**Teacher:**  Beth Berger  **Date:** 10/6/10

**Unit Topic:** Muscular Strength & Endurance **Lesson Topic:** Mix It Up **# of Students:** 38 **Grade:** 4th

**Objectives:**

* Psychomotor: The student will demonstrate muscular strength and endurance while using respected equipment to complete the station’s task.
* Cognitive: The student will understand that everyone has different muscular strength and endurance levels and things they can do to improve themselves.
* Affective: The student will appreciate the value of muscular strength and endurance while developing self-esteem.

**Equipment:** 4-5Scooters, 4-5 Jump Ropes, 14+ Dots, 20+ Cones, 7-8 Basketballs

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| LESSON CONTENT & PROGRESSIONS Introduction, skill(s), activity, review | **Teaching Cues –** The cues are short quotes of what you are saying to students to remind them of proper form. | MANAGERIAL STRATEGIES Organization of space, equipment, students (diagrams of practice formations, equipment set up, and game situations ), including method for assigning students to groups | EVALUATION OF OBJECTIVES  How you will monitor and record student progress. Each objective should be assesses or evaluated. |
| **Instant Activity:** ***Healthy Chicken*** *(3-5 min)*  Students will start to do the chicken dance in a circle and when the music stops the instructors will give them an exercise command (IE: squats, jumping-jacks, skipping, push-ups, etc.) Instructor will stop the music randomly.  Towards the end of the activity (the last time the music stops) instructors will count off students by 8 and guide students to directed stations. |  | Students stand in a wide circle.  Some one plays the music.  Some one stands in the middle of the circle giving the exercise commands.  Other facilitators stand on the outside of the circle giving feedback/cues. |  |
| **Introduction:** (2 min)  ***Mix It Up*** requires each student to transition from one station to another while working on their muscular strength and endurance.  **Activity:** (30 min)  Station:   1. Jump rope – Students will over the twirling rope each time it reaches its lowest point. (muscular endurance) 2. Scooter travel – Lying face down on the scooter, the student will travel from point A to point B in and around cones for a time to experience pulling themselves around their arms. (muscular endurance) 3. Tip-Off – The student will stand facing the wall and “tip” (lightly throw the ball against) the ball off against the wall to their partner. The pair can choose a ball they’re most comfortable with such as a beach ball, volleyball, etc. If challenge is needed they will be asked to tip off the ball to their partner while jumping and catching while landing. Students will see how many tips they can get without the ball touching the ground. If the ball should fall they must start over. (muscular endurance) 4. Core Work – The student perform a variety of core exercises provided by the instructor; for example, standard crunches, butterflies, bicycles, hold a basketball with your feet off the ground and rotate core with your basketball touching the ground on both sides of you, etc. (muscular strength) 5. Stretching – The student will perform a variety of stretches provided by instructor. (IE: touching your toes, up-dog, down-dog, calve stretches, arm stretches, etc) This will essentially, also provide the students with a “break” from other stations while stretching out and relaxing their muscles. 6. Clock-Work – The student jumps from the center poly spot (middle of the clock) to respected time given by other peers (another poly spot), then continues through the “time sequence” of respected dots. (muscular endurance) 7. Push Up Strength – In a full or modified push-up position, the student will roll a basketball into set up cones or pins, trying to knock over as many cones/pins as possible. When setting the objects back up they will progressively get farther away making it harder to knock them over with accuracy. (muscular strength) 8. Agility Hops – The student hops from poly spot to poly spot on one leg and then over the cones on two feet. The students will switch legs on return trip. (muscular endurance)   **Reflection**: (5 min)  All students will be split into two groups and each group should gather in a half circle in front of respected instructors.  Which station do you think you used mostly your arm muscles?  Which station do you think used most of your leg muscles?  Which station do you think worked on your stomach muscles or your abs the most?  Can anyone name something you do on a daily basis, something you do every day that you would use your muscles for?  Which station/activity did you find most difficult?  Which station did you find the easiest?  Which station did you like the most? | “Nice form”  “Keep your back flat”  “Arms shoulder length apart”  “Head up”  “Bend your knees”  “Arms out by your side”  “Drive your knees” | Students will be at each station set up by instructors.  There will be instructors at each station to teach students how to complete the desired task.  The instructors will remain at their respected station to provide additional guidance and proper cues for those who need it.  Boundaries for each station will be established.  Students will rotate when cued by an instructor. | Did students use the proper technique?  Did students learn proper form?  Do the students know the difference between muscular strength and muscular endurance?  Were the students able to complete all of the activities in extended period of time?  Actively answer the questions provided by the instructors. |