

Jessica Vella (S00144421)

Descriptors:

- 4.1 Support student participation (highlighted in yellow)
- 4.2 Maintain classroom activities (highlighted in blue)

ACU LESSON PLAN

Lesson Topic/Focus:	Hopping		
AusVELS Domain(s):	Health and Physical Education	Year level(s):	1
AusVELS strand (s):	Movement and Physical activity	Lesson duration:	40 minutes
AusVELS sub-strand(s):	Moving our body		

Learning Standard(s)/Outcome(s):

- Students demonstrate how to hop in different movement situations, using their body correctly.
- Students are able to use equipment to develop their hopping skills.
- Students follow rules and play fairly when participating in activities.

Assessment:

Assessment strategy:

- The teacher will observe students during the lesson performing the hop, to identify any misconceptions about how the locomotor movement.
- Formative Assessment: The teacher will ask students questions throughout the lesson to check for understanding of hopping.
- Take photos of student's performance using a camera.

Method:

- Students will be assessed on a correct or incorrect basis of hopping. If a student performs hopping correctly, then he/she will receive a "✓" for that movement. If students perform it incorrectly then he/she will receive a "✗".

(Teacher will have a list of children's names with a grid so they can easily mark the students off).

Jessica Vella (S00144421)

Assessment criteria:

- Students successfully participate in all activities.
- Students recognise, listen and follow instructions from their teacher.
- When hopping students will bend their leg, their arms for balance and keep their head stable and eyes focused.
- Students will develop hopping skills by travel away from, towards, over, in and around equipment.

Teaching focus:

A) My teaching focus is to explain the concept of hopping and activities clearly so all student know what to do.

Background to the learning:

- A. AusVELS
- B. It is the student's first lesson on hopping.

Lesson resources:

- 50 medium sized colourful beanbags.
- 30 hula hoops.
- 30 colourful balloons.
- Smart board.
- Camera.

Lesson content:

A. Introduction 5 minutes

Administrative and management matters:

- The teacher will ask students to get into pairs and line up at the door. The teacher will then lead the students quietly to the hall.
- The students will be asked to sit on the floor in front of the teacher.
- Teacher takes the roll.
- The teacher greets the students and then explains to the students that they will be doing fun activities and that they are all expected to have a go.

Introductory statement: Welcome students to the class and inform students that they will be learning how to hop in the lesson.

Warm up activity: 123

- A designated area in the hall will be set out marked by beanbags (not close to the wall).
- Students will line up along one of the base lines.

Comment [JV1]:

4.1 Support student participation:
This warm up activity aims to get all students participating.
Another strategy that I have used is to get students to work with one another.

Jessica Vella (S00144421)

- Three students will volunteer to be the 'taggers' and they will stand in the middle of the playing area.
- The aim of the game is for students to run to the line where the beanbags are placed without being tagged, when the taggers call 1,2,3.
- Any tagged players join the taggers in the middle of the playing area.
- The game finishes when all students are tagged.

Modifications/Adjustments:

- When the players are tagged, they are to stand where they are and swing their arms to try to tag their fellow peers.

***Activities will be modified if there are students with disabilities in the class.**

- If there are students with disabilities in the class, make a rule being that they have to tag four people before tagging the child with the disability.
- For visually impaired students wear bibs to help students recognise who the taggers are.
- For physically impaired children restrict the size of the playing area.

Comment [JV2]: 4.1 Support student participation:

Modifications and adjustments were taken into consideration to cater for all students.

B. Development

10 minutes

Introducing the hop-

The teacher will make it clear to the students that hopping means jumping with one foot and landing on the same foot.

* Put the instructional cues and pictures on the smart board and read it to the students.

Teacher then demonstrates how to hop using instructional cues:

- Bend your leg to push off.
- Land on the ball of your foot.
- Look ahead, with head and eyes level.
- Use your arms for balance.

Students try hopping while the teacher repeats the instructional cues. (Smart board will be on to assist the students).

Comment [JV3]: 4.2 Manage classroom activities:
First, model to students how to hop using instructional cues.

Next, give students an opportunity to hop while the teacher continues modelling. This gives students an opportunity to practice with the assistance of the teacher.

Activity 1: (Follow the teacher)

- Students have to make a big circle so they have enough space around them.
- The teacher will explain to the students that they have to copy what the teacher does.
- The aim of this activity is for students to practice their hopping skills and for the teacher to look out for students that are not hopping correctly, so they can assist them throughout the lesson.

Comment [JV4]: 4.1 Support student participation

This activity gets all students involved. By creating a large circle, the teacher is able to see all students and assist them when needed.

Jessica Vella (S00144421)

Teacher hops:

- On the spot.
- As quietly, noisily, quickly and softly as they can.
- As high as they can.
- As low as they can.
- With their eyes closed.
- Looking down to the ground.
- Watching a partner who is hopping beside them.

Question students:

- Was it easier to hop with your eyes open or closed?
- Was it easier to hop looking straight ahead or somewhere else?
- How did your arms help you to hop?

C. Consolidation, practice, extension 20 minutes

* After each activity, give students an opportunity to get a drink and a rest for 30 seconds.

Comment [JV5]: 4.2 Manage classroom activities.
I have planned a range of routines for students to do. I have also given students enough time to complete these activities.

Activity 1(5 minutes):

- Students will have to collect a beanbag, find a spot in the designated area and place their beanbag in front of them.
- The teacher will ask students to walk around all the spaces without touching the beanbags.
- When the teacher says 'Home' the students, have to hop to their beanbag. (Repeat this two times).
- The teacher will then ask students to show all the different ways they can hop around and across their beanbag. (The teacher will demonstrate an example first to the students).
- Once the activity is finished get students to put their beanbag back in the bucket.

Modifications/adjustments:

- Students can run/jump/skip to their beanbag (home) when the teacher says 'Home'.
- Increase boundaries for increased difficulty.
- For physically impaired children restrict the size of the playing area.

Activity 2(10 minutes, 5 minutes for each task):

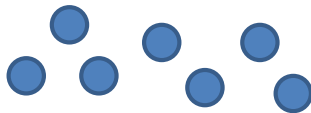
- Put children into six groups of five. Number the students to five, so they are working with other students.

Jessica Vella (S00144421)

- Each group has to collect five hula-hoops, and spread them out in a row (Teacher will assist and make sure all students are hopping in the same direction to avoid injuries).



- The students then have to line up at the start of the hoops and hop into each hula-hoop while bouncing a balloon up in the air. Once they have hopped in each of the five hops they have to go to the back of the line.
- The teacher will clap her hands to get students to stop.
- The teacher will then go around and create a zigzag course using the hula hoops for the students to hop into.
- The teacher will demonstrate to the students what they have to do.
- Students have to hop in the hoops, once they get to the end of the zigzag course, they have to pick up a balloon, throw it in the air as high as they can and count how many claps they can do before they have to catch it.
- Get students to put the hula hoops and balloons back when the activity is over.
- The aim of the activity is for students to learn how to hop into equipment.



Modifications/adjustments:

- Students can be given more than five hula-hoops to increase difficulty.
- Students can throw up in the air beanbags, as they are smaller and harder to catch.

Activity 3(10 minutes):

- The teacher needs to get students into six groups of five.
- The teacher explains to the students that they have to skip around the hall in the same direction and when the teacher calls a number, they have to get into that group.
- Teacher call out the number 6 (Students will get into 5 groups of 6). This group will be the group the students work in.
- The teacher will scatter five different coloured hula-hoops around the hall and each group will be given a coloured hula-hoop.
- Each hula-hoop will have 10 beanbags in them.
- The students have to walk to other hoops to collect a beanbag and hop back to their hoop to put the beanbag in their hoop.
(Children can only pick up one beanbag at a time).
- The group with the most beanbags in their hoop wins.
- Students will start by standing near their hoop; one foot must be touching their hula-hoop.

Jessica Vella (S00144421)

- Students will put hoops and beanbags away when the activity is finished.

Modifications/adjustments:

- Students can run/skip/run to their hula-hoop instead of walking.
- The hula-hoops could be spread out further to make the game more challenging.
- For physically impaired children restrict the size of the playing area.

Comment [JV6]: 4.1 Support student participation
Modifications and adjustments were made to cater for all students.
It is important that the activities that are planned enable all students to participate.

ADDITIONAL TEACHERS NOTES:

- Teachers should model positive behaviour by thanking and helping the students.
- Give praise and motivate the students.
- Teachers should show enthusiasm throughout the lesson to get the students excited about physical activity.
- The teacher should make sure all students are participating in the activity and playing the activities fairly.
- Ensure pre-organised mixed groups for some activities to encourage interaction between all students.
- Emphasise the fact that these activities and participating in physical activity are wonderful ways we can care for our body and maintain good health.
- Rules should be clearly explained in language suitable for the age of the students to understand.
- If an injury occurs, stop the activity and help the student.
- Have the students assist in packing away the equipment used during the lesson.

D. Closure

5 minutes

Cool down activity: Pass the squeeze

The class forms a circle. Children hold hands; they close their eyes and breathe deeply and gently. The teacher squeezes the left hand of one child; the child passes on the squeeze until it goes all around the circle. The children open their eyes and sit down on the floor.

Teacher recaps the lesson: "Today we learnt how to hop; the activities we did helped you practise your hopping skills".

- Ask students what activities they enjoyed and why.

Reinforce knowledge through questions:

What are some things we need to do when we want to hop?
What have you learnt about hopping from today's lesson?

Closing statement: Thank the students for participating in every activity and for following instructions and listening to the teacher throughout the lesson. Inform students that they will continue learning and developing their hopping skills in the next lesson.

Jessica Vella (S00144421)

Lesson evaluation:

Student achievement:

Did the students understand how to hop? If not, what would need to be modified to enhance student learning? If yes, were they able to demonstrate it themselves? Were students able to hop from one destination to another? How did the students demonstrate this? Where the students motivated the whole time? Did they enjoy the activities that were set?

Teaching effectiveness:

What have you learnt from the lesson? Did you speak clearly when giving instructions? Did all students know what to do after giving them clear instructions? Did the students understand the instructional cues for hopping? Did you have to assist certain students and what did you have to assist them with?

What do you recommend for future lessons?

Comment on your effectiveness in the light of the objectives/outcomes of the lesson and your self-development focus for the lesson, referring to both strengths and areas to be addressed.

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ACU LESSON PLAN

Lesson Topic/Focus:	Hopping		
AusVELS Domain(s):	Health and Physical Education	Year level(s):	1
AusVELS strand (s):	Movement and Physical activity	Lesson duration:	40 minutes
AusVELS sub-strand(s):	Moving our body.		

Learning Standard(s)/Outcome(s):

- Students revise and consolidate important elements of the skill of hopping.
- Students participate in simple hopping activities/games to develop and practice hopping skills.
- Students follow rules and play fairly when participating in activities.
- Students use their body parts correctly when hopping.

Assessment:

Assessment strategy:

- The teacher will observe students during the lesson performing the hop to identify any misconceptions about how the locomotor movement.
- Formative Assessment: The teacher will ask students questions throughout the lesson to check for understanding of hopping.
- Take photos of student performance using a camera.

Method:

- Students will be assessed on a correct or incorrect basis of hopping. If a student performs hopping correctly, then he/she will receive a "✓" for that movement. If students perform it incorrectly then he/she will receive a "✗".

Assessment criteria:

- Students will participate in all activities.
- Students will listen to the teacher and follow instructions.
- Students will demonstrate how to hop correctly throughout the hopping games (bend their leg, bend their arms for balance and keep their head stable and eyes focused).

Jessica Vella (S00144421)

Teaching focus:

B) My teaching focus for this lesson is make sure all students are participating in the activities.

Background to the learning:

- C. AusVELS
- D. It is the student's second lesson on hopping.

Lesson resources:

- 30 hula-hoops.
- 4 cones.
- 30 bands (hopping tag)
- Whistle.
- Camera

Lesson content:

A. Introduction 5 minutes

Administrative and management matters:

- The teacher will ask students to get into pairs and line up at the door. The teacher will then lead the students quietly to the hall.
- The students will be asked to sit on the floor in front of the teacher.
- Take the roll.
- Greet the class.

Introductory statement: Welcome students to the class and inform students that they will be practicing their hopping skills that they learnt from the previous lesson by playing hopping games.

Warm up activity:

This warm up exercise will teach the children how to copy movements.

- Put the children into pairs
- One partner is the actor, and the other the mirror
- The actor must perform any movements they like, and the mirror must copy. Encourage children to use big and exaggerated movements.
- Blow the whistle to switch. Give each child approximately 30 seconds to be the actor before they become the mirror.
- Continue the exercise for about 3 minutes.

Modifications/adjustments:

- The teacher can be the actor while all the students are the mirror.
- The students can swap partners.

Comment [JV7]: 4.1 Support student participation:
This warm up activity gets all students participating.

Jessica Vella (S00144421)

B. Development

5 minutes

Revising hopping:

1. Who can tell me what we have to do when we hop?
2. Where do our eyes have to be when we are hopping?
3. Why do we have to use our arms when we are hopping?

Practising the hop

Get students to:

- Stand on one leg for 15 seconds and balance, then change leg.
- Hop on one foot and then the other using the sequences e.g. L-L,R-R,L-L,R-R,L-L – ect on the spot and then travel.
 - Make sure all students are travelling in the same direction to avoid injuries.
- Get students to make hopping patterns by combining left and right foot and hopping forwards, backwards and sideways.
 - Demonstrate this to the students while saying the hopping cues aloud.

Instructional cues:

1. Bend your leg to push off.
2. Land on your foot.
3. Look ahead, with head and eyes level.
4. Use your arms for balance.

C. Consolidation, practice, extension

25 minutes

* After each activity give students an opportunity to get a drink and a rest for 30 seconds.

Activity 1 (5 minutes):

- Each student has to collect a hoop.
- Students have to hop away sideways from your hoop and then hop sideways back to it.
- Students then have to hop around the hoop and try hopping around with their other leg.
(Teacher will demonstrate all the above before students do it).
- Students will put the hoops away when the activity is finished.

Comment [JV8]:

4.2 Manage classroom activities
A range of activities were planned in this lesson for students to do.

Jessica Vella (S00144421)

Activity 1(10 minutes): Hopping Tag

- A designated area is set with the use of cones (not close to the walls).
- Three students volunteer to be the 'taggers'.
- Taggers hop to tag other students who are also hopping within the designated area.
- When a child is tagged, the tagger gives their band to that person, who then becomes the tagger, while the previous tagger joins the rest of the group.

Modifications/adjustments:

- Increase the designated area for increase difficulty.
- Taggers can stand in one spot with their hands out trying to tag their peers.
- If there are students with disabilities in the class, make a rule that the child is only allowed to be tagged after four other children have been tagged.
- For physically impaired children restrict the size of the playing area.

Comment [JV9]:

4.1 Support student participation
Modifications and adjustments on activities were taken into consideration when planning this lesson.
It is important that teachers cater for all students within the classroom and also consider ways that students can be challenged.

Activity 2 (10 minutes): Hoop Hop

- Place 15 hoops randomly in a designated area. Students skip, within the boundaries between the hoops waiting for the teacher to call a number. When the teacher calls a number the students have to hop and form the group size the teacher called, then hop into the hoop.
- Student that are out have to walk around the hall bouncing a balloon up in the air, if the balloon falls on the ground the students have to hop on the spot 5 times.

Modifications/adjustments:

- Have the hoops spread out further to increase difficulty.
- Students can walk, run, jog, jump around the hoops waiting for the teacher to call a number.
- For physically impaired children restrict the size of the playing area.

ADDITIONAL TEACHERS NOTES:

- Teachers should model positive behaviour by thanking and helping the students.
- Give praise and motivate the students.
- Teachers should show enthusiasm throughout the lesson to get the students excited about physical activity.
- The teacher should make sure all students are participating in the activity and playing the activities fairly.
- Ensure pre-organised mixed groups for some activities to encourage interaction between all students.
- Emphasise the fact that these activities and participating in physical activity are wonderful ways we can care for our body and maintain good health.
- Rules should be clearly explained in language suitable for the age of the students to understand.
- If an injury occurs, stop the activity and help the student.

Jessica Vella (S00144421)

-Have the students assist in packing away the equipment used during the lesson.

D. Closure

5 minutes

Cool down activity:

Bounce on the spot, bounce high, bounce low. Bounce low to the ground. Curl up small.

Teacher recaps the lesson: Today we learnt how to hop sideways, on our other foot and hop to play fun games, the activities we did helped you practise your hopping skills.

Reinforce knowledge through questions:

Get students to sit in a circle. Ask the following questions.

- Go around the circle and each child has to say one thing they enjoyed or learnt throughout the lesson.

Post-lesson review and evaluation:

Student achievement:

Did the students understand the important elements of hopping? Were they aware of how to hop and state what parts of their body has to change? How did the students demonstrate this? Did the students hopping skills improve? Did all students participate in the games? Were there some students that you had to assist throughout the lesson, if yes, why?

Teaching effectiveness:

What have you learnt from the lesson? How did you get all students to participate in the lesson?

What do you recommend for future lessons?

Comment on your effectiveness in the light of the objectives/outcomes of the lesson and your self-development focus for the lesson, referring to both strengths and areas to be addressed.

Jessica Vella (S00144421)

References

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