward, swing arms back, swing arms up, reach, extend arms and body). students will practice each jump 5 times. *safety* go over space so nobody jumps on or into anything or anyone.
- Learning vertical jumps and buoyant landings. Students will use performance cues such as; bend your knees then quickly spring up quickly and jump upward, swing arms upward, and extend for height. Squat jumps (5 each).
- Learning cues for the 5 fundamental jumping patterns incorporating different landings.
 - two foot takeoff to a two foot landing
 - one foot take off to a two foot landing
 - two foot takeoff to a one foot landing
 - one foot take off to landing on the same foot (hop)
 - one foot takeoff to a landing on the other foot (leap)

students will use landing performance cues as they practice 5 of each jump and landing. (ie. bend knees to absorb force, sinking into the floor. bend knees to maintain balance).

- Jumping to mirror a partner activity. Students will pair up and mirror the jumping and landing locomotor movements that their partner performs facing them. They will use performance cues to understand which movement they mirrored.

Closure: Who can remind me of cues for jumping for distance and height? Who can remind me of the cues for landing? Who can remind me of the 5 jumping patterns we learned today? What other skills can we add to our locomotor jumping patterns? (ie. benches to jump on, jumping to catch, jumping over an object).

- I am going to show you two movements. Watch and tell me the difference between the two.
 - I jump side to side (on both feet)
 - I hop alternating feet in a fairly stationary spot.
- What did you notice was different between the two movements? (I used two feet for one movement and only one foot for the other).
- The first movement I did was jumping which we just learned the previous day. The second movement was hopping which we are going to learn how to do today.
- Can you think of reasons we might have difficulty hopping? (balancing on one foot, etc). It's not as simple as it looks and there are some things that we need to practice in order to hop safely and effectively. We are going to go over all of that today so you can be excellent hoppers by the end of class!

Learning Activities (tasks)

- While students are standing in a semicircle, I'd demonstrate how to balance on one foot using the cues:
 - Stand on both feet. Make a "T" with your arms. Raise one foot and hold it bent in the air. Lower your foot. Raise your other foot and hold it bent in the air.
- Next, I'd call out the cues while they follow along and attempt to balance. I'd say the cues at least 4 times through.
- Then, I'd demonstrate how to move into a hop from our stationary balancing using the cues:
 - Stand on both feet. Make a "T". Raise one foot. Bend the other knee. Push off with toes. Land softly on toes. Bend knees and hips when landing.
- Then, I'd call out the cues while they follow along and attempt their hops. We'd start with one hop at a time on their right foot. We'd progress to two hops, three, and then four on one foot. Then we'd switch to the left side and do the same sequence on that foot.

- Next, I'd demonstrate hopping with alternating feet using the cues. We'd practice as a class. We'd all start on one foot and when I called out "Switch!" the students would change their hopping foot. When I call out "Stop!" they would all stop hopping.
- I'd lay out a few of my performance pattern cards (ex. left foot picture, right foot picture, left foot picture, two feet picture). I'd demonstrate the pattern for them. Then, I'd ask if anyone wanted to volunteer to demonstrate as well.
- I'd direct their attention to the different pattern stations around the gym. I'd divide students up into groups to assign a starting point for them. The pattern cards would be on the wall. Students would look at the cards at their station and complete the pattern. I'd be walking around the gym observing students as they perform their hopping patterns reminding them of performance cues if necessary. Once completed, they would place a checkmark beside their name on the checkpoint paper at each station. Students would continue until they've completed each station. Once students completed each of the hopping pattern stations, they could make their own hopping patterns using spare pattern cards. They could even join up with a partner and try and complete each other's patterns.

Closure:

- Great job everyone! Those were some tricky patterns. So, what is the main difference between hopping and jumping? Can anyone remember some or all of the performance cues we learned? What is easy/difficult about hopping?
- I'm giving you green and red papers. Green paper means you are comfortable hopping and red means you want more practice. Crumple the paper that matches where you are at into a ball and drop it in the bucket by the door on the way out of the gym. Have a great rest of your day!"

	<p>Resource: KIDDO. (n.d.). <i>Hopping or Jumping Patterns</i>. https://kiddo.edu.au/activities/hopping-or-jumping-patterns</p>
Day 3	Day 4
<p>Outcome(s): PE3.3 Express and apply, with guidance, a variety of ways to skillfully move the body through space while participating in movement activities, including at a:</p> <ul style="list-style-type: none"> ● utilization level of skill when: <ul style="list-style-type: none"> ○ leaping (body ‘takes off’ from one foot, propels through air for distance, then lands on the opposite foot) <p>Indicator(s):</p> <p>a. Use performance words.</p> <p>k. Leap upward, after running forward, landing in control and continue running to leap again, alternating take-off foot.</p> <p>Lesson focus: Leaping</p> <p>Acceptable evidence (Assessment): Observation checklist to see if students are using the proper performance cues.</p> <p>Intro: Today we are going to start class off with a hopping activity to review the last class skill. Then, we are going to move on and learn how to leap. Before we get started, we are going to see what everyone already knows about leaping. How do you leap? Why might you need to leap? Okay, now let's quickly review a few safety things to remember. Keep your head up and ensure you are staying inside our perimeter. Okay, let's get started.</p> <p>Learning Activities (tasks)</p> <ul style="list-style-type: none"> ● To start, the kids will be reviewing hopping. We will take 3 minutes to quickly go over the performance cues of hopping as a class. Then, students will practice hopping in an activity. I will have dots all over the floor and they will hop to the 	<p>Outcome(s): PE3.3 Express and apply, with guidance, a variety of ways to skillfully move the body through space while participating in movement activities, including at a:</p> <ul style="list-style-type: none"> ● utilization level of skill when: <ul style="list-style-type: none"> ○ galloping (one foot steps, body propels upward, other foot moves to meet the first foot) <p>Indicator(s):</p> <p>a. Use performance words.</p> <p>j. Gallop through general space with right foot leading; on signal switch to left foot leading and continue to gallop until given the signal to stop.</p> <p>Lesson focus: Galloping</p> <p>Acceptable evidence (Assessment): Teacher Checklist: I will have a class list as students are participating in the game. If they are able to do the skill, I will give them a check. If they haven't mastered the skill, I can pull them aside and work one on one to help them with the skill.</p> <p>Intro: How is everybody doing? Today we are going to learn to gallop. Does anyone know how to gallop? (yes) Okay, awesome. First, we are going to do a warmup activity using the leaping we learned yesterday.</p> <p>Learning Activities (tasks)</p> <ul style="list-style-type: none"> ● Warm-up activity: <ul style="list-style-type: none"> ○ Can I get you all to stand on the green line across the gymnasium? When I say, “Go!”, I want to see your very best leaps. Okay, now can you show me your best leaping to the green line across the gym? Okay,

different dots making stops. This game will only be 3-5 minutes but it will act as a quick review and warm-up.

- Students will meet back at the center of the gym in a semicircle around me. We will go over the different performance cues in depth. Starting with, “Take-off from one foot and land on the opposite foot.” I will say the cue then have students repeat it back to me as a group. Then I will say the cue as I demonstrate the cue. Then the students will spread out around the gym and practice saying the cue as they do the action. I will walk around and observe the students. Once it seems that most students have successfully done the cue and action successfully 3+ times, I will call them back to the semicircle.
- Once the students are back in the circle, I will add the performance cue, “Extend arms, legs, and toes while in the air.” I will start by restating the first performance cue and adding the new one, “Take-off from one foot and land on the opposite foot. Extend arms, legs, and toes while in the air.” I will then have students, as a group, say the two cues back to me. Then I will demonstrate the complete movement for them while saying the cues.
- Then we will add the third cue, “Try to leap a long ways as that forces the body to extend.” I will say the cues out loud to the students while demonstrating all three steps we have learned so far. Then students will be asked to spread out and practice leaping while stating the first three cues, “Take-off from one foot and land on the opposite foot. Extend arms, legs, and toes while in the air. Try to leap a long ways as that forces the body to extend.” I will walk around and observe students’ progress. Once I feel that the majority of students are successfully saying the cues and leaping, I will call them back to the semicircle to discuss landing. I will state the performance cue, “Bend knee and hip for a cushioned landing.” Then have students, as a group, repeat it back. Then

awesome leaping everyone. Now we will move onto our next movement skill which is galloping.

- First, I will ask for a volunteer to demonstrate galloping. Then, we will practice the skill by using performance cues. We will do some practicing around the gymnasium. Does anyone have any questions about galloping?
 - Demonstrate the galloping skill.
 - Cues: face forward, one foot will lead, back leg follows, bend knees, light on your feet
- Once the students have the hang of the skill, we will move on to the game “Horses on a Ranch”
 - In the game, the gymnasium will be split into $\frac{1}{3}$. The rancher (teacher) will be on the smaller part of the space with pylons set up in a straight line. The rancher can pick a couple students to be ranch hands (taggers). Give the ranch hands lasos (pool noodles) for tagging the horses (other students). All other students will gallop around (pretending to be horses) doing their best galloping. When the horses get caught by the ranch hands, they will then go over to the rancher’s obstacle course. The horses will have to complete the course by going through the cones showing their best galloping. This is a great place to observe and check students' learning and mark off the checklist. When they do the course, then they are back in and can keep galloping around.

Closure:

Get students' attention and get some helpers to clean up the equipment. Have a chat at the end of class. You all looked like great little horses today! What movement skill did we learn today? Can anyone tell me the performance cues for galloping? Have a great rest of your day!

Resources:

I will send the students off to find their own space and practice leaping again while applying the landing cues. However, this time they don't need to say the cues.

- To wrap up the lesson, the kids would take part in a game called "Leaping Lily Pads". I would have dots on the floor to be lily pads. Each dot would have a number. Students would be given 5 minutes to leap from pad to pad. At each pad they would add the number on the pad to their existing score. At the end, the two students with the highest score would get to pick up the dots. Once done, the students would meet back at the center in a semicircle.

Closure: Great work today everyone. How do you guys like leaping? How would we use leaping outside of school? Why is it important to know how to leap? Okay, great job everyone. See you next class.

Feith, J. [Joey Feith]. (2018, October 27). *Rodeo Roundup | Physical Education Game (Fundamental Movement Skills)* [Video]. YouTube. <https://www.youtube.com/watch?v=ua19oVltItw>

Day 5

Outcome(s): PE3.3 Express and apply, with guidance, a variety of ways to skillfully move the body through space while participating in movement activities, including at a:

- utilization level of skill when:
 - skipping (combines a step and a hop)**

Indicator(s):

- Use performance words.
- Skip forward, alternating lead foot**, while moving in unison with a partner.

Lesson focus: Skipping

Acceptable evidence (Assessment): Checklist to see if students are using and saying performance cues.

Intro:
Last class we learned about galloping. So, we are going to start today off by doing a galloping activity and then we are going to learn how to skip. Do any of you know how to skip? Okay great! Before we get

Day 6

Outcome(s): PE3.3 Express and apply, with guidance, a variety of ways to skillfully move the body through space while participating in movement activities, including at a:

- utilization level of skill when:
 - jumping backward and landing**
 - hopping (body moves on one foot as in right foot to right foot)**
 - skipping (combines a step and a hop)**
 - leaping (body 'takes off' from one foot, propels through air for distance, then lands on the opposite foot)**
 - galloping (one foot steps, body propels upward, other foot moves to meet the first foot)**

Indicator(s):

- Use performance words.
- Jump backward for height, stretching high in the air, and landing softly and safely in control, maintaining balance on the landing.
- Jump backward and land in control repeatedly, increasing speed and control over time.

started, we are going to talk about safety. When skipping, we need to make sure we are staying within the perimeter I give you. This is to ensure we don't run into the wall or other things. We also need to make sure we have enough personal space and are looking up as we skip because we don't want to run into our friends. Okay, let's get to it.

Learning Activities (tasks)

- We will have the children review the skill of galloping that was learned in the previous lesson. We would quickly take 3 minutes to review the performance cues of galloping. Then we would do a quick warm up game of freeze and move. The teacher plays music and the kids gallop. Then, once the music stops, they freeze. Once it starts again, they start to gallop again. This game would allow students to warm their bodies and practice the skills they learned in the previous lesson.
- Demonstrate skipping to students. Then have students learn the cues of skipping. I would start by having the students perform the first performance cue, "Take a step forward on one foot and then perform a hop on that same foot," (step, hop, step, hop) in their own space 10 times.
- Students will now practice the alternating part of skipping. They will be taught the performance cues, "Take a step forward on one foot and then perform a hop on that same foot" and "Step forward on the other foot and perform a hop just like you did on the first foot." This also could be known as "step hop switch." As they practice, students will call out the different performance cues.
- In the final step, students will put their arms out at their sides for balance and practice skipping around for 2 minutes. This time, students will be focusing on performing skipping rather than the individual cues. Remind students to be aware of spaces, others and boundaries while skipping around.

f. Jump and land in patterns of movement (e.g., backward, forward, sideways right, sideways left, backward, repeat).

g. **Hop on right foot at least four times and then on left foot at least four times** while changing directions by rotating along the vertical axis (e.g., quarter turns, half turns), moving forward and then backward, moving side to side, **maintaining balance; continuing to alternate four times on each foot until given the signal to stop.**

i. **Skip forward, alternating lead foot**, while moving in unison with a partner.

j. Gallop through general space with right foot leading; on signal switch to left foot leading and continue to gallop until given the signal to stop.

k. Leap upward, after running forward, landing in control and continue running to leap again, alternating take-off foot.

Lesson focus: Jumping, hopping, leaping, galloping, and skipping

Acceptable evidence (Assessment):

I would collect the students' bingo sheets to see if they marked off the activities indicating what they did. This would be like a check list style assessment. I would have the students all doing the activities at the same time so I would also make mental notes if any students are having difficulty. I would be able to personally work with any students that needed help with a skill to help them improve.

Intro:

Throughout this unit we have learned many locomotor skills. Can anyone tell me what a locomotive skill is? (moving from one place to another). What are some locomotor skills we have learned? (Jumping, skipping, hopping, leaping, galloping). Is everyone feeling confident about all these skills?

Learning Activities (tasks):

Skill Review

- Review the 5 locomotor skills that were learned in this unit.

- To finish off the lesson, students will get to practice their skipping for the remainder of time by playing skipping freeze tag.

Closure: Okay students, great job today. I was very impressed with your effort in learning this skill. Just to quickly recap, who can tell me what the performance cues for skipping are? Okay great! I just have one last question for you. Why do you think it's important to know how to skip or where might you use skipping? Okay great job! You guys are free to go.

- Have the students do the movements from line to line just to check if they know how to do them

Locomotor BINGO

- Everyone will have a bingo card on a sheet of paper with activities on it. Facilitator will pick a number and call it out. The number that is called will have an activity on the sheet and the students will do that number. Everyone will have all the activities on cards so nobody is standing still. Once skill is complete, they can color in the square or X it off. Blackout BINGO to win (everyone will win)!

Closure:

All of these skills are used in your everyday life! Now that we have learned these skills, all of us will be able to do these locomotor skills properly and safely. Please hand in your bingo sheets to me before you leave the gym. Good work today everyone!