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Physical Education Lesson Plan

Grade:  K-12

Lesson/Unit:  Medicine Wheel Colour Monster

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 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Wellbeing	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
X	X				X	X			X	X		

General Outcomes:

- (A) Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment
- (C) Students will interact positively with others.
- (D) Students will assume responsibility to lead an active way of life

Specific Outcomes:

DIV I: (A) **Basic Skills:** perform locomotor skills through a variety of activities; e.g. walking, running, leaping, hopping, rolling, skipping, galloping (1); select and perform locomotor skills involved in a variety of activities (2); respond to a variety of stimuli to create locomotor sequences (3)

(C) **Leadership:** identify different roles in a variety of physical activities (1); accept responsibilities for assigned roles while participating in physical activities (2); accept responsibilities for assigned roles while participating in physical activities (3)

(D) **Effort:** show a willingness to listen to directions and simple explanations (1); demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity (2); demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity (3)

DIV II: (A) **Basic Skills:** Consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance (4,5); consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space

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awareness, effort and relationships, alone and with others, to improve personal performance (6).

**Application of Basic Skills:** Demonstrate strategies and tactics that coordinate effort with others (4-6).

**(C) Communication:** articulate and demonstrate respectful communication skills appropriate to context (4); identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity (5); identify and demonstrate respectful communication skills appropriate to various physical activities and that reflect feelings, ideas and experiences (6).

**Fair Play:** identify and demonstrate etiquette and fair play (4); demonstrate etiquette and fair play (5,6).

**(D) Effort:** demonstrate a willingness to participate regularly in physical education class (4); participate regularly in physical activity to develop components of health-related fitness and movement skills (5); demonstrate enjoyment of participation through extended effort in physical activity (6). Demonstrate factors that encourage movement (4,5); identify and demonstrate strategies that encourage participation and continued motivation (6).

**Safety:** follow rules, routines and procedures for safety in variety of activities (4); identify and follow rules, routines and procedures for safety in a variety of activities (5); identify, describe and follow the rules, routines and procedures for safety in a variety of activities from all movement dimensions (6).

DIV III:(A) **Basic Skills:** demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance (7); select, combine and perform locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance (8); apply and refine locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance (9).

**(C) Cooperation:** demonstrate etiquette and fair play (7-9).

**(D)Effort and Safety:** identify, describe and follow the rules, routines and procedures for safety in a variety of activities in all dimensions (7); select and apply rules, routines and procedures for safety in a variety of activities (8); select and apply rules, routines and procedures for safety in a variety of activities from all movement dimensions (9).

DIV IV:(A) **Basic Skills:** Apply and refine (10) analyze, evaluate and modify performance of (20) analyze, evaluate and adapt performance of (30)locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance

**Application of Basic Skills:** Adapt and improve activity (10) develop and refine activity (20) develop and further refine activity (30) - specific skills in a

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variety of games.

(C) **Communication**: Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity.

**Fair Play**: Demonstrate etiquette and fair play

(D) **Safety**: Select and apply rules, routines and procedures of safety in a variety of materials

### Learning Activities/Teaching Strategies

- Playing Color Monster
- Divide class by numbering them off into 4 groups; red, black, white and yellow (use pinnies if available)
- One person is “it”, they stand in the middle of the gym while the other students line up on one side of the gym
- When “it” calls a color/word, students wearing that color must move to the opposite side of the gym without being tagged
- If tagged see below for different modifications

#### DIV I

- If tagged students take off pinnie and tuck it in their pocket to become a Color Monster (teacher calls colors)
- Play until everyone has been tagged

#### DIV II

- Students will move when they either hear their color or a word that represents their color
- Play until everyone has been tagged

#### DIV III

- Students will move when they either hear their color or a word that represents their color (teacher will choose from 2 words from each color, which will be defined by the teacher at the beginning of the class)
- When a student is tagged they must immediately sit down and wait until the rest of the students have made it to the other side of the gym. In order to return to the game the tagged student must say a different word associated with their color to the teacher. Teacher will individually call upon each tagged student who will then stand and say a word associated with their color. The teacher can reference the Medicine Wheel and if student is correct they may return to the game but if

### Assessment/Evaluation

The objectives listed under specific outcomes are all of the ones that *could* apply to this activity. Choose 1 or 2 of them so that it is manageable to assess during the activity.

Use the attached rubric and observe the students during the activity.

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they are incorrect they become a Color Monster (ex: member from yellow could also say fire or vice versa).

- Play 5 minute rounds and after every round switch the students who are “it”

#### DIV IV

- Students will move when they either hear a word that represents their color (teacher can choose any word on the Medicine Wheel)
- When a student is tagged they must immediately sit down and wait until the rest of the students have made it to the other side of the gym. In order to return to the game the tagged student must say a different word associated with their color to the teacher. Teacher will individually call upon each tagged student who will then stand and say a word associated with their color. The teacher can reference the Medicine Wheel and if student is correct they may return to the game but if they are incorrect they become a Color Monster (ex: member from yellow/East could also say fire or vice versa).
- Play 5 minute rounds and after every round switch the students who are “it”

#### Modifications and Extensions

- Teacher can modify how students travel across the gym (ex: bear crawl, skip, gallop, etc.)
- At both ends of the gym, place pictures of the Medicine Wheel (attached below)

#### Equipment

- Yellow, black, red and white pinnies
- Medicine Wheel posters at each end of the gym

#### Safety Considerations

- Head up while moving
- Make the boundaries further from the walls so students don't run into the wall (ex: basketball court)
- move as fast as your body can move (stay in control)

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