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

**Unit Topic:** Muscular Strength & Endurance **Lesson Topic:** Mix It Up **# of Students:** 32 **Grade:** 6th

**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:** ***Exercise Roulette*** *(3-5min)*  Instant Activity(3-5 minutes): “Exercise Roulette”   * When the music starts students will begin moving around the cones (IE: run, skip, hop, etc.). * When the music stops the students will run to the cone closest to them. * The cones will be labeled with numbers 1-4. * The instructor will choose one student to roll die. * If the die lands on numbers 1-4, the group at the respected cone that the die landed on picks an exercise for the rest of the class to do. * If the number 5 is rolled, the teacher picks an exercise for the entire class to perform. * If the number 6 is rolled, the entire class can pick an exercise for the teacher(s) to do. * Once the exercise is complete, instructors will tell the class of a new skill to perform around the cones and start the music again. |  | Place the cones in a square, about 10 yards apart, and number them 1-4.  Inform the students what skill they will be doing around the cones.(running, skipping, hopping, etc.) |  |
| **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. The student will be asked to then jump rope on one foot for period of time then switch to the other. Also the student will be asked to perform a double rotation of the jump rope within one jump as many times as possible without messing up. This is a challenge by choice.(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 either the basketball backboard or the wall and “tip” (lightly throw the ball against) the ball off against the wall or basketball backboard while jumping and catch it on the way down. The student can choose a ball they’re most comfortable with to start. Then student will be challenged by given a different ball and asked to either tip higher or farther apart. Students will see how many consecutive tips they can get within respected time. If ball falls 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, planks, superman’s, 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. Dots will progressively get farther away making it harder to jump to. (muscular endurance) 7. Push Up Strength – In a full or modified push-up position, the student will roll a tennis ball in between two cones. The cones will progressively get closer, making the target smaller and harder to roll the tennis ball in between. Also students will be move farther back away from target making it more difficult for 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. To make it more difficult students may be asked to “bob and weave in and out of the cones/poly spots within given time. (muscular endurance)   **Reflection**: (5 min)  All students should gather in a half circle in front of instructors.  Can anyone tell me an activity from one of the stations that demonstrate muscular strength?  Can anyone tell me an activity from one of the stations that demonstrate muscular endurance?  Can anyone name a daily activity that you would demonstrate muscular strength or endurance?  Which station/activity did you find most difficult?  Which station did you find the easiest?  Which station did you like the most?  Is there anything that you can or need to improve on? | “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 the 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. |