



Health Smart Virginia - Sample Lesson Plan

Grade Level 3

Unit **Balance and Reaction Time Activities**

SOLs:

- 3.1 A Demonstrate the critical elements for overhand throw and catch using a variety of objects; control, stop, and kick ball to stationary and moving partners/objects; dribble with dominant/preferred hand/foot; pass a ball to a moving partner; strike ball/object with short handled implement upward and forward; strike/bat ball off tee (correct grip, side to target, hip rotation); **jump/land horizontally (distance) and vertically (height).**
- 3.1 B Perform an educational gymnastic sequence with balance, transfer of weight, travel, and change of direction.
- 3.1 D Perform an educational gymnastic sequence with balance, transfer of weight, travel, and change of direction.
- 3.4 D Implement teacher feedback to improve performance.
- 3.4 E Provide appropriate feedback to a classmate.
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Title: **Balance & Reaction Time**

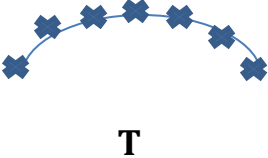

Objectives/ Goals:

- The student will perform a controlled balance with change of direction
- The student will compare and contrast static versus dynamic balancing activities
- The student will work well/cooperate in groups while moving through centers and attend to the teacher while instructing
- The student will be active for at least 70% of the lesson

Materials:

- cushions/pillows
- balance boards
- balance beams
- aerobic steps
- mini trampoline
- beanbags
- tumbling mat
- various height containers

Procedure:

Learning Activities/Task	Organization	Skill / Behavior Cues
<p>Ss will enter gym (greeted by T), follow the 3 point line & sit crisscross w hands in lap</p> <p>T will introduce warm-up game of “Shark Run”</p> <p>T will call roll & as each name is called student locates designated colored polyspot behind perimeter (& cushions) for team & stands stationary behind said color</p> <p>Ss participate in game Begin & end on T signal During rest periods T will explain 1-2 centers at a time.</p>	<p>Sts sit criss-cross on 3 point line</p>  	<p>Sit on 3-pt line beside your neighbor with your legs criss-crossed, hands in lap, eyes on T, & voice off so you can listen</p> <p>Cues: Using two cushions or “buoys” - move across the “water” avoiding the sharks so you can’t step off those cushions or “buoys” - Must face forward at ALL times - Start by putting the two cushions in front of each other in the shark infested water – then stand on the far one, bend down, reach behind you while still facing forwards, pick up the cushion and move it to the front and put it down. Repeat until reach destination, avoiding sharks in the path</p>
<p>Centers:</p> <ol style="list-style-type: none"> 1. Balance Board (static balance) – stand on board while trying to keep ball in the middle 	<p>Cues:</p> <p>At station rotation time, T will toot whistle or say “Freeze”, Sts will freeze in place immediately, T will say “set up”, Sts will place equipment so it is ready for next group, T will say “Red Line at your station”, Sts will line up on the red line at their station location, T will say “Rotate”, Sts</p>	

will rotate clockwise to next station, T will say "Off you go", Sts will begin play

Static Balance = maintaining the body in some fixed posture

Dynamic balance = maintaining the body's stability while body parts are in motion

2. Balance Beam Obstacle Course (dynamic balance) – remain on beams while walking across – balance on beam using one foot – turn direction while on beam – slide sideways across beam

3. Trampoline Jump (dynamic balance) & Land w Ta-Dah (static balance) – jog, jump on trampoline, land on floor, balance with Ta-Dah finish






4. Bean Bag Sliders (dynamic balance) – 2 groups, each is trying to tag foot of other team with beanbag while moving so not having its foot tagged



5. Forward Roll (rolly polly) (dynamic balance) – Stand with feet together, squat, tuck chin, push bottom up & over, stand with hands overhead for Ta-Dah finish

6. Bean Bag Balance (static balance) (on 1 foot) – 3 bean bags on floor in front of 3 different sized containers, place 1 beanbag on foot, balance, place bag into container, repeat at next bag



		
<p>T uses a “tap & go” to place ~4 Sts in each station, Sts participate in stations, T will rotate around centers assisting and monitoring</p> <p>Closure: When the play period ends the T will toot whistle or say “Freeze”, Sts will freeze in place immediately, T will say “set up”, Sts will place equipment along perimeter, T will say “Red Line at your station”, Sts will line up</p>	  <p>(my gym is similar in size & markings) – stations are spread throughout the play space</p>	

<p>on the red line at their station location, T will say “Hop” & “Off you go”, Sts will hop along red line to perimeter line on floor for dismissal. T will review balance activities asking students difference between the static and dynamic balances while sts & T are actively engaged in coordination activity (finger on nose & simultaneously finger of other hand on ear – switch when prompted. After several repetitions then cross hands & switch locations when prompted w/o uncrossing hands.)</p>		
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Assessments, References & Sources:

- <https://www.shapeamerica.org/standards/pe/?hkey=fdd39329-263e-4d63-83ee-bc39b64d119c>
- http://www.doe.virginia.gov/testing/sol/standards_docs/physical_education/index.shtml
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- <http://frogsandsnailsandpuppydogtail.com/shark-run-game-for-kids/>

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- <https://www.youtube.com/watch?v=eby9-DkxWac> The Complete PE Lesson Plans for Elementary : Balance, Reaction and Motor skill learning
- <https://www.youtube.com/watch?v=yJk0Q4gRumM> Physical Education Lesson Balance Jumps
- <https://www.hearinglink.org/living/loops-equipment/fm-systems/>
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