



SAMPLE LESSON PLANS

Health Smart Virginia - Sample Lesson Plan

Grade Level 6

Unit **Throwing and Catching (Emphasis on Catching)**

SOLs:

Motor Skill Development

- 6.1 The student will demonstrate and apply mature movement forms in a variety of activities and identify the six components of skill-related fitness.
- 6.1 a) Combine and apply mature locomotor and manipulative skills into specialized sequences, to include overhand and underhand throwing and catching, execution to a target, hand and/or foot dribbling, volleying/striking and/or batting ball; and apply sequences, to include change of direction, speed, patterns, pathways, and spatial relationships in partner and small-group modified game-play that includes dynamic and unpredictable situations.
 - 6.1 b) Create and perform movement sequences in a rhythmic or dance activity.
 - 6.1 c) Identify the six components of skill-related fitness (agility, balance, coordination, power, reaction time, and speed).
 - 6.1 d) Analyze movement situations for direction, speed, accuracy, and pathways to improve performance.

Title: **Sequence Catch**

Objectives/ Goals:

The student will ...

- Demonstrate three skill cues when catching while moving through general space.
- State three skill cues used when catching an object.
- Cooperatively work together when participating in activities.
- Participate 75 %of the time and at a level 4 intensity during fitness related activities.

Materials:

- Indoor gymnasium or large space
- Music
- Gator skin ball (or lighter/larger ball)
- Cones
- 20 Step boxes
- 10 sets of hand weights (different weights)
- 20 Yoga mats

Procedure:

5 Minutes

- Students will enter gym and walk the perimeter of the gym while music is playing.
- Students freeze on cue when music stops.

20 Minutes

- Students are split up in to groups of 9 to rotate through stations that focus on upper body fitness.
- Students begin the station when the music starts and rotate to the next numbered station when the music stops.
- The students participate in each station for 1 minute and rotate through each station 4 times.
- The stations include bicep curls with a hand weight, tricep dips on a piece of step equipment, shoulder taps in a push up position, and shoulder raises with a hand weight.
- The gymnasium is divided into four designated areas for each station.

20-25 Minutes

- Teacher will provide cues for catching. Students are split into groups of 6.
- Students form a circle and are provided a large gator skin ball. First, students establish a sequence of throwing and catching the ball to each other (they cannot throw to someone standing right next to them).
- Once students establish the rotation, they practice how quickly they can throw and catch through the whole sequence successfully. A second ball is then added to the rotation and students practice successfully throwing and catching the ball in sequence. A third and fourth ball can also be added.

15-20 Minutes

- Students are spread out in own personal space throughout the gym. Half of the students are given a large gator skin ball.
- When the music starts all students begin walking through general space in the gym. When the music stops, students that have a ball throw to a student that does not have a ball. When the music starts students begin moving again.
- After multiple rounds of throwing and catching, students are instructed to slowly jog throughout space. When the music stops, students that have a ball throw to another student without a ball that is still moving throughout space.

10-15 Minutes

- Students are split into groups of six. Six designated square areas are set up in the

gymnasium.

- Four students are offensive players that move throughout the area throwing and catching to each other. Two students are defensive players that are trying to intercept the ball.
- Offensive players count how many successful passes they can make consecutively. The defensive players count how many times they knock down or intercept the ball.
- Students participate for two minutes and then rotate two new defensive players. After three rounds, students are rotated to different groups so they are participating with other students.

5 Minutes

Closure:

- Students freeze when music stops and teacher give directions for cleaning up equipment.
- Teacher asks students to state three skill cues for catching.
- Students share physical activities that involve throwing and catching.
- Ask students for examples of ways to make catching more challenging during activities.

Modifications:

- Student can have clarification of directions.
- Student can use a larger lighter ball or success ball for easier catching.
- Student can choose type of ball they want to use (lighter, larger).
- Student can be paired with a peer and or instructional assistant if necessary.
- Student can have visual cues (poly-spots) to make sure they know where to stand.
- Student can have a decreased playing area so peers are standing closer to lessen the distance for throwing and catching.
- Student can play in a “zone” during large group so they have a small area to move around in while participating in the game.
- Tricep dips: Student can sit down and push themselves off the ground or out of a chair.
- Shoulder taps: Student can perform wall push-ups or hold push-up/table top positions for 10 seconds.
- Bicep curls: Student can use no weight, therapy band or a pool noodle
- Shoulder raise: Student can use no weight, therapy band or pool noodle.

Assessments, References & Sources:

- Virginia Department of Education: Physical Education-
http://www.doe.virginia.gov/testing/sol/standards_docs/physical_education/index.shtml
- Meredith Morton. Quick and Easy Modifications to Support Inclusion of Students with Disabilities in PE. Content Teaching Academy Speaker, James Madison University, 2018.
- Christina Luntzer. A Few of My Favorite (APE) Things. Content Teaching Academy Speaker, James Madison University. 2018.
- PE Central- <https://www.pecentral.org/>