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# Study of the effectiveness of instant activities on student behavior in elementary physical education

Jerry Ray Leonard

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Study of the Effectiveness of Instant Activities on Student Behavior in Elementary  
Physical Education

by

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Thesis

Submitted to the School of Health Promotion and Human Performance

Eastern Michigan University

in partial fulfillment of the requirements

for the degree of

MASTER OF SCIENCE

in

Physical Education Pedagogy

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### **Abstract**

The purpose of this research study was to assess how the use of instant activities as a physical education classroom warm-up impacts student behavior during the elementary physical education class period. The study examined whether or not the use of instant activities reduces the number of off-task student behaviors during a physical education class period. The research study focused on two fourth grade elementary classes that came to the physical education classroom twice a week for two months as part of this study. One class performed an instant activity every day before the start of the instructional period. The other class came right in and began the instructional period with no warm-up. The off-task behaviors that were observed included talking out of turn, not following the directions, and not facing the teacher during instructional time. What seems to be clear from previous research is that there is a positive correlation between physical activity and student behavior (Mahar et al., 2006). What has not yet been looked at is the relationship between instant activities and student behavior. Based on the results of this study the use of instant activities does not reduce the number of off-task student behaviors during a class period. The main take away from this research study was that classroom instruction has to be individualized for every class and within that class for every student. The next step of this research is to examine teacher decision making for ways to begin class in order to more effectively meet the needs of the class, and thus hopefully improve student behavior and academic learning time.

**Table of Contents**

Abstract.....	ii
List of Tables.....	v
List of Figures.....	vi
Chapter 1: Introduction and Background.....	1
Purpose Statement.....	2
Significance of Study.....	2
Research Questions.....	2
Definitions.....	3
Limitations.....	3
Delimitations.....	4
Assumptions.....	5
Chapter 2: Review of Literature.....	6
Instant Activities.....	7
The Responsive Classroom.....	9
Physical Activity and Behavior.....	11
Chapter 3: Research Design and Methods.....	14
Participants.....	14
Instruments.....	15
Procedures.....	17
Design.....	19
Data Analysis.....	21

Chapter 4: Results.....23

    Study Results.....25

Chapter 5: Discussion.....34

    Summary of Procedures.....34

    Summary of Findings and Discussion.....35

    Limitations.....38

    Conclusions.....39

    Recommendations.....39

References.....40

Appendices.....45

    Appendix A: Study Consent Form.....46

    Appendix B: Parental Consent Form.....48

    Appendix C: Student Assent Form.....53

    Appendix D: Off-Task Behavior Form.....55

    Appendix E: Off-Task Data Form.....57

    Appendix F: Instant Activities Descriptions.....59

    Appendix G: Lesson Plans.....61

**List of Tables**

<u>Table</u>	<u>Page</u>
1 Data Table for Off-task Behaviors for Instant Activities Group.....	26
2 Data Table for Off-Task Behaviors for No Instant Activities Group.....	27
3 Mean Number of Total Off-Task Behaviors Between Groups.....	28
4 Data Table for Off-Task Behaviors Between Groups in Morning.....	29
5 Data Table for Off-Task Behaviors Between Groups in Afternoon.....	30
6 Mean Total Off-Task Behaviors for Morning Instant Activities vs. Afternoon Instant Activities.....	31
7 Mean Total Off-Task Behaviors for Morning No Instant Activities vs. Afternoon No Instant Activities.....	32

**List of Figures**

<u>Figure</u>	<u>Page</u>
1 Bar Graph Comparing Instant Activities vs. No Instant Activities.....	33

## **Chapter 1: Introduction and Background**

As a teacher, one of the main focuses is to keep students engaged, focused, and on task in the learning environment. At times this can become a challenge because students can become bored, tired, or just simply not willing to remain engaged in the lesson. In a study in which twelve classroom teachers were interviewed, the most common off-task behavior was students' talking out of turn (Sun & Shek, 2012). It is the job of teachers to find effective and creative ways to keep students on task. In the physical education classroom, student engagement is also critical due to the small amount of time that teachers have with students. One of the standards for appropriate practices in the elementary physical education classroom is that teachers establish a learning environment that allows students maximum participation time in physical education (NASPE, 2000). Previous research has indicated that providing students with some type of warm-up activity before the instructional period can be effective in keeping students focused and on task (Mahar et al., 2006). What had not been examined is the use of instant activities as a type of warm-up activity for students before classroom instruction in the physical education classroom. The goal of instant activities is to get the students moving immediately so that they can burn off energy, while at the same time reducing the amount of time that students are sitting or transitioning between tasks (Woods & Erwin, 2008). An instant activity is a type of warm-up activity that is fun, creative, and requires very little instruction or few instructions and little to no equipment. During this study a question was raised: does the use of instant activities as a physical education classroom warm-up reduce off-task behaviors in students during a physical education class period?

**Purpose Statement**

The purpose of this research study was to assess how the use of instant activities as a physical education classroom warm-up impacts student behavior during the elementary physical education class period. Data was collected to see if there was a relationship between student behavior and the use of instant activities as a physical education warm-up.

**Significance of Study**

This study was significant because there had been very few studies that had looked into the relationship between instant activities and student behavior. Previous research had indicated that there was a positive relationship between the use of warm-up activities and student behavior (Mahar et al., 2006). What had not been looked at is if there was a relationship between the use of instant activities as a warm-up activity, and reduced student off-task behaviors following participation in this activity. The results from this study are important because this information can help physical education teachers develop a more effective plan for how to structure class in such a way that allows students to remain physically active and engaged for more minutes per class period. The data from this study will also allow teachers to look at whether or not instant activities are more effective than the use of traditional warm-up activities, like running laps and strength exercises, in the physical education classroom.

**Research Questions**

The research hypothesis was that the use of instant activities as a warm-up in the elementary physical education classroom will reduce the number of off-task student behaviors throughout the class period. The null hypothesis was that there will be no

difference in student behavior between those students that participate in an instant activity for warm-up and those students who do not. Due to the design of this study, the time of day that students participated in physical education class in relationship to student behavior was also observed. Thus, this research study sought to find answers to the following questions:

- What was the relationship, if any, between the use of instant activities in the physical education classroom and student behavior?
- What was the relationship, if any, between the time of day that students participate in physical education and student behavior?

### **Definitions**

Throughout this paper the term “instant activities” will be used when talking about warm-up activities. Instant activities are fun, creative, and simple in nature. These activities allow students to move quickly with little teacher explanation and minimal equipment set up (Graham, 2008).

The other term that will be used throughout this research study is “off-task behaviors.” Off-task behaviors are actions by students that prevent them from remaining on task and engaged in the class activities. Three off-task behaviors were looked at in this study: not following the directions, talking out of turn, and not facing the teacher (“*Responsive Classroom*,” 2014).

### **Limitations**

Although safeguards were put into place to ensure the integrity of this study, there were still some limitations. The first limitation was that a variety of factors go into student behavior beyond the participation in an instant activity. Factors that may affect a

students' behavior during a class period include, but are not limited to, school culture and leadership, physical and emotional health factors, home factors, out of the physical education classroom factors, disabilities, and/or mood. Another limitation of this study was that individual students are not truly independent of other students. Students in a particular class may have an effect on each other's behavior. For example, one student may misbehave and that triggers another student to be off task and misbehave. The researcher also recognized that this study was only being performed in one elementary school, which might impose limitations on the generalizability of the findings. Another limitation to this study included the make up of the class with regards to gender, race, and ethnicity. Two classes of the same grade level were selected based on willingness to participate in the study, rather than the makeup of the class. Another limitation of this study was that the researcher is also the physical education teacher. The last limitation of this study was with regard to scheduling. Classes came to the physical education classroom one time a week in the morning and one time a week in the afternoon. The time at which classes came to the physical education class may have had an effect on student behavior. Another scheduling issue with regards to this study was that class A always came to the physical education classroom after music class. While class B always came to the physical education classroom from their regular classroom. The difference in transitioning may have had an impact on student behavior.

### **Delimitations**

The following delimitations were imposed by the nature of this study:

1. There were a limited number of participants.
2. Data collection took place at only one school.

3. The school was selected based on location and convenience.
4. The length of the study was only for sixteen class periods.
5. Only three off-task behaviors were selected to be observed and recorded.
6. The researcher live coded certain marked areas of the gym for observed off-task behaviors as well as reviewed video recording for each lesson. Due to the dimensions of the gym and the availability of video cameras there were areas of the gym that were not recorded on camera. These areas were clearly marked on the floor with tape for the researcher that was live coding. When live coding observed off-task behaviors in the areas that were not caught on camera, a note was marked on the data form to identify this. The rest of the gym was coded upon review of the video recording.

### **Assumptions**

During this research study, there was the assumption that each student participant responded uniquely and individually with regards to the environmental factors of this study. This study also assumed that all students understood and knew the rules that were outlined by the schools behavior plan. The next assumption made by this study is that every student remembered the instant activities taught to them and remembered the routine for these activities. The last assumption for this study was that the three off-task behaviors identified for this study could have been observed and recorded by the researcher.

## Chapter 2: Review of Literature

The way in which the elementary physical education curriculum is being implemented and executed is continuing to evolve. One major way in which these principles are changing is with respect to how warm-ups are developed and executed. Instead of using the more traditional warm-up routines like running laps or doing exercises, many teachers use activities called instant activities. Instant activities are activities that are simple in nature, require very little equipment, and get the students motivated to move immediately when class begins. The concept behind instant activities is that they get the students moving and actively engaged immediately. They also increase the amount of time students are active in a physical education class. Lastly, they reduce the amount of time wasted on transitioning students from one activity to another (Woods & Erwin, 2008). However, very few studies have been done to see if there is a connection between instant activities and their impact on student behavior. One of the main issues that continue to surface with physical education teachers is finding ways to effectively keep students on task and actively engaged throughout the lesson. According to the National Association for Sport and Physical Education (2000), in order for a physical education class to meet appropriate instructional practices for teaching elementary physical education, the class should begin with some type of instant activity or warm-up activity. A question was raised in this study: does the use of instant activities at the beginning of an elementary physical education lesson reduce the number of off-task behaviors by students during a class period? This question is intriguing because currently teachers are using a variety of strategies as ways to begin class. Some teachers

begin class with a standard warm-up, others have the students enter and sit right down, and some use instant activities. The articles in this review look at the potential impact of using instant activities in physical education on overall student behavior.

### **Instant Activities**

In the past many physical education teachers have started class with the more traditional warm-up approach of activities like calisthenics and/or laps. Research has caused many in the physical education world to question whether or not this is the most effective way to begin a physical education class. The first reason for this questioning is the lack of time. There is very little time in a physical education class period, and spending time on these activities may cause classes to have less time to spend on the rest of the lesson. Second, there are a variety of ways to warm-up the body. By doing the same routine daily you are only preparing a students body to participate in a certain type of activity. Also, by doing the same routine daily, students often lose interest and get involved in off-task behaviors. Third, some research has shown that participating in a low intensity aerobic activity and then stretching may not be beneficial to the body in preparation for participating in more strenuous activities (James & Collier, 2011). There are also questions raised with the typical approach to running laps as a warm-up activity in the physical education classroom. What has been shown is that three to five minutes of jogging as a warm-up does not lead to improved cardio-respiratory fitness in students (Graham, 2008). A student would need to participate in jogging for an extended time in order to gain fitness benefits. Thus, what is the purpose of running laps for a physical education warm-up? There may be other benefits to running laps as a part of the physical education warm-up, but it is the teacher's job to decide what the goal is for warm-up

activities (Graham, 2008). Instant activities are activities that are an alternative to the more traditional physical education warm-up routine. Instant activities provide students with an immediate activity that allows them to move and burn energy before the teacher begins the core instruction for the day. These instant activities also allow students to obtain much needed practice on a particular skill while, at the same time, warming up their bodies (Graham, 2008). According to Graham (2008), examples of instant activities may include tag games, listening games, jumping rope, or a variety of other activities that are working on a particular skill. The goal behind instant activities is to get the students moving immediately so that they can burn off energy while reducing the amount of time they are sitting or transitioning between tasks (Brown & Brown, 1999). According to Kovar, Combs, Campbell, Napper-Owen, and Worrell (2012), a quality physical education lesson has some type of introductory activity that lasts a short amount of time and gets the students active quickly. Instant activities align with the skill themed approach to teaching physical education in which students learn through play and develop basic movement concepts and motor skills in order to eventually be able to successfully participate in sports and games as a teenager. The skill theme approach is aligned with the National Standards for Physical Education because it focuses on helping students develop fundamental motor skills in a simple learning environment (Graham, Holt/Hale, & Parker, 2012).

The use of instant activities can be done in a variety of ways. One way to use instant activities is to have the activity be a review of previous learned material or be an introduction to the new material being introduced that day. It is also an option to make the instant activity an activity that focuses on the physical fitness components (Woods &

Erwin, 2008). A quality instant activity is one that requires little set-up and is easy for students to learn. It also is an activity that can be started with little help from the teacher and only takes a few minutes to complete.

In order for an instant activity to be effective, the teacher must establish a routine for these activities, and establish expectations as to how the activities are to be executed from the beginning of the year (Rauschenbach & Vanoer, 1998). Establishing gymnasium routines help to build a positive learning environment within the classroom. These routines allow students to feel comfortable and confident with the classroom expectations (Graham, Holt/Hale, & Parker, 2012). Instant activities can be communicated to students in a multiple of ways; students could enter the gymnasium and look at the white board for the day's activity or they could listen to the teachers' instructions before beginning the instant activity (Woods & Erwin, 2008). The purpose of instant activities is to reduce the amount of time that students are sitting and waiting, which then increases the students' interest and motivation to participate in the physical education class (Stewart & Elliot, 2005). Lastly, providing students with an instant activity at the beginning of class allows students to move immediately and get some of the built up energy that they have in them out before the teacher begins the instructional period. Getting their bodies moving and expending energy will in turn allow them to focus more effectively on the class instruction (Rauschenbach & Vanoer, 1998).

### **The Responsive Classroom**

The concept behind instant activities reducing off-task behaviors and allowing students to focus more effectively on the instructional period has the potential to be tremendously important to the elementary physical education pedagogy. However,

before a link can be made between the two variables, a common understanding needs to be in place about what constitutes on-task behavior and off-task behavior. Many schools around the country have implemented the “*Responsive Classroom Approach*,” which is a method of teaching and learning which allows all students to learn and interact socially. According to Rimm-Kaufman (2006), teachers who implemented the “*Responsive Classroom Approach*” were offering higher quality instruction than those teachers who were not. In this study a trained research assistant evaluated 90 teachers using the Classroom Assessment Scoring System and the findings showed increased instructional support for learning by those teachers using the “*Responsive Classroom Approach*.” The goal of the “*Responsive Classroom Approach*” is to create a safe, fun, and challenging learning and social environment for students. It is also important when implementing this system that the teacher uses positive language and a positive approach toward student discipline (“*Responsive Classroom*,” 2014). Developers of the “*Responsive Classroom Approach*” state that it is critical at the beginning of the year for students to take ownership and be a part of helping to create the classroom rules and consequences for breaking those rules (Walther-Thomas & Brownell, 1999). The idea behind this strategy is that because students have a voice in the creation of these rules and consequences, they will take ownership of them and be more aware of them on a daily basis. According to the “*Responsive Classroom Approach*,” positive standards should be in place for classroom behavior and each student should be held to the same standards. It is the role of the teacher to hold high expectations for all and to be consistent with all students (Sobel & Taylor, 2006). According to Maranzo, Maranzon, and Pickering (2003), the most important factor affecting student learning is the teacher. Effective teaching and

learning cannot take place in an ineffectively managed classroom. There is also responsibility placed on students to manage their classroom behavior. Students are in charge of self-regulating their behaviors, community building, and making appropriate social decisions on their own (McTiguo & Rimm-Kaufman, 2010). “*The Responsive Classroom Approach*” would be implemented and executed in the physical education classroom similarly the way it would be in a regular classroom. The students are going to help in the implementation of the rules and consequences through the sharing of their hopes and dreams for the year, or they are going to share their hopes and dreams for the year and see how they relate to the classroom rules that have already been established in previous years (“*Responsive Classroom*,” 2014). The students are also going to be asked to take ownership of the class and to self regulate during social interactions in the class environment. Now that there is a better understanding of the physical education classroom environment, discussions can begin on the impact of student behavior in combination with instant activities.

### **Physical Activity and Behavior**

The physical education classroom is a unique environment where students learn through movement. Physical education is unique in that it involves a variety of classroom management strategies in order to keep students on task that may not be used in a classroom setting. The main purpose behind this research study was to look into the impact that movement can have on student behavior in the physical education classroom. Previous research indicates that there is a connection between movement and on-task behavior. Research by Mahar et al. (2006) showed that students who received a ten-minute exercise break before academic instruction showed improved on-task class

behaviors. In this study of 62 third and fourth grade students, the mean on-task behavior percentage of total observations prior to the exercise break was 70.9. While the mean on-task behavior of total observations after the exercise break was 79.2. These findings would lead one to believe that some type of warm-up activity before instructional time can be beneficial to students.

Physical activity has also been shown to help improve students' alertness and emotional health, which in turn helped to improve students' academic performance (Blakemore, 2003). This is critical because providing students with this quick instant activity may allow them to focus more effectively throughout the class period. The link between movement and exercise has also been affected by the intensity of the exercise. Students who participated in vigorous physical activity before academic learning time have shown improved behavior and attention (Putnam, Tette, & Wendt, 2004). Gapin, Labban, and Etiner (2011) reported that parents' evaluations of their child's behavior improved when their child exercised at 75 percent of their maximum heart rate for 45 minutes routinely. There is also evidence that links physical activity with positive behavior in students with attention deficit hyperactivity disorder symptoms (Gapin, Labban, & Etnier, 2011). These findings are significant because if physical activity can have a positive impact on behavior in students with ADHD symptoms then it leads one to believe that introducing physical activity before classroom instruction to the whole class can have positive behavioral outcomes on all students.

Further evidence supports the connection between physical activity and student behavior. In a study performed in North Carolina researchers studied the impact that instant recess may have on student behavior. In this study the term "instant recess" was a

term that described a form of physical activity breaks that were ten minutes in length and incorporate a variety of movement tasks. From this study, substantial evidence showed that students who participated in instant recess in their classroom showed increased time spent in on-task student behaviors (Whitt-Glover, Ham, & Yancey, 2011). The previous research on physical activity and behavior tended to show that there was a connection. There is a positive relationship between the quantity and intensity of physical activity and its impact on behavior.

Student behavior is a topic that has been researched for many years and one that will continue to be researched for years to come. What seems to be clear from the research is that there is a positive correlation between physical activity and student behavior (Mahar et al., 2006). What has not yet been looked at is which type of physical activity is most effective to produce these positive on-task behaviors. What is clear from the research is that in order to have an effective classroom in which students are following the rules and are on task, there needs to be student buy-in (Walther-Thomas & Brownell, 1999). In order for students to buy in, they need to be part of the process in creating the expectations and consequences. Once the class has a firm set of rules and consequences in place, it is then the role of the teacher to organize how the class will be set up to best foster learning and on-task behaviors.

Instant activities have been used for a number of years as an alternative to the traditional physical education warm-up because they provide students with a fun instant way to be active and exercise. What has not been researched is the link between the use of instant activities and student behavior. Since students seem to enjoy instant activities and the diversity that they bring to the learning environment, would student participation

in these activities produce fewer off-task behaviors in students? The purpose of this research study was to examine instant activities as a physical education classroom warm-up and their impact on student behavior during the class period for students in elementary physical education.

### **Chapter 3: Research Design and Methods**

This research study examined the correlation between student behavior and instant activities in the physical education classroom. This is an important research study because educators are continuously looking for ways to keep students on-task and actively engaged in the lesson content. The data gathered from this research study could not only impact the way in which the physical education classroom is organized but also have an impact on the elementary classroom environment. This study assessed how the use of instant activities as a physical education classroom warm-up impacts student behavior during the elementary physical education class period..

#### **Participants**

This study included two fourth grade classes with both boys and girls. There were 28 students in class A and 28 students in class B for a total of 56 participants in this study. This study was conducted in a gymnasium at an elementary school in Ann Arbor, Michigan. Approval from the Institutional Review Board (IRB) of Eastern Michigan University Human Subjects Review Committee was obtained prior to the start of the study (see Appendix A). The students participating in this study signed informed assent and abided by the criteria set up by the researcher for the data collection for this study (see Appendix C). Parents also signed informed consent forms allowing their students to participate in this study (see Appendix B). The researcher obtained informed consent the

second week of January 2014 by sending home both student and parent consent forms to families in the students' homework folders.

### **Instruments**

Both classes participated in this study during their regular physical education class period times. All class periods were videoed and then reviewed by the researcher following the class period using the behavior-coding instrument (see Appendix D). The researcher also live coded the observed off-task behaviors during the class periods using the behavior-coding instrument (see Appendix D). A combination of video recording and live coding were used to gather data. The reason for this was that there were areas of the gym that were not able to be recorded on camera due to the dimensions of the gym and the availability of video cameras. These areas were clearly marked on the floor with tape for the researcher who was live coding. When live coder observed off-task behaviors in these areas that were not caught on camera, a note was marked on the data form to identify this. The rest of the areas of the gym were coded through reviewing video recordings.

All of the data sheets and video recordings were key locked in a cabinet located in the physical education office. The only person that had access to the key-locked cabinet was the researcher. The cabinet remained locked at all times and was unlocked only when items were being placed in it or removed from it. The researcher was the only person that used the physical education office, and the only other person that had access to the physical education office was the custodian. Once the research study was over and the videos were no longer needed, they were destroyed and then disposed of. The destroyed videos were placed in a key-locked trash bin that is used by the Ann Arbor

Public School District for confidential items that need to be disposed of. Periodically, a company came to the school to properly and safely dispose of these items. The researcher reviewed the video of the lessons to record the number of off-task student behaviors throughout the lesson. The researcher also live coded the observed off-task behaviors during the class periods. A rubric was used that outlined what off-task behaviors were looked at and what the characteristics were for these behaviors (see Appendix D). The rubric was created based on the “*Responsive Classroom Student Behavioral Model*” that is currently being used at the elementary school and that is known by all students at the school (“*Responsive Classroom*,” 2014). Selected elements of the “*Responsive Classroom Student Behavioral Model*” had been used at this school for three years. The off-task behaviors that were on the rubric included talking out of turn, not following the directions, and not facing the teacher during instructional time (see Appendix D). These off-task behaviors have been identified in a collaborative process with the teacher and the students. As part of the “*Responsive Classroom Student Behavioral Model*,” the creation of the classroom rules should be a collaborative process (“*Responsive Classroom*,” 2014). In previous years students have come to a consensus on these three off-task behaviors. On the first day of class this school year, the teacher shared with the class his hopes and dreams for the school year. Then students were asked to come up with their hopes and dreams for the school year. Following this conversation a connection was made between the students hopes and dreams and the established classroom rules. After the connection had been made between the students hopes and dreams and the rules, a connection was established between the rules and concrete behaviors (“*Responsive Classroom*,” 2014). While reviewing each videoed lesson, the

researcher tallied each type of off-task behavior and then totaled the off-task behaviors for each class.

### **Procedures**

The research study began in February 2015 and lasted for two month. Each class participated in this study for a total of sixteen class periods. At the elementary school where the study took place, each class came to physical education twice a week for 30 minutes. The first time that classes came to the physical education classroom was on Wednesday afternoons. Class B came to the physical education classroom from 2:38 p.m.–3:08 p.m. from their classroom. Class A then came right after them from 3:10 p.m.–3:40 p.m. from music class. The second time that classes came to the physical education classroom for the week was on Friday mornings. Class A came to the physical education classroom from 9:27 a.m.–9:57 a.m., following music class. Class B came to the physical education class from 8:55 a.m.–9:25 a.m. from their classroom. The study took place in the gymnasium where all physical education classes were held, and each lesson that was taught was recorded by a video camera. Class A was randomly selected by the flip of a coin as the control group. This group did not participate in a warm-up activity. Instead they entered the gym and listened to the teachers' instructions for the day. Class B was the treatment group that participated in an instant activity on a daily basis. Prior to the beginning of this study students in the treatment group were taught four different instant activities and what the routines were for participating in these activities (see Appendix F). The first activity that was used in this study was "Everyone Is It Tag." This instant activity has been modified based on the activity "Everybody's It." This is an activity in which everyone is moving safely around the gym and is trying to tag

as many other students as possible. This activity is used to improve the skill themes of dodging, fleeing, and chasing (Quinn & Carr, 2013). The second instant activity that was used in this study was an activity called “The Cheese Factory.” “The Cheese Factory” activity is an instant activity that is based on the skill theme approach (Graham, Holt/Hale, & Parker, 2012). “The Cheese Factory” activity focuses on the skill themes of chasing, dodging, and fleeing. This activity has been modified from the activity of continual fleeing and chasing with a large group. In this activity a few students are taggers and the rest are dodgers. The third instant activity that was used in this study is called “Tunnel Tag.” “Tunnel Tag” is an activity that has been modified from Graham, Holt/Hale and Parker (2012). The skill theme is chasing, fleeing, and dodging. “Tunnel Tag” was modified from the activity continually fleeing and chasing with a large group. In the activity “Tunnel Tag”, three students are the taggers and the rest of the students are the dodgers. The last instant activity that was used was “Pac Man Tag,” which is an activity that has been modified from the skill theme approach model for physical education. This activity has been modified from the chasing, fleeing, and dodging theme. The original activity of continually fleeing and chasing with a large group has been modified in order to get and maintain student interest. In this activity three students are taggers and two students are rescuers, while the rest of the class are dodgers.

When the classes came to the gym, a sign was put up with the name of the instant activity that students were participating in for warm-up. Once students had seen the sign they then entered the gym and began the instant activity. Instant activities were rotated weekly. This means that each class participated in each of the four instant activities four times because there were sixteen total class periods during this study. The researcher

reviewed the video of the lessons following each lesson taught. The researcher used the off-task behavior form to track and record the number of off-task behaviors by each of the participating classes in the study.

### **Design**

Approval from the Institutional Review Board (IRB) of Eastern Michigan University Human Subjects Review Committee was obtained prior to the start of the study (see Appendix A). The students participating in this study signed informed assent and abided by the criteria set up by the researcher for the data collection for this study (see Appendix C). Parents also signed informed consent forms allowing their children to participate in this study (see Appendix B). The researcher obtained informed consent the second week of January 2015 by sending home both student and parent consent forms to families in the students homework folders. All of the data sheets and video recordings were key locked in a cabinet located in the physical education office. The only person that had access to the key-locked cabinet was the researcher. The cabinet remained locked at all times and was unlocked only when items were being placed in it or removed from it. The researcher was the only person that used the physical education office and the only other person that had access to the physical education office was the custodian. Once the research study was over and the videos were no longer needed, they were destroyed and then disposed of. The destroyed videos were placed in a key-locked trash bin that is used by the Ann Arbor Public School District for confidential items that need to be disposed of. Periodically, a company would come to the school to properly and safely dispose of these items.

This research study used a quasi-experimental design to estimate the impact of an intervention on a target population. For this study the target population was elementary school physical education students and the intervention was the use of an instant activity to decrease off-task behaviors.

The difference between a quasi-experiment and other experiments is that the random assignment of treatment and control groups was not used. However, the administrator had the power to assign which group was the control group (Shadish, Cook, & Campbell, 2002). Specifically this research study was a nonequivalent-group design in which different participants receive different treatments. The effectiveness of the treatments is evaluated by comparing the behaviors of the participants across the groups (Reichardt, 2009).

The quasi-experimental design was used for this research design because of practical constraints. It would not be possible to randomly assign students to different groups because they would have to come to the physical education class with their specific class. There are disadvantages to a quasi-experimental design. The main weakness of this design is that because participants are not randomly assigned, there is a greater chance for outside factors affecting the results produced by the treatment group (Shadish et al., 2002). The quasi-experimental design had been used in a variety of research studies in physical education. One study that is similar to the current proposed research study was a study performed by the research team of Sallis et al. (1997). Researchers studied the SPARK physical education program and its effects on physical activity and fitness in elementary school students. This quasi-experiment had two intervention groups and one control group. The one difference between the 1997 study

and the current research study is the length of time and the number of intervention groups.

Another quasi-experiment that has similarities to the current proposed research study was a study by Hunter, Tully, Davis, Stevenson, and Kee (2013). This research team wanted to investigate the benefits of financial incentives on increasing physical activity in adults at the workplace. In this study there were two groups: a control group that received no financial benefits and an intervention group that received financial benefits.

In the current study, two classes were studied over a two-month period. Each class came to the physical education classroom twice a week for 30 minutes. Each class participated in this study for a total of sixteen class periods. The independent variable in this study was the type of warm-up, no warm-up, or instant activity. The dependent variable in this study was student behavior. In particular, we observed the number of off-task student behaviors during a class period. These off-task behaviors are part of the “*Responsive Classroom Approach*” that is set up in the school. The “*Responsive Classroom Approach*” has been shown to have a positive impact on a students’ social and academic competence. Children who were in classes, in which “*Responsive Classroom*” practices were used scored higher in areas of social skills, standardized reading tests and academic competence tests (Brock, Nishida, Chiong, Grimm, & Rimm-Kaufman, 2008).

### **Data Analysis**

The data that was recorded was the number of off-task behaviors by students in both classes. Data was recorded for each class using the Off-Task Behavior Form (see Appendix D). Three off-task behaviors were recorded when reviewing the video of the

classes, and they included talking out of turn, not following directions, and not facing the teacher during instructional time. Each one of these off-task behaviors were recorded in a column on the Off-Task Behavior Form and totaled for each class period. There was also a category for the total number of off-task behaviors for the whole class during the class period. On the Off-Task Behavior form there was a column to identify each individual student, which helped in identifying whether or not there were repetitive off-task behaviors occurring by only a few students or if it was equally distributed amongst students in the classes. In order to keep students' names private, they were listed by a number in reverse alphabetical order. The data was collected for each class for a total of sixteen class periods. Data totals for each class period were tracked on the Off-Task Data Form (see Appendix E). Since both classes came to the physical education classroom once in the morning and once in the afternoon every week, data was also collected separately by time of day to see if there was a relationship with student behavior and time of the physical education class.

Once all the data was collected for the sixteen class periods, there was an analysis of the data to see if there was a relationship between instant activities and student behavior. The study used a two-sample t-test for independent samples to examine the mean number of off-task behaviors between the control group and treatment group. The tests looked at the mean number of total off-task behaviors for the entire study. The tests also looked at the mean number of off-task behaviors for each class based on when they came to the physical education classroom (morning or afternoon). Independent samples t-tests should be used when investigating difference between two independent groups (Morgan, Leech, Gloeckner, & Barrett, 2012). In a similar research design by Hunter et

al. (2013) in which they used a control group and an intervention group to look at the impact of the intervention, they used independent samples t-tests to interpret their data as well. This study also analyzed the relationship of the data by running the Pearson product moment correlation to see if there was a linear relationship between the variables in this study (Morgan, Leech, Gloeckner, & Barrett, 2012). In order to run the statistical analysis for this data, Statistical Package for Social Science (SPSS) version 21 was used on a Mac OS X Machine at Eastern Michigan University.

#### **Chapter 4: Results**

This study utilized an Off-Task Behavior Form (see Appendix D) to gather data for sixteen class periods. This research study used a quasi-experimental design to estimate the impact of an intervention on a target population. For this study the target population was elementary school physical education students and the intervention was the use of instant activities to decrease off-task student behaviors. The difference between a quasi-experiment and other experiments is that random assignment to treatment and control groups is not used. However, the administrator has the power to assign which group is the control group (Shadish, Cook, & Campbell, 2002). Specifically this research study was a nonequivalent-group design in which different participants receive different treatments. The effectiveness of the treatment was evaluated by comparing the behaviors of the participants across the groups (Reichardt, 2009). Data was gathered with a combination of live coding as well as review of video recording. The researcher gathered data on the number of off-task behaviors for a class period for two separate classes.

Class A was the control group, which did not participate in instant activities, and Class B was the treatment group, which did participate in instant activities. The treatment group came to the physical education classroom from 2:38 p.m.–3:08 p.m. from their classroom on Wednesdays. The control group then came right after the treatment group from 3:10 p.m.–3:40 p.m. from music class. The second time that classes came to the physical education classroom for the week was on Friday mornings. The treatment group came to the physical education classroom from 8:55 a.m.–9:25 a.m., from their classroom. The control group came to the physical education class from 9:27 a.m.–9:57 a.m., from music class. Off-task behaviors were created in a collaborative process between the teacher and students based on the “*Responsive Classroom Student Behavioral Model*” that is currently being used at the elementary school and that is known by all students at the school (“*Responsive Classroom*,” 2014). Selected elements of the “*Responsive Classroom Student Behavioral Model*” had been used at this school for two years.

The off-task behaviors that were observed in this study included talking out of turn, not facing the teacher during instructional time, and not following directions the first time. Under the category of not following the directions the first time there were four sub-categories which included respecting yourself and others, demonstrating self-control at all times, listening carefully and following the directions the first time, and cooperating with others. The relationship between off-task behaviors and participation in an instant activity are reported in this chapter. Additionally, the relationship between time of day and participation in physical education class was also reported to see if there was any connection between when students participate in physical education and the

impact that it may have had on their behavior. Statistical Package for Social Science (SPSS) version 21 was used for a statistical analysis of the data to answer the research questions posed in this study. The researcher used a two-sample t-test for independent samples to examine the mean number of off-task behaviors between the control group and treatment group (Morgan, Leech, Gloeckner, & Barrett, 2012).

### **Study Results**

The research hypothesis was that the use of instant activities as a warm-up in an elementary physical education classroom would reduce the number of off-task student behaviors throughout the class period. The data did not support the hypothesis in this particular study. For sixteen class periods the class that did not participate in instant activities had fewer off-task behaviors than that of the class that did participate in the instant activities. Each class participated in this study for sixteen class periods, and each class period was 30 minutes in length. Each class had 28 students participate in this study.

Table 1 is the data table for off-task behaviors for the treatment group, which participated in instant activities for sixteen class periods. Table 2 is the data table for the control group, which did not participate in instant activities during this study. The data tables show the total number of off-task behaviors recorded for each class period, as well as the total for the entire study for both groups. The data tables also show each type of off-task behavior recorded and a total for each of these groups. Based on the data, not facing the teacher was the off-task behavior that was performed the least by both groups. The off-task behavior that was performed the second fewest was talking out of turn. The off-task behavior that was performed the most throughout the study was not following the

directions. The main reason that not following directions had such a large quantity of off-task behaviors was due to the subcategory of four rules that were a part of this behavior. These rules included respecting yourself and others, demonstrating self-control at all times, listening carefully and following the directions the first time, and cooperating with others. The treatment group, which participated in instant activities on a daily basis, had a range of 58–162 total off-task behaviors per class period ( $M = 95.8$ ,  $SD = 27.2$ ). While the control group, which did not participate in instant activities on a daily basis, had a range of 34–160 total off-task behaviors per class period ( $M = 77.4$ ,  $SD = 34.2$ ).

Table 1

*Data Table for Off-Task Behaviors for Instant Activities Group*

Class	Date	Talking out of turn	Not following the directions	Not facing the teacher	Total
1-IA	2/11/15	29	94	16	139
2-IA	2/13/15	86	70	6	162
3-IA	2/25/15	25	69	20	114
4-IA	2/27/15	33	62	8	103
5-IA	3/4/15	15	66	8	89
6-IA	3/6/15	20	62	9	91
7-IA	3/11/15	15	39	4	58
8-IA	3/13/15	5	75	3	83
9-IA	3/18/15	33	38	12	83
10-IA	3/20/15	37	35	7	79
11-IA	4/1/15	27	76	8	111
12-IA	4/15/15	18	47	14	79
13-IA	4/17/15	31	36	6	73
14-IA	4/29/15	30	65	10	105
15-IA	5/1/15	34	26	1	61
16-IA	5/8/15	62	38	3	103
TOTALS		500	898	135	1533

Table 2

*Data Table for Off-Task Behaviors for No Instant Activities Group*

Class	Date	Talking out of turn	Not following the directions	Not facing the teacher	Total
1-NoIA	2/11/15	32	116	12	160
2-NoIA	2/13/15	68	45	4	117
3-NoIA	2/25/15	38	40	7	85
4-NoIA	2/27/15	42	41	8	91
5-NoIA	3/4/15	25	62	10	97
6-NoIA	3/6/15	14	37	8	59
7-NoIA	3/11/15	12	32	3	47
8-NoIA	3/13/15	9	33	3	45
9-NoIA	3/18/15	13	34	5	52
10-NoIA	3/20/15	28	26	5	59
11-NoIA	4/1/15	59	44	11	114
12-NoIA	4/15/15	21	34	7	62
13-NoIA	4/17/15	19	15	0	34
14-NoIA	4/29/15	25	78	3	106
15-NoIA	5/1/15	4	47	5	56
16-NoIA	5/8/15	41	14	0	55
TOTALS		450	698	91	1239

Table 3 shows the mean score for total off-task behaviors for each group. The class that did participate in instant activities on a daily basis had an average of 95.8 ( $SD = 27.2$ ) total off-task behaviors per class. The class that did not participate in instant activities on a daily basis had an average of 77.4 ( $SD = 34.2$ ) total off-task behaviors per class. Table 3 provides the statistical data for the difference between off-task behaviors in the instant activities group compared to the no instant activities group. The selected level of significance for this study was  $p < .05$ . There was no significant relationship between instant activities and student off-task behaviors ( $t(30) = 1.68, p < .05$ ).

Table 3

*Mean Number of Total Off-Task Behaviors Between Groups*

Group Statistics					
Group		N	Mean	Std. Deviation	Std. Error Mean
Off-Task Behaviors	Instant Activity	16	95.81	27.228	6.807
	No Instant Activity	16	77.44	34.207	8.552

Independent Samples Test					
		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Off-Task Behaviors	Equal variances assumed	1.624	.212	1.681	30
	Equal variances not assumed			1.681	28.563

Independent Samples Test					
		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	
Off-Task Behaviors	Equal variances assumed	.103	18.375	10.930	
	Equal variances not assumed	.104	18.375	10.930	

Independent Samples Test					
		t-test for Equality of Means			
		95% Confidence Interval of the Difference			
		Lower		Upper	
Off-Task Behaviors	Equal variances assumed			-3.947	40.697
	Equal variances not assumed			-3.995	40.745

While conducting this research study, there was another research question that came into focus at a secondary level because of how the class schedules were set up. Each class had the opportunity to come to the physical education class twice a week once in the morning and once in the afternoon. A secondary question emerged while examining the corpus of the data. Does the time of day that classes participate in physical education affect off-task behaviors? Tables 4 and 5 provide data based on when each group came to class. Table 4 provides off-task behavior data between groups when they came to the physical education classroom in the morning. Table 5 provides off-task behavior data between groups for the afternoon class periods.

Table 4

*Data Table for Off-Task Behaviors Between Groups in Morning*

Class	Date	Talking out of turn	Not following the directions	Not facing the teacher	Total
Morning					
1-IA	2/13/15	86	70	6	162
2-IA	2/27/15	33	62	8	103
3-IA	3/6/15	20	62	9	91
4-IA	3/13/15	5	75	3	83
5-IA	3/20/15	37	35	7	79
6-IA	4/17/15	31	36	6	73
7-IA	5/1/15	34	26	1	61
8-IA	5/8/15	62	38	3	103
TOTALS		308	404	43	755
1-NoIA	2/13/15	68	45	4	117
2-NoIA	2/27/15	42	41	8	91
3-NoIA	3/6/15	14	37	8	59
4-NoIA	3/13/15	9	33	3	45
5-NoIA	3/20/15	28	26	5	59
6-NoIA	4/17/15	19	15	0	34
7-NoIA	5/1/15	4	47	5	56
8-NoIA	5/8/15	41	14	0	55
TOTALS		225	258	33	516

Table 5

*Data Table for Off-Task Behaviors Between Groups in the Afternoon*

Class	Date	Talking out of turn	Not following the directions	Not facing the teacher	Total
Afternoon					
1-IA	2/11/15	29	94	16	139
2-IA	2/25/15	25	69	20	114
3-IA	3/4/15	15	66	8	89
4-IA	3/11/15	15	39	4	58
5-IA	3/18/15	33	38	12	83
6-IA	4/1/15	27	76	8	111
7-IA	4/15/15	18	47	14	79
8-IA	4/29/15	30	65	10	105
TOTALS		192	494	92	778
1-NoIA	2/11/15	32	116	12	160
2-NoIA	2/25/15	38	40	7	85
3-NoIA	3/4/15	25	62	10	97
4-NoIA	3/11/15	12	32	3	47
5-NoIA	3/18/15	13	34	5	52
6-NoIA	4/1/15	59	44	11	114
7-NoIA	4/15/15	21	34	7	62
8-NoIA	4/29/15	25	78	3	106
TOTALS		225	440	58	723

Based on the result, there was no significant difference between when the classes came to the physical education classroom and the number of off-task behaviors with a selected level of significance of  $p < .05$ . The difference was not significant for the treatment group ( $t(14) = -.20, p < .05$ ). The difference was also not significant for the control group ( $t(14) = -1.58, p < .05$ ). Table 6 shows the mean total off-task behaviors for the group that participated in instant activities on a daily basis. When the treatment group came to class in the morning, the average total of off-task behaviors was 94.3 ( $SD = 30.8$ ). When the same group came to class in the afternoon the average was 97.2 ( $SD = 25.1$ ). Table 7 shows the mean total off-task behaviors for the control group based on the time of day. When the control group came in the morning, the average total of off-task

behaviors was 64.5 ( $SD = 26.7$ ). When the control group came in the afternoon, the average total of off-task behaviors was 90.3 ( $SD = 37.5$ ).

Table 6

*Mean Total Off-Task Behaviors for Morning Instant Activities vs. Afternoon Instant Activities*

Group Statistics					
Group		N	Mean	Std. Deviation	Std. Error Mean
Off-Task Behaviors	Morning Instant Activity	8	94.38	30.868	10.914
	Afternoon Instant Activity	8	97.25	25.121	8.882

Independent Samples Test					
		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Off-Task Behaviors	Equal variances assumed	.019	.891	-.204	14
	Equal variances not assumed			-.204	13.445

Independent Samples Test				
		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Off-Task Behaviors	Equal variances assumed	.841	-2.875	14.071
	Equal variances not assumed	.841	-2.875	14.071

Independent Samples Test				
		t-test for Equality of Means		
		95% Confidence Interval of the Difference		
		Lower	Upper	
Off-Task Behaviors	Equal variances assumed		-33.054	27.304
	Equal variances not assumed		-33.171	27.421

Table 7

*Mean Total Off-Task Behaviors for Morning No Instant Activities vs. Afternoon No Instant Activities*

**Group Statistics**

Group		N	Mean	Std. Deviation	Std. Error Mean
Off-Task Behaviors	Morning No Instant Activity	8	64.50	26.705	9.442
	Afternoon No Instant Activity	8	90.38	37.573	13.284

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Off-Task Behaviors	Equal variances assumed	.917	.354	-1.588	14
	Equal variances not assumed			-1.588	12.634

**Independent Samples Test**

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Off-Task Behaviors	Equal variances assumed	.135	-25.875	16.297
	Equal variances not assumed	.137	-25.875	16.297

**Independent Samples Test**

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Off-Task Behaviors	Equal variances assumed	-60.829	9.079
	Equal variances not assumed	-61.187	9.437

Figure 1 shows a bar graph of each of the different subgroups and how they compare to each other with regards to off-task behaviors. This bar graph clearly shows that participating in an instant activity does not reduce off-task behaviors compared to not participating in an instant activity. In this study the data analysis also showed that there was not a significant difference between off-task behaviors and the time of day that classes participated in physical education class. However, there does appear to be a slight decrease in off-task behaviors from afternoon to morning even though it is not significant.

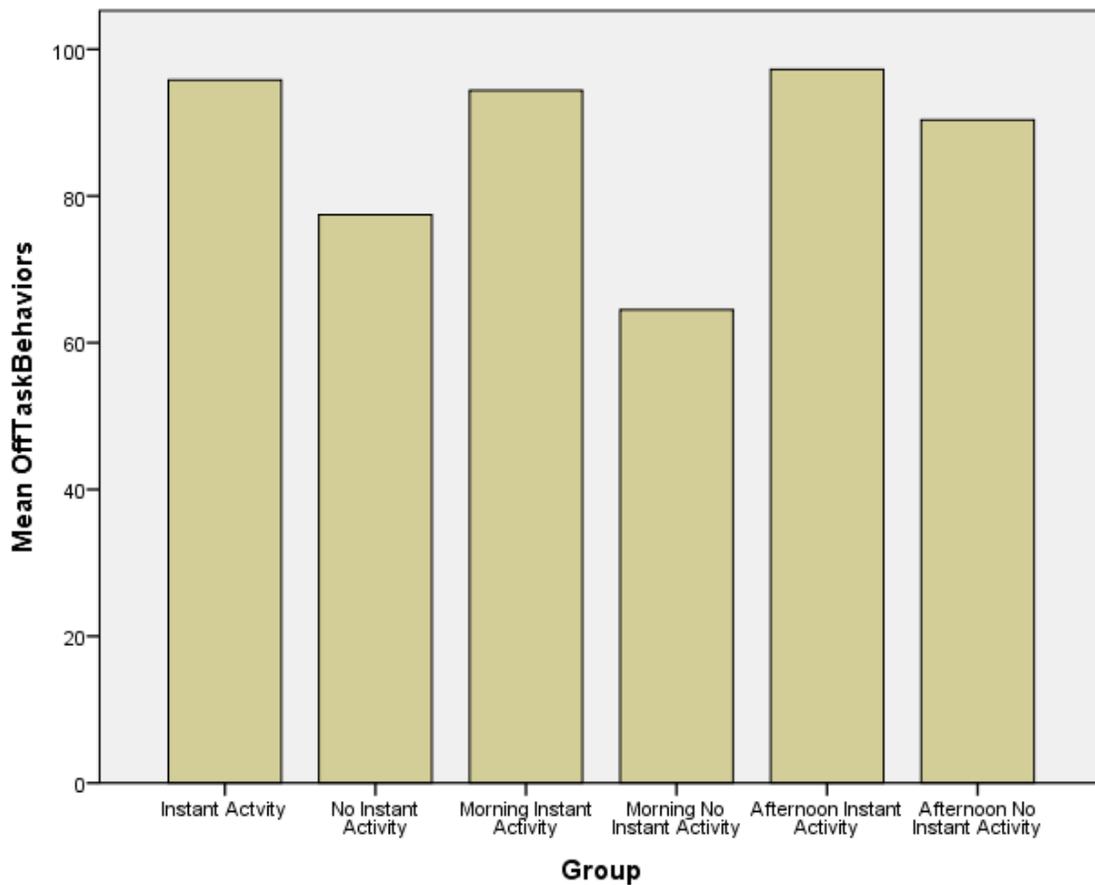


Figure 1. *Bar Graph Comparing Instant Activities vs. No Instant Activities and the Time of Day*

## **Chapter 5: Discussion**

The present study recorded the total number of off-task behaviors for students in two different physical education classes. The study used an Off-Task Behavior Form (see Appendix D) to live code and code from video recording. The goal was to see the relationship between instant activities and student behavior in the physical education classroom. The purpose of this chapter is to present the findings, conclusions, and recommendations resulting from the information gathered in this study. The research hypothesis for this study was that the use of instant activities in the physical education classroom would reduce the number of off-task behaviors for that class. There was another research question that was raised because of the configuration of class meeting times during this study,— does the time of day of when students participate in physical education class affect their behavior?

### **Summary of Procedures**

Data for this study were gathered using the Off-Task Behavior Form (see Appendix D) by reviewing video recordings of each lesson as well as live coding each lesson for areas of the gym that were beyond the view of the camera. Participants were asked to participate in physical education class as they normally would. Nothing was changed or altered. One class came to the physical education class and participated in an instant activity (see Appendix F) before the instructional period and the other class came directly in and began instruction for the day without an instant activity. Due to the configuration of this study, we were also able to look into the question of whether or not the time of day of when students participated in physical education affected student behavior. Through data analysis the researcher was able to examine the mean number of

off-task behaviors for each class based on when they came to the physical education classroom (morning or afternoon).

### **Summary of Findings and Discussion**

The research question in this study was developed and guided by the current academic literature on best practices in physical education. The following discussion presents the important findings of this study. It is important to note that this study was conducted at one elementary school with only two classes, so the findings of this study should not be generalized to all students. It is also important to note the rather high numbers with regards to off-task behaviors for each class. A variety of factors may have contributed to these numbers. A few factors that were observed by the researcher included that both classes had a student teacher in their classroom during the research study time. Each class having a student teacher may have had an impact on student behavior. The research study was also held at a time of the year when there were school breaks and special school celebrations. There were often times when classes would come for the study after a standardize testing period. These changes in the daily routines may have had an impact on student behavior as well. Lastly, there was an increased interest in the video camera instead of classroom instructions.

The current academic research on best practices in physical education indicates that there is a connection between movement and on task behavior. Research by Mahar et al. (2006) reported that students who received a ten-minute exercise break before academic instruction showed improved on-task class behaviors. Furthermore, in a study by Whitt-Glover, Ham, and Yancey (2011), substantial evidence showed that students who participated in “instant recess” in their classroom showed increased time spent in on

task student behaviors. According to Kovar, Combs, Campbell, Napper-Owen, and Worrell (2012), a quality physical education lesson has some type of introductory activity that lasts a short amount of time and gets the students active quickly. The findings of this study do not support the claim that the use of instant activities will reduce off-task behaviors.

In this study the class that participated in instant activities actually averaged more off-task behaviors than the class that did not. One factor that may have affected this outcome is with regards to transitions. The class that participated in the instant activities on a daily basis had an extremely difficult time with transitioning from the instant activity to the instructional period of class. This is intriguing because the goal of instant activities are to get the students moving immediately so that they can burn off energy while reducing the amount of time they are sitting or transitioning between tasks (Brown & Brown, 1999). However, in order for an instant activity to be effective, the teacher must establish a routine and expectations as to how the activities are to be executed (Rauschenbach & Vanoer, 1998). A routine and expectations for how the instant activities were to be executed was established before the study began, but from the findings of the study, it is clear that there was a miscommunication between the teacher and students with regards to the expectations for how to participate in instant activities. There could be a variety of explanations as to why the data from this study does not support the findings of the current research. One area that is extremely important is classroom management by both the classroom teacher and the physical education teacher. A factor that could have impacted the data in this study is the effectiveness of the classroom teacher for each of the classes in the study. According to Maranzo, Maranzo,

and Pickering (2003), the most important factor-affecting student learning is the teacher. Effective teaching and learning cannot take place in an ineffective classroom. According to the “*Responsive Classroom Approach*,” positive standards need to be in place for classroom behavior and each student should be held to the same standards. It is the role of the teacher to hold high expectations for all and to be consistent with all students (Sobel & Taylor, 2006). If classroom management strategies are not being used effectively and the classroom teacher is not holding students accountable to the classroom behavior standards, then student behavior may decline. If there is poor student behavior in the classroom in which students are in for most of their week, then there is a possibility that when they come to the physical education classroom for only twice a week for 30 minutes, there would be a carry over effect with regards to student behavior. It is important to note that both classes that participated in this study had student teachers in their classrooms at the time of the study.

The overarching theme from this research study was that there is no one-way to teach a physical education class. What works well with one class, does not always work well with another. In the physical education classroom, teachers are provided with a knowledge base over a variety of different curricula, and it is their responsibility to use professional decision making to decide which method to use and when to use it. The same can be said with the use of instant activities. One particular instant activity may work well with one class, but with another class, it maybe less effective.

The other area of this study that was researched was the time of day that students participated in physical education. Does the time of day that students participate in physical education affect student behavior? Currently, there is a lack of academic

literature on this topic and based on this study there was no significant relationship between time of day of participation and student behavior.

### **Limitations**

The first limitation of this research study is that there was not an even baseline between classes for student behavior. Each class was made up of different students, and each of those students could have had a variety of factors that went into their behavior on a daily basis beyond their participation in an instant activity. It is also a limitation of this study that individual students are not truly independent of other students. Students in a particular class could have impacted each other's behavior. For example, one student may misbehave and that triggers another student to be off-task and misbehave. The researcher also recognizes that this study is only being performed in one elementary school, which imposes limitations on the generalizability of the findings. The last major limitation to this study was how classes were coded. The researcher had to live code certain marked areas of the gym for observed off-task behaviors as well as review video recorded for each lesson. Due to the dimensions of the gym and the availability of video cameras, there were areas of the gym that were not recorded on camera. These areas were clearly marked on the floor with tape for the researcher during live coding. When live coding observed off-task behaviors in these areas that were not caught on camera, a note was marked on the data form to identify this. The rest of the gym was coded upon review of the video recording. This is a limitation because this was the first time that the researcher has ever live coded an entire class before, so accuracy of the coding could come into question. The researcher has had previous experience with live coding a fellow teacher as well as using the ALT-PE student coding form.

**Conclusion**

The following are the major findings of this study:

1. There was not a positive relationship with regards to the use of instant activities and a reduction in off-task behaviors by students.
2. There was no significant difference between the time of day that classes came to the physical education classroom and student behavior.

**Recommendations**

The main take away from this research study was that classroom instruction has to be individualized for every class and within that class for every student. No one class is the same; some classes may run more effectively with instant activities while others may run more effectively with direct teacher instruction at the beginning of class, it is the role of teachers to use their professional skill set to evaluate and implement what is most effective for each class.

The next step of this research is to examine teacher decision making for ways to begin class in order to more effectively meet the needs of the class, and thus hopefully improve student behavior and academic learning time. Further research should examine a variety of options for ways to begin class that can help with keeping students on task and actively involved in the lesson. Further research studies may want to repeat this study for a longer length of time as well as by using a larger sample population or multiple school sites and teachers to test for reliability and validity.

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APPENDICES

## Appendix A

## Study Consent Form

**RESEARCH @ EMU****UHSRC Determination: EXPEDITED INITIAL APPROVAL****DATE: December 24, 2014****TO: Jerry Leonard  
Eastern Michigan University****Re: UHSRC: # 689500-1  
Category: Expedited  
Approval Date: December 24, 2014  
Expiration Date: December 24, 2015****Title: Study of the Effectiveness of Instant Activities on Student Behavior  
in Elementary Physical Education**

Your research project, entitled **Study of the Effectiveness of Instant Activities on Student Behavior in Elementary Physical Education**, has been approved in accordance with all applicable federal regulations.

This approval included the following:

1. Enrollment of 55 subjects to participate in the approved protocol.
2. Use of the following study measures: Off Task Data Form; Off Task Behavior Form
3. Use of the following stamped recruitment materials: NA
4. Use of the stamped: Child Assent Form; Parental Informed Consent

**Renewals:** This approval is valid for one year and expires on December 24, 2015. If you plan to continue your study beyond December 24, 2015, you must submit a Continuing Review Form by November 24, 2015 to ensure the approval does not lapse.

**Modifications:** All changes must be approved prior to implementation. If you plan to make any minor changes, you must submit a **Minor Modification Form**. For any changes that alter study design or any study instruments, you must submit a **Human Subjects Approval Request Form**. These forms are available through IRBNet on the UHSRC website.

**Problems:** All major deviations from the reviewed protocol, unanticipated

problems, adverse events, subject complaints, or other problems that may increase the risk to human subjects **or** change the category of review must be reported to the UHSRC via an **Event Report form**, available through IRBNet on the UHSRC website

**Follow-up:** If your Expedited research project is not completed and closed after **three years**, the UHSRC office requires a new **Human Subjects Approval Request Form** prior to approving a continuation beyond three years.

Please use the UHSRC number listed above on any forms submitted that relate to this project, or on any correspondence with the UHSRC office.

Good luck in your research. If we can be of further assistance, please contact us at 734-487-3090 or via e-mail at [human.subjects@emich.edu](mailto:human.subjects@emich.edu). Thank you for your cooperation.

Sincerely,

Joan Cowdery, PhD  
Vice Chair  
University Human Subjects Review Committee

## Appendix B

### Parental Consent Form

**Eastern Michigan University  
School of Health Promotion and Human Performance**

**PARENTAL CONSENT FORM  
(Parent Consent)**

The person in charge of this study is J.R. Leonard. I am student at Eastern Michigan University. My faculty adviser is Roberta Faust. Throughout this form, this person will be referred to as the “investigator.”

#### **Purpose of the study**

- The purpose of this research study is to learn more about the use of instant activities as part of the physical education curriculum with regards to student behavior.
- Instant activities are fun, creative, and simple in nature, warm-up activities. These activities allow students to move quickly with little teacher explanation and minimal equipment set up.

#### **What will happen if my child participates in this study?**

Participation in this study involves

- He or she will be asked to come to the physical education classroom as normally scheduled with their class and participate in class as they normally would.
- He or she will participate in the study for a total of sixteen class periods.
- We would like to video record your child for this study. If your child is video recorded, it will be possible to identify him or her through his or her voice/image. If you agree to allow your child to be video recorded, sign the appropriate line at the bottom of this form.
- Each class period will be videoed and then the researcher will review the lesson looking at the relationship between instant activities and student behavior.
- Mr. Leonard along with Roberta Faust will be the only individuals’ reviewing these videotapes. The lessons that are videoed will not be published for the general public to view.
- The videotapes and data logs will be locked in a key locked cabinet in the physical education office. Mr. Leonard will be the only one that has access to this cabinet.

- Once the videotapes are no longer needed they will be destroyed and then disposed of.

**What are the anticipated risks for participation?**

- There are no known risks to your child for participating in this study beyond those typically associated with participation in the physical education classroom. All school policies and procedures will be followed.

**Are there any benefits to participating?**

- You and your child will not directly benefit from participating in this research.
- Benefits to society include learning further about the relationship between the use of instant activities and student behavior.

**What are the alternatives to participation?**

- The alternative is not to participate.
- Participation in this study is completely voluntary.
- An alternative activity will be given to your child while his/her classmates participate in the study.
- Your son or daughter may stop participating in the study at any time.

**How will my information be kept confidential?**

- We will keep your child's information confidential by not putting your child's name on anything. Your child's participation in this study is strictly confidential. Only the project investigator and adviser will have access to the class lists. The results will be reported with all of the students' data combined; therefore, your son/daughter's information will NOT be identifiable. Student information will be stored in a key locked cabinet in the physical education office. Mr. Leonard will be the only one that has access to this cabinet. Once the videotapes and data sheets are no longer needed they will be destroyed and then disposed of.
- We will make every effort to keep your child's information confidential, however, we cannot guarantee confidentiality. There may be instances where federal or state law requires disclosure of your child's records.
- Other groups may have access to your child's research information for quality control or safety purposes. These groups include the University Human Subjects

Review Committee, the Office of Research Development, the sponsor of the research, or federal and state agencies that oversee the review of research. The University Human Subjects Review Committee is responsible for the safety and protection of people who participate in research studies.

- We may share your child's information with other researchers outside of Eastern Michigan University. If we share your child's information, we will remove any and all identifiable information so that your child cannot reasonably be identified.
- The results of this research may be published or used for teaching. Identifiable information will not be used for these purposes.

### **Storing study information for future use**

We would like to store your child's information from this study for future use related to physical education. Your child's information will be labeled with a code and not your child's name. Your child's information will be stored in a password-protected or locked file. Your child's de-identified information may also be shared with researchers outside of Eastern Michigan University. Please initial below whether or not you allow us to store your child's information:

\_\_\_\_\_ Yes

\_\_\_\_\_ No

### **Are there any costs to participation?**

- Participation will not cost you or your child anything.

### **Will my child be paid for participation?**

- Your child will not be paid to participate in this research study.

### **Study contact information**

If you or your child has any questions about the research, you can contact the Principal Investigator, J.R. Leonard, at [leonardj@aaps.k12.mi.us](mailto:leonardj@aaps.k12.mi.us) or by phone at (734) 355-4009. You can also contact J.R. Leonard's adviser, Roberta Faust, at [rfaust@emich.edu](mailto:rfaust@emich.edu) or by phone at (734) 395-9717.

For questions about your child's rights as a research subject, contact the Eastern Michigan University Human Subjects Review Committee at [human.subjects@emich.edu](mailto:human.subjects@emich.edu) or by phone at 734-487-3090.

**Voluntary participation**

Participation in this research study is your and your child's choice. Your child either will be asked independently for assent or his or her dissent will be respected. You and your child may refuse to participate at any time, even after signing this form, with no penalty or loss of benefits to which you and your child are otherwise entitled. You and your child may choose to leave the study at any time with no loss of benefits to which you and your child are otherwise entitled. If you and your child leave the study, the information your child provided will be kept confidential. You and your child may request, in writing, that your child's identifiable information be destroyed. However, we cannot destroy any information that has already been published.

**Statement of Consent**

I have read this form. I have had an opportunity to ask questions and am satisfied with the answers I received. I give my consent to for my child to participate in this research study.

**Signatures**

---

Name of Child

---

Name of Parent/Guardian

---

Signature of Parent/Guardian

---

Date

I agree to allow my child to be video recorded for this study.

---

Signature of Parent/Guardian

---

Date

I have explained the research to the parent and answered all his/her questions. I will give a copy of the signed consent form to the parent.

---

Name of Person Obtaining Consent

---

Signature of Person Obtaining Consent

---

Date

## Appendix C

### Student Assent Form

**Eastern Michigan University  
School of Health Promotion and Human Performance**

**INFORMED ASSENT FORM  
(Student Assent)**

#### **Introduction**

- My name is J.R. Leonard and I am doing a research study to learn more about the use of Instant Activities as part of the physical education curriculum with regards to student behavior. Research studies help us answer questions and learn more about things we don't know.
- I'm going to tell you a little about my study. You can ask me questions about the study at any time. After I tell you about my study, you can let me know if you want to be in it.

#### **Study Procedures**

- If you want to be in the study, we will ask you to come to the physical education classroom as normally scheduled with your class and participate in class as you normally would. You will participate in the study for a total of sixteen class periods. Each class period will be video taped and then I will review the lesson looking at the relationship between instant activities and student behavior.

#### **Risks/Confidentiality**

- There are no known risks to you participating in this study beyond those typically associated with participation in the physical education classroom. All school policies and procedures will be followed.
- Mr. Leonard along with EMU graduate professors will be the only individuals reviewing these videotapes. The lessons that are videotaped will not be published for the general public to view.
- The videotapes and data logs will be locked in a key locked cabinet in the physical education office. Mr. Leonard will be the only one that has access to this cabinet.
- Once the videotapes are no longer needed they will be destroyed and then disposed of.
- You will not be asked to put your name on anything.
- No one other than the research staff at Eastern Michigan University and Mr. Leonard will see the videotaped lessons.

#### **Voluntary Participation**

- It is your choice to participate. You can say Yes or No.
- No one will be mad or unhappy if you say No.
- You can say Yes and then say No later if you want to stop.
- You can say No at any time.
- You can ask me any questions at any time about this study.

**Statement of Assent**

I have read this form. I have had an opportunity to ask questions and am satisfied with the answers I received. I give my assent to participate in this research study.

**Signature**

---

Name of Child

---

Signature of Child

---

Date

## Appendix D

## Off-Task Behavior Form

**Off Task Behavior Form****Talking out of turn**

Students who talk out of turn when not called upon by the teacher.

**Not following the directions the first time**

Students who do not follow the rules of the physical education classroom the first time. These rules have been created by the physical education teacher and the class at the beginning of the school year. They include;

- 1.) Respect yourself and others
- 2.) Demonstrate self-control at all times
- 3.) Listen carefully and follow the directions the first time
- 4.) Cooperate with others

**Not facing the teacher during instructional time**

These are students who are not facing the teacher during the verbal and visual instructional time before the practice time.

<b>Period</b>	<b>Talking out of turn</b>	<b>Not following the directions</b>	<b>Not facing the teacher</b>	<b>Total off-task behaviors</b>
<b>Student ID</b>				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
TOTALS				

## Appendix E

## Off-Task Data Form

**Comprehensive Data Form**

<b>Date / Time / Class</b>	<b>Talking out of turn</b>	<b>Not following the directions</b>	<b>Not facing the teacher</b>	<b>Total off-task behaviors</b>
1.)				
2.)				
3.)				
4.)				
5.)				
6.)				
7.)				
8.)				
9.)				
10.)				
11.)				
12.)				
13.)				
14.)				
15.)				
16.)				
<b>TOTALS</b>				
1.)				
2.)				
3.)				
4.)				
5.)				
6.)				
7.)				
8.)				
9.)				
10.)				

11.)				
12.)				
13.)				
14.)				
15.)				
16.)				
TOTALS				

## Appendix F

### Instant Activities Descriptions

#### **Instant Activities**

- **These four instant activities were taught to the classes prior to the research study.**
- **A sign was put on the door telling the students which instant activity they will participate in for that day.**

#### **Tunnel Tag**

**Objective:** Dodging, Fleeing and Chasing

Give 3 green GATOR BALLS to three students in the class, their job is to go around and tag people. If you get tagged you make a tunnel with your legs and freeze. The only way you can get back in the game is if someone in the class who hasn't been tagged crawls through your legs (Graham, Holt/Hale, & Parker, 2012).

#### **Everyone Is It Tag**

**Objective:** Dodging, Fleeing and Chasing

In this game everyone is it and can tag students but also everyone can unfreeze students who have been tagged. Make sure to remind students to stay under control and show them the correct way to tag another person (Quinn & Carr, 2013).

#### **Pac Man Tag**

**Objective:** Dodging, Fleeing and Chasing

This is a tag game played on the lines of the basketball court, THEY HAVE TO STAY ON THE LINES! Green ball people are "PAC MAN" they go around and try to tag people in the class that are moving around. If you get tagged you sit down where you have been tagged. Yellow ball people are "SAVERS" they go around and save people who have been tagged by PAC MAN by touching them on the head. PAC MAN cannot tag SAVERS. Make sure to stop the game several times to switch who gets to be PAC MAN and SAVERS (Graham, Holt/Hale, & Parker, 2012).

**The Cheese Factory**

**Objective:** Dodging, Fleeing and Chasing

Give three students in the class a gator ball they are the cats. They are allowed to run anywhere in the gym except for past the black baselines on the north and south walls, these areas are the cheese factories. The rest of the class will start in one of the cheese factories. On your command say go, students are going to try and run from one cheese factory to another with out getting caught by a cat. Every time you make it to a cheese factory you earn a piece of cheese and you can stay there and rest for ten seconds. The middle of the gym is the field between the cheese factories, every time you make it to a cheese factory eat your cheese and keep track of how many cheeses you earn. When the cat tags you start back over at zero cheeses. Make sure to switch cats (Graham, Holt/Hale, & Parker, 2012).

## Appendix G

## Lesson Plans

***EASTERN MICHIGAN UNIVERSITY***  
***School of Health Promotion and Human Performance***  
**LESSON PLAN FORM**

Teacher J.R LeonardActivity: Personal and Social ResponsibilityClass Length: 30 min. Number in class: 27 GradeLevel 4thDay/Date Wed. 2/4 Inclusion Learners: \_\_\_\_\_Lesson: # 1 of 2

<b>SET UP OF ENVIRONMENT/MATERIALS OR EQUIPMENT and SAFETY CONSIDERATIONS</b>
---

**We will be inside the gym for today's Social Responsibility Learning activity.  
I will make sure that the gym is safe and that there are no objects in the area that may cause injury.**

**One parachute**

**Citation of References and Resources used in this lesson: (APA 6<sup>th</sup> edition format)**

Metzler, M. W. (2011). Instructional models for physical education (3rd edition).  
Scottsdale, Arizona: Holcomb Hathaway.

SHAPE America. (2013). Grade-level outcomes for K-12 physical education. Reston,  
VA: Author.

**National Standard(s) focused upon in this lesson: (Write it out)**

**Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

**Michigan Grade Level Content Expectations GLECS or MMCEs focused upon in this lesson: (Code numbers with phrases)**

**STANDARD 5**

**Strand – Content Knowledge**

**Domain: Personal/Social Behaviors**

K.PS.04.01 Students will identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.

**LEARNER OUTCOMES/COMPETENCIES/BEHAVIOR OBJECTIVES**

(as a result of lesson the students will be able to ...)

**Psychomotor:** (perform, demonstrate, show, do)

Technical: Students will demonstrate the ability to perform various movement activities while demonstrating their personal/social traits of responsibility and cooperation.

Tactical: Students will demonstrate the ability to perform various movement activities while demonstrating the personal/social traits of cooperation and responsibility in a dynamic setting.

**Cognitive:** (understand, know, recite, explain, analyze, tell steps, provide reasons, strategize, solve problems, research)

Technical: Students will demonstrate understanding of what it means to be responsible and to cooperate with others.

Tactical: Students will demonstrate understanding of what it means to be responsible and to cooperate with others through individual questioning of students before, during and after the lesson.

**Affective:** (cooperate, share, lead, follow, collaborate, create, follow directions, appreciate, enjoy, persist, play fairly, show empathy compassion or caring)

Technical: Students will demonstrate positive participation, responsibility and cooperation while participating in all physical education class activities.

Tactical: Students will be able to demonstrate personal responsibility while participating in all movement tasks and students will also be able to demonstrate cooperation with others while participating in group movement activities.

TIME (min.)	Activities (what)	ORGANIZATION: PROCEDURES (how)	TEACHING POINTS: NOTES
4 min.	Instant Activity	Pac Man Tag; See attachment of list of instant activities for this study.	3 Taggers; Pac Man 2 Savers; Rescuers
3 min.	Introduction: Responsibility and Cooperation	Students will stop the instant activity and sit at North Penguin Island. We will begin by discussing what it means to be responsible and cooperate with others. I will ask facilitating questions to gauge prior knowledge. We then will discuss today's activity and what the rules are for the activity. I will ask facilitating questions to make sure the students are clear on the expectations.	Responsible: - Following the Rules - Being Honest - Helping others - 100% effort Cooperation: Listening, talking, helping one another, sharing.
5 min.	Hot Air Balloon/Dome– Parachute Activity	Have the students stand up holding the parachute. On the count of three the students lift the parachute up and take three steps in and then back out.  Have students stand up and hold the parachute by their feet. On the count of three they have to lift it up over their heads and take a step in and sit down on the inside of the parachute.	-Stand holding parachute. - Count of three lift up parachute. - Take three steps in.  Hold by feet Count of three Sit on inside of parachute Change seats when colored called

		<p>This makes a dome that the students sit in. When in the dome students change seats when the teacher yells out the color they are sitting in front of.</p>	
15 min.	Shark Attack – Parachute Activity	<p>Have students sit around the parachute and put their feet under the parachute. Pick 2 students to go under the parachute and be the shark there job is to try and pull the students into the ocean. Pick 3 students to be lifeguards their job is to go around and save students. If you get pulled under you then become a shark as well. All students have to work together to shake the parachute while the game is going on.</p>	<p>Lifeguards save people by pulling them away from the parachute when attacked by a shark. Sharks go under the parachute and their job is to pull people under.</p>
30 sec.	Transition	<p>“Potatoes” All students sit down and stop talking wherever they are. “North Penguin Island” All students will go have a seat at this location.</p>	<p>Transition: “Potatoes”, “North Penguin Island”</p>
3 min.	Closure check for understanding; review	<p>Review of the importance of being responsible and</p>	<p>Cooperating: Communicate, Listen, Share, Help one another,</p>



***EASTERN MICHIGAN UNIVERSITY***  
***School of Health Promotion and Human Performance***  
**LESSON PLAN FORM**

Teacher: J.R. Leonard Activity: Personal and Social Responsibility  
 Class Length: 30 min. Number in class: 27 Grade  
 Level 4th  
 Day/Date Fri. 2/6 Inclusion Learners: \_\_\_\_\_  
 Lesson: # 2 of 2

**SET UP OF ENVIRONMENT/MATERIALS OR EQUIPMENT and SAFETY CONSIDERATIONS**

**We will be inside the gym for today's Social Responsibility Learning activity. I will make sure that the gym is safe and that there are no objects in the area that may cause injury.**  
**One parachute**

**Citation of References and Resources used in this lesson: (APA 6<sup>th</sup> edition format)**

Metzler, M. W. (2011). Instructional models for physical education (3rd edition). Scottsdale, Arizona: Holcomb Hathaway.

SHAPE America. (2013). Grade-level outcomes for K-12 physical education. Reston, VA: Author.

**National Standard(s) focused upon in this lesson: (Write it out)**

**Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

**Michigan Grade Level Content Expectations GLECS or MMCEs focused upon in this lesson: (Code numbers with phrases)**

**STANDARD 5**

**Strand – Content Knowledge**

**Domain: Personal/Social Behaviors**

K.PS.04.01 Students will identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.

**LEARNER OUTCOMES/COMPETENCIES/BEHAVIOR OBJECTIVES**  
(as a result of lesson the students will be able to ...)**Psychomotor:** (perform, demonstrate, show, do)

Technical: Students will demonstrate the ability to perform various movement activities while demonstrating the personal/social traits of responsibility and cooperation.

Tactical: Students will demonstrate the ability to perform various movement activities while demonstrating the personal/social traits of cooperation and responsibility in a dynamic setting.

**Cognitive:** (understand, know, recite, explain, analyze, tell steps, provide reasons, strategize, solve problems, research)

Technical: Students will demonstrate understanding of what it means to be responsible and to cooperate with others.

Tactical: Students will demonstrate understanding of what it mean to be responsible and to cooperate with others through individual questioning of students before, during and after the lesson.

**Affective:** (cooperate, share, lead, follow, collaborate, create, follow directions, appreciate, enjoy, persist, play fairly, show empathy compassion or caring)

Technical: Students will demonstrate positive participation, responsibility and cooperation while participating in all physical education class activities.

Tactical: Students will be able to demonstrate personal responsibility while participating in all movements tasks and students will also be able to demonstrate cooperation with others will participating in group movement activities.

<b>TIME (min.)</b>	<b>Activities (what)</b>	<b>ORGANIZATION: PROCEDURES (how)</b>	<b>TEACHING POINTS: NOTES</b>
4 min.	Instant Activity	Pac Man Tag; See attachment of list of instant activities for this study.	3 Taggers; Pac Man 2 Savers; Rescuers
3 min.	Introduction: Responsibility and Cooperation	Students will stop the instant activity and sit at North Penguin Island. We will begin by discussing what it means to be responsible and cooperate with others. I will ask facilitating questions to gauge prior knowledge. We then will discuss today's activity and what the rules are for the activity. I will ask facilitating questions to make sure the students are clear on the expectations.	Responsible: - Following the Rules - Being Honest - Helping others - 100% effort Cooperation: Listening, talking, helping one another, sharing.

5 min.	Hot Air Balloon/Dome-Parachute Activity	<p>Have the students stand up holding the parachute. On the count of three the students lift the parachute up and take three steps in and then back out.</p>	<p>-Stand holding parachute. - Count of three lift up parachute. - Take three steps in.</p>
15 min.	Shark Attack	<p>Have students stand up and hold the parachute by their feet. On the count of three they have to lift it up over their heads and take a step in and sit down on the inside of the parachute. This makes a dome that the students sit in. When in the dome students change seats when the teacher yells out the color they are sitting in front of.</p> <p>Have students sit around the parachute and put their feet under the parachute. Pick 2 students to go under the parachute and be the shark there job is to try and pull the students into the ocean. Pick 3 students to be lifeguards their job is to go around and save students. If you get pulled under you then become a shark as well. All students have to work together to shake the parachute while the game is going on.</p>	<p>- Hold by feet - Count of three - Sit on inside of parachute - Change seats when colored called</p> <p>- Lifeguards save people by pulling them away from the parachute when attacked by a shark. Sharks go under the parachute and their job are to pull people under.</p>

30 sec.	Transition	<p>“Potatoes” All students sit down and stop talking wherever they are.</p> <p>“North Penguin Island” All students will go have a seat at this location</p>	Transition: “Potatoes”, “North Penguin Island”
3 min.	Closure check for understanding; review	<p>Review of the importance of being responsible and cooperating with others. Ask facilitating questions to gauge what students learned from the lesson.</p> <ul style="list-style-type: none"> <li>- What does it mean to be responsible?</li> <li>- In what ways do you cooperate with others?</li> </ul>	<p>Cooperating: Communicate, Listen, Share, Help one another, Encourage each other, be Nice.</p> <p>Responsible: Follow the rules, honest, 100 effort and helping others</p>
30 sec.	Transition  Line-up	<p>On the command “Carrots” Students will go line up for roll call.</p> <ul style="list-style-type: none"> <li>- Students will line up in a single file line on the black line near the south wall. When students hear the raise “roll Call” they all must be in a straight line, arms at their side and facing the door.</li> </ul>	Roll Call Challenge

***EASTERN MICHIGAN UNIVERSITY***  
***School of Health Promotion and Human Performance***  
**LESSON PLAN FORM**

Teacher: J.R. Leonard Activity: Personal and Social Responsibility  
 Class Length: 30 min. Number in class: 27 Grade  
 Level 4th  
 Day/Date Wed. 2/11 Inclusion Learners: \_\_\_\_\_  
 Lesson: # 1 of 2

<b>SET UP OF ENVIRONMENT/MATERIALS OR EQUIPMENT and SAFETY CONSIDERATIONS</b>
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**We will be inside the gym for today's Social Responsibility Learning activity. I will make sure that the gym is safe and that there are no objects in the area that may cause injury.**

**14 scooters, 50 bean bags, 14 hula hoops, 10 cones**

**Citation of References and Resources used in this lesson: (APA 6<sup>th</sup> edition format)**

Metzler, M. W. (2011). Instructional models for physical education (3rd edition). Scottsdale, Arizona: Holcomb Hathaway.

SHAPE America. (2013). Grade-level outcomes for K-12 physical education. Reston, VA: Author.

**National Standard(s) focused upon in this lesson: (Write it out)**

**Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

**Michigan Grade Level Content Expectations GLECS or MMCEs focused upon in this lesson: (Code numbers with phrases)**

**STANDARD 5**

**Strand – Content Knowledge**

**Domain: Personal/Social Behaviors**

**K.PS.04.01** Students will identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.

**LEARNER OUTCOMES/COMPETENCIES/BEHAVIOR OBJECTIVES**

(as a result of lesson the students will be able to ...)

**Psychomotor:** (perform, demonstrate, show, do)

Technical: Students will demonstrate the ability to perform various movement activities while demonstrating the personal/social traits of responsibility and cooperation.

Tactical: Students will demonstrate the ability to perform various movement activities while demonstrating the personal/social traits of cooperation and responsibility in a dynamic setting.

**Cognitive:** (understand, know, recite, explain, analyze, tell steps, provide reasons, strategize, solve problems, research)

Technical: Students will demonstrate understanding of what it means to be responsible and to cooperate with others.

Tactical: Students will demonstrate understanding of what it mean to be responsible and to cooperate with others through individual questioning of students before, during and after the lesson.

**Affective:** (cooperate, share, lead, follow, collaborate, create, follow directions, appreciate, enjoy, persist, play fairly, show empathy compassion or caring)

Technical: Students will demonstrate positive participation, responsibility and cooperation while participating in all physical education class activities.

Tactical: Students will be able to demonstrate personal responsibility while participating in all movements tasks and students will also be able to demonstrate cooperation with others will participating in group movement activities.

TIME (min.)	Activities (what)	ORGANIZATION: PROCEDURES (how)	TEACHING POINTS: NOTES
4 min.	Instant Activity	Tunnel Tag; See attachment of list of instant activities for this study.	2 Taggers Tagged freeze make tunnel Crawl through tunnel to unfreeze
3 min.	Introduction: Responsibility and Cooperation	Students will stop the instant activity and sit at North Penguin Island. We will begin by discussing what it means to be responsible and cooperate with others. I will ask facilitating questions to gauge prior knowledge. We then will discuss today's activity and what the rules are for the activity. I will ask facilitating questions to make sure the students are clear on the expectations.	Responsible: - Following the Rules - Being Honest - Helping others - 100% effort Cooperation: Listening, talking, helping one another, sharing.
20 min.	Battleship – Scooter Activity	<ul style="list-style-type: none"> <li>- Divide the class into pairs, each pair is a team and gets one hula, one scooter and three bean bags.</li> <li>- Each team is a battleship and the goal of the game is to sink the other teams battleships.</li> <li>- When I play we use inside the gym basketball lines as the ocean and then at each baseline you will need to make a port by making a rectangle area with four cones.</li> <li>- All battleships start in the ocean, when the game starts one person is that captain of the ship and they stand up and pull their partner around on the scooter with the hula hoop, student must sit cress cross apple sauce on the scooters and you are not</li> </ul>	

		<p>allowed to run when pulling your partner.</p> <ul style="list-style-type: none"> <li>- Both partners must have at least one hand on the hula-hoop at all times.</li> <li>- The student on the scooter will place the three beanbags in their lap</li> <li>- When the game starts the captain will move their ship around the ocean and when they see another ship, the student on the scooter will try and slide a beanbag and have it hit the shoe of another captain.</li> <li>- It only counts if it hits the shoe of another captain, not the person on the scooter.</li> <li>- If a battleship gets hit then they go to one of the Ports and switch spots, so now the person on the scooter is the captain and the captain is on the scooter.</li> <li>- Once you use your beanbags you then can pick up any three beanbags you find on the floor.</li> </ul>	
30 sec.	Transition	<p>“Potatoes” All students sit down and stop talking wherever they are.  “North Penguin Island” All students will go have a seat at this location</p>	<p>Transition:  “Potatoes”,  “North Penguin Island”</p>
3 min.	Closure check for	<p>Review of the importance of being responsible and cooperating with</p>	<p>Cooperating:  Communicate,</p>

30 sec.	<p>understanding; review</p> <p>Transition</p> <p>Line-up</p>	<p>others. Ask facilitating questions to gauge what students learned from the lesson.</p> <ul style="list-style-type: none"> <li>- What does it mean to be responsible?</li> <li>- In what ways do you cooperate with others?</li> </ul> <p>On the command “Carrots” Students will go line up for roll call.</p> <ul style="list-style-type: none"> <li>- Students will line up in a single file line on the black line near the south wall. When students hear the raise “roll Call” they all must be in a straight line, arms at their side and facing the door.</li> </ul>	<p>Listen, Share, Help one another, Encourage each other, be Nice. Responsible: Follow the rules, honest, 100 effort and helping others</p> <p>Roll Call Challenge</p>
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***EASTERN MICHIGAN UNIVERSITY***  
***School of Health Promotion and Human Performance***  
**LESSON PLAN FORM**

Teacher: J.R. Leonard Activity: Personal and Social Responsibility  
 Class Length: 30 min. Number in class: 27 Grade  
 Level 4th  
 Day/Date Fri. 2/13 Inclusion Learners: \_\_\_\_\_  
 Lesson: # 2 of 2

**SET UP OF ENVIRONMENT/MATERIALS OR EQUIPMENT and SAFETY CONSIDERATIONS**

**We will be inside the gym for today's Social Responsibility Learning activity. I will make sure that the gym is safe and that there are no objects in the area that may cause injury.**

**14 scooters, 50 bean bags, 20 hula hoops, 10 cones**

**Citation of References and Resources used in this lesson: (APA 6<sup>th</sup> edition format)**

Metzler, M. W. (2011). Instructional models for physical education (3rd edition). Scottsdale, Arizona: Holcomb Hathaway.

SHAPE America. (2013). Grade-level outcomes for K-12 physical education. Reston, VA: Author.

**National Standard(s) focused upon in this lesson: (Write it out)**

**Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

**Michigan Grade Level Content Expectations GLECS or MMCEs focused upon in this lesson: (Code numbers with phrases)**

**STANDARD 5**

**Strand – Content Knowledge**

**Domain: Personal/Social Behaviors**

K.PS.04.01 Students will identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.

**LEARNER OUTCOMES/COMPETENCIES/BEHAVIOR OBJECTIVES**  
(as a result of lesson the students will be able to ...)**Psychomotor:** (perform, demonstrate, show, do)

Technical: Students will demonstrate the ability to perform various movement activities while demonstrating the personal/social traits of responsibility and cooperation.

Tactical: Students will demonstrate the ability to perform various movement activities while demonstrating the personal/social traits of cooperation and responsibility in a dynamic setting.

**Cognitive:** (understand, know, recite, explain, analyze, tell steps, provide reasons, strategize, solve problems, research)

Technical: Students will demonstrate understanding of what it means to be responsible and to cooperate with others.

Tactical: Students will demonstrate understanding of what it mean to be responsible and to cooperate with others through individual questioning of students before, during and after the lesson.

**Affective:** (cooperate, share, lead, follow, collaborate, create, follow directions, appreciate, enjoy, persist, play fairly, show empathy compassion or caring)

Technical: Students will demonstrate positive participation, responsibility and cooperation while participating in all physical education class activities.

Tactical: Students will be able to demonstrate personal responsibility while participating in all movements tasks and students will also be able to demonstrate cooperation with others will participating in group movement activities.

TIME (min.)	Activities (what)	ORGANIZATION: PROCEDURES (how)	TEACHING POINTS: NOTES
4 min.	Instant Activity	Tunnel Tag; See attachment of list of instant activities for this study.	2 Taggers Tagged freeze make tunnel Crawl through tunnel to unfreeze
3 min.	Introduction: Responsibility and Cooperation	Students will stop the instant activity and sit at North Penguin Island. We will begin by discussing what it means to be responsible and cooperate with others. I will ask facilitating questions to gauge prior knowledge. We then will discuss today's activity and what the rules are for the activity. I will ask facilitating questions to make sure the students are clear on the expectations.	Responsible: - Following the Rules - Being Honest - Helping others - 100% effort Cooperation: Listening, talking, helping one another, sharing.
20 min.	Battleship 2 – Scooter Activity	<ul style="list-style-type: none"> <li>- Same activity as battleship except that this time the battleships do not have beanbags.</li> <li>- In this game you pair the students up and each pair is a battleship again without the beanbags.</li> <li>- Their job is to pull their partner around the ocean without getting hit by a cannon ball.</li> <li>- The ports in this game are safe spots now and you can stay in a safe spot for 10 seconds.</li> <li>- In this game the people firing the cannon balls (sliding the bean bags) will be standing in hula-hoops spread out across the ocean or gym.</li> <li>- You should put probably 6 hula-hoops out; these are called the cannon ball towers.</li> <li>- There should be one person in each</li> </ul>	

		<p>tower and divide the bean bags up among the six towers.</p> <ul style="list-style-type: none"> <li>- When a student runs out of beanbags at a tower they then are allowed to run pick some up and bring them back to the tower.</li> <li>- Your battleship is sunk in this game if a beanbag slides on the ground and hits the wheels of your team's scooter; nothing else counts in this game.</li> <li>- If your team gets hit the captain of the ship is out and switches spots with the person in the tower. Then you rotate; here is the rotation, person on scooter goes to captain, captain goes to a tower, person at a tower sits on scooter.</li> </ul>	
30 sec.	Transition	<p>“Potatoes” All students sit down and stop talking wherever they are. “North Penguin Island” All students will go have a seat at this location</p>	<p>Transition: “Potatoes”, “North Penguin Island”</p>
3 min.	Closure check for understanding; review	<p>Review of the importance of being responsible and cooperating with others. Ask facilitating questions to gauge what students learned from the lesson.</p> <ul style="list-style-type: none"> <li>- What does it mean to be responsible?</li> <li>- In what ways do you cooperate with others?</li> </ul>	<p>Cooperating: Communicate, Listen, Share, Help one another, Encourage each other, be Nice. Responsible: Follow the rules, honest, 100 effort</p>

30 sec.	Transition  Line-up	On the command “Carrots” Students will go line up for roll call. - Students will line up in a single file line on the black line near the south wall. When students hear the raise “roll Call” they all must be in a straight line, arms at their side and facing the door.	and helping others  Roll Call Challenge
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***EASTERN MICHIGAN UNIVERSITY***  
***School of Health Promotion and Human Performance***

**LESSON PLAN FORM**

Teacher: J.R. Leonard Activity: Personal and Social Responsibility  
Class Length: 30 min. Number in class: 27 Grade  
Level 4th  
Day/Date Wed. 3/4 Inclusion Learners: \_\_\_\_\_  
Lesson: # 1 of 2

**SET UP OF ENVIRONMENT/MATERIALS OR EQUIPMENT and SAFETY CONSIDERATIONS**

**We will be inside the gym for today's Social Responsibility Learning activity.  
I will make sure that the gym is safe and that there are no objects in the area that may cause injury.**

**7 scooters, 7 mats, 7 ropes, 7 baskets and 100 balls**

**Citation of References and Resources used in this lesson: (APA 6<sup>th</sup> edition format)**

Metzler, M. W. (2011). Instructional models for physical education (3rd edition).  
Scottsdale, Arizona: Holcomb Hathaway.

SHAPE America. (2013). Grade-level outcomes for K-12 physical education. Reston,  
VA: Author.

**National Standard(s) focused upon in this lesson: (Write it out)**

**Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

**Michigan Grade Level Content Expectations GLECS or MMCEs focused upon in this lesson: (Code numbers with phrases)**

**STANDARD 5**

**Strand – Content Knowledge**

**Domain: Personal/Social Behaviors**

K.PS.04.01 Students will identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.

**LEARNER OUTCOMES/COMPETENCIES/BEHAVIOR OBJECTIVES**

(as a result of lesson the students will be able to ...)

**Psychomotor:** (perform, demonstrate, show, do)

Technical: Students will demonstrate the ability to perform various movement activities while demonstrating the personal/social traits of responsibility and cooperation.

Tactical: Students will demonstrate the ability to perform various movement activities while demonstrating the personal/social traits of cooperation and responsibility in a dynamic setting.

**Cognitive:** (understand, know, recite, explain, analyze, tell steps, provide reasons, strategize, solve problems, research)

Technical: Students will demonstrate understanding of what it means to be responsible and to cooperate with others.

Tactical: Students will demonstrate understanding of what it mean to be responsible and to cooperate with others through individual questioning of students before, during and after the lesson.

**Affective:** (cooperate, share, lead, follow, collaborate, create, follow directions, appreciate, enjoy, persist, play fairly, show empathy compassion or caring)

Technical: Students will demonstrate positive participation, responsibility and cooperation while participating in all physical education class activities.

Tactical: Students will be able to demonstrate personal responsibility while participating in all movements tasks and students will also be able to demonstrate cooperation with others will participating in group movement activities.

<b>TIME (min.)</b>	<b>Activities (what)</b>	<b>ORGANIZATION: PROCEDURES (how)</b>	<b>TEACHING POINTS: NOTES</b>
4 min.	Instant Activity	Everyone Is It Tag; See attachment of list of instant activities for this study.	Everyone can tag and freeze everyone
3 min.	Introduction: Responsibility and Cooperation	Students will stop the instant activity and sit at North Penguin Island. We will begin by discussing what it means to be responsible and cooperate with others. I will ask facilitating questions to gauge prior knowledge. We then will discuss today's activity and what the rules are for the activity. I will ask facilitating questions to make sure the students are clear on the expectations.	Responsible: - Following the Rules - Being Honest - Helping others - 100% effort Cooperation: Listening, talking, helping one another, sharing.
20 min.	Human Hungry Hungry Hippo – Scooter Activity	Divide the class into seven teams and put one team on each mat. In the middle of the gym put out the 100 balls. When the game starts students push each other out on the scooter with the basket trying to trap as many balls in their basket as possible. They then get pulled back and the trapped balls get put in their teams hoop and the game continues with a new person going out. When all the balls are gone the game restarts.	

30 sec.	Transition	“Potatoes” All students sit down and stop talking wherever they are. “North Penguin Island” All students will go have a seat at this location	Transition: “Potatoes”, “North Penguin Island”
3 min.	Closure check for understanding; review	Review of the importance of being responsible and cooperating with others. Ask facilitating questions to gauge what students learned from the lesson. - What does it mean to be responsible? - In what ways do you cooperate with others?	Cooperating: Communicate, Listen, Share, Help one another, Encourage each other, be Nice. Responsible: Follow the rules, honest, 100 effort and helping others
30 sec.	Transition  Line-up	On the command “Carrots” Students will go line up for roll call. - Students will line up in a single file line on the black line near the south wall. When students hear the raise “roll Call” they all must be in a straight line, arms at their side and facing the door.	Roll Call Challenge

***EASTERN MICHIGAN UNIVERSITY***  
***School of Health Promotion and Human Performance***

**LESSON PLAN FORM**

Teacher: J.R. Leonard Activity: Personal and Social Responsibility  
 Class Length: 30 min. Number in class: 27 Grade  
 Level 4th  
 Day/Date Fri. 3/6 Inclusion Learners: \_\_\_\_\_  
 Lesson: # 2 of 2

**SET UP OF ENVIRONMENT/MATERIALS OR EQUIPMENT and SAFETY CONSIDERATIONS**

**We will be inside the gym for today's Social Responsibility Learning activity.  
 I will make sure that the gym is safe and that there are no objects in the area that may cause injury.**

**7 scooters, 7 mats, 7 ropes, 7 baskets and 100 balls, 7 hula hoops**

**Citation of References and Resources used in this lesson: (APA 6<sup>th</sup> edition format)**

Metzler, M. W. (2011). Instructional models for physical education (3rd edition).  
 Scottsdale, Arizona: Holcomb Hathaway.

SHAPE America. (2013). Grade-level outcomes for K-12 physical education. Reston, VA: Author.

**National Standard(s) focused upon in this lesson: (Write it out)**

**Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

**Michigan Grade Level Content Expectations GLECS or MMCEs focused upon in this lesson: (Code numbers with phrases)**

**STANDARD 5**

**Strand – Content Knowledge**

**Domain: Personal/Social Behaviors**

K.PS.04.01 Students will identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.

**LEARNER OUTCOMES/COMPETENCIES/BEHAVIOR OBJECTIVES**

(as a result of lesson the students will be able to ...)

**Psychomotor:** (perform, demonstrate, show, do)

Technical: Students will demonstrate the ability to perform various movement activities while demonstrating the personal/social traits of responsibility and cooperation.

Tactical: Students will demonstrate the ability to perform various movement activities while demonstrating the personal/social traits of cooperation and responsibility in a dynamic setting.

**Cognitive:** (understand, know, recite, explain, analyze, tell steps, provide reasons, strategize, solve problems, research)

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Tactical: Students will demonstrate understanding of what it mean to be responsible and to cooperate with others through individual questioning of students before, during and after the lesson.

**Affective:** (cooperate, share, lead, follow, collaborate, create, follow directions, appreciate, enjoy, persist, play fairly, show empathy compassion or caring)

Technical: Students will demonstrate positive participation, responsibility and cooperation while participating in all physical education class activities.

Tactical: Students will be able to demonstrate personal responsibility while participating in all movements tasks and students will also be able to demonstrate cooperation with others will participating in group movement activities.

TIME (min.)	Activities (what)	ORGANIZATION: PROCEDURES (how)	TEACHING POINTS: NOTES
4 min.	Instant Activity	Everyone Is It Tag; See attachment of list of instant activities for this study.	Everyone can tag and freeze everyone
3 min.	Introduction: Responsibility and Cooperation	Students will stop the instant activity and sit at North Penguin Island. We will begin by discussing what it means to be responsible and cooperate with others. I will ask facilitating questions to gauge prior knowledge. We then will discuss today's activity and what the rules are for the activity. I will ask facilitating questions to make sure the students are clear on the expectations.	Responsible: - Following the Rules - Being Honest - Helping others - 100% effort Cooperation: Listening, talking, helping one another, sharing.
20 min.	Human Hungry Hungry Hippo Part 2 – Scooter Activity	“Potatoes” All students sit down and stop talking wherever they are. “North Penguin Island” All students will go have a seat at this location	

30 sec.	Transition	<p>Review of the importance of being responsible and cooperating with others. Ask facilitating questions to gauge what students learned from the lesson.</p> <ul style="list-style-type: none"> <li>- What does it mean to be responsible?</li> <li>- In what ways do you cooperate with others?</li> </ul>	Transition: "Potatoes", "North Penguin Island"
3 min.	Closure check for understanding; review	On the command "Carrots" Students will go line up for roll call.	Cooperating: Communicate, Listen, Share, Help one another, Encourage each other, be Nice. Responsible: Follow the rules, honest, 100 effort and helping others
30 sec.	Transition  Line-up	- Students will line up in a single file line on the black line near the south wall. When students hear the raise "roll Call" they all must be in a straight line, arms at their side and facing the door.	Roll Call Challenge

***EASTERN MICHIGAN UNIVERSITY***  
***School of Health Promotion and Human Performance***  
**LESSON PLAN FORM**

Teacher: J.R. Leonard Activity: Personal and Social Responsibility  
 Class Length: 30 min. Number in class: 27 Grade  
 Level 4th  
 Day/Date Wed. 3/11 Inclusion Learners: \_\_\_\_\_  
 Lesson: # 1 of 2

<p><b>SET UP OF ENVIRONMENT/MATERIALS OR EQUIPMENT and SAFETY CONSIDERATIONS</b></p>
--

**We will be inside the gym for today's Social Responsibility Learning activity.  
 I will make sure that the gym is safe and that there are no objects in the area that may cause injury.  
 27 hockey sticks, 1 puck**

**Citation of References and Resources used in this lesson: (APA 6<sup>th</sup> edition format)**

Metzler, M. W. (2011). Instructional models for physical education (3rd edition).  
 Scottsdale, Arizona: Holcomb Hathaway.

SHAPE America. (2013). Grade-level outcomes for K-12 physical education. Reston, VA: Author.

**National Standard(s) focused upon in this lesson: (Write it out)**

**Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

**Michigan Grade Level Content Expectations GLECS or MMCEs focused upon in this lesson: (Code numbers with phrases)**

**STANDARD 5**

**Strand – Content Knowledge**

**Domain: Personal/Social Behaviors**

K.PS.04.01 Students will identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.

**LEARNER OUTCOMES/COMPETENCIES/BEHAVIOR OBJECTIVES**  
**(as a result of lesson the students will be able to ...)****Psychomotor:** (perform, demonstrate, show, do)

Technical: Students will demonstrate the ability to perform various movement activities while demonstrating the personal/social traits of responsibility and cooperation.

Tactical: Students will demonstrate the ability to perform various movement activities while demonstrating the personal/social traits of cooperation and responsibility in a dynamic setting.

**Cognitive:** (understand, know, recite, explain, analyze, tell steps, provide reasons, strategize, solve problems, research)

Technical: Students will demonstrate understanding of what it means to be responsible and to cooperate with others.

Tactical: Students will demonstrate understanding of what it mean to be responsible and to cooperate with others through individual questioning of students before, during and after the lesson.

**Affective:** (cooperate, share, lead, follow, collaborate, create, follow directions, appreciate, enjoy, persist, play fairly, show empathy compassion or caring)

Technical: Students will demonstrate positive participation, responsibility and cooperation while participating in all physical education class activities.

Tactical: Students will be able to demonstrate personal responsibility while participating in all movements tasks and students will also be able to demonstrate cooperation with others will participating in group movement activities.

TIME (min.)	Activities (what)	ORGANIZATION: PROCEDURES (how)	TEACHING POINTS: NOTES
4 min.	Instant Activity	The Cheese Factory; See attachment of list of instant activities for this study.	2 taggers; if you get tagged start over
5 min.	Introduction: Responsibility and Cooperation	Students will sit at North Penguin Island. We will begin by discussing what it means to be responsible and cooperate with others. I will ask facilitating questions to gauge prior knowledge. We then will discuss today's activity and what the rules are for the activity. I will ask facilitating questions to make sure the students are clear on the expectations.	collecting cheese  Responsible: - Following the Rules - Being Honest - Helping others - 100% effort Cooperation: Listening, talking, helping one another, sharing.
20 min.	Sideline Hockey Activity	- Divide the students into two teams and have each team line up along their baseline. Give each student a number and place one hockey puck in the middle of the court. When your number is called you come out onto the court and play hockey with your teammate and against the other teams two players. The goal is to score a goal against the other team by having the puck hit the other teams wall. Everyone on each team is a goalie until his or her number is called. Their job is to guard the wall so that the puck doesn't hit the wall.	

30 sec.	Transition	“Potatoes” All students sit down and stop talking wherever they are. “North Penguin Island” All students will go have a seat at this location	Transition: “Potatoes”, “North Penguin Island”
4 min.	Closure check for understanding; review	Review of the importance of being responsible and cooperating with others. Ask facilitating questions to gauge what students learned from the lesson. - What does it mean to be responsible? - In what ways do you cooperate with others?	Cooperating: Communicate , Listen, Share, Help one another, Encourage each other, be Nice. Responsible: Follow the rules, honest, 100 effort and helping others
30 sec.	Transition  Line-up	On the command “Carrots” Students will go line up for roll call. - Students will line up in a single file line on the black line near the south wall. When students hear the raise “roll Call” they all must be in a straight line, arms at their side and facing the door.	Roll Call Challenge

***EASTERN MICHIGAN UNIVERSITY***  
***School of Health Promotion and Human Performance***  
**LESSON PLAN FORM**

Teacher: J.R. Leonard Activity: Personal and Social Responsibility  
 Class Length: 30 min. Number in class: 27 Grade  
 Level 4th  
 Day/Date Fri. 3/13 Inclusion Learners: \_\_\_\_\_  
 Lesson: # 2 of 2

<p><b>SET UP OF ENVIRONMENT/MATERIALS OR EQUIPMENT and SAFETY CONSIDERATIONS</b></p>
--

**We will be inside the gym for today's Social Responsibility Learning activity. I will make sure that the gym is safe and that there are no objects in the area that may cause injury.**  
**27 hockey sticks, 1 puck**

**Citation of References and Resources used in this lesson: (APA 6<sup>th</sup> edition format)**

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**National Standard(s) focused upon in this lesson: (Write it out)**

**Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

**Michigan Grade Level Content Expectations GLECS or MMCEs focused upon in this lesson: (Code numbers with phrases)**

**STANDARD 5**

**Strand – Content Knowledge**

**Domain: Personal/Social Behaviors**

K.PS.03.01 Students will identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.

**LEARNER OUTCOMES/COMPETENCIES/BEHAVIOR OBJECTIVES**  
**(as a result of lesson the students will be able to ...)****Psychomotor:** (perform, demonstrate, show, do)

Technical: Students will demonstrate the ability to perform various movement activities while demonstrating the personal/social traits of responsibility and cooperation.

Tactical: Students will demonstrate the ability to perform various movement activities while demonstrating the personal/social traits of cooperation and responsibility in a dynamic setting.

**Cognitive:** (understand, know, recite, explain, analyze, tell steps, provide reasons, strategize, solve problems, research)

Technical: Students will demonstrate understanding of what it means to be responsible and to cooperate with others.

Tactical: Students will demonstrate understanding of what it mean to be responsible and to cooperate with others through individual questioning of students before, during and after the lesson.

**Affective:** (cooperate, share, lead, follow, collaborate, create, follow directions, appreciate, enjoy, persist, play fairly, show empathy compassion or caring)

Technical: Students will demonstrate positive participation, responsibility and cooperation while participating in all physical education class activities.

Tactical: Students will be able to demonstrate personal responsibility while participating in all movements tasks and students will also be able to demonstrate cooperation with others will participating in group movement activities.

<b>TIME (min.)</b>	<b>Activities (what)</b>	<b>ORGANIZATION: PROCEDURES (how)</b>	<b>TEACHING POINTS: NOTES</b>
4 min.	Instant Activity	The Cheese Factory; See attachment of list of instant activities for this study.	2 taggers; if you get tagged start over
5 min.	Introduction: Responsibility and Cooperation	Students will sit at North Penguin Island. We will begin by discussing what it means to be responsible and cooperate with others. I will ask facilitating questions to gauge prior knowledge. We then will discuss today's activity and what the rules are for the activity. I will ask facilitating questions to make sure the students are clear on the expectations.	collecting cheese  Responsible: - Following the Rules - Being Honest - Helping others - 100% effort Cooperation: Listening, talking, helping one another, sharing.
20 min.	Sideline Hockey Activity	- Divide the students into two teams and have each team line up along their baseline. Give each student a number and place one hockey puck in the middle of the court. When your number is called you come out onto the court and play hockey with your teammate and against the other teams two players. The goal is to score a goal against the other team by having the puck hit the other teams wall. Everyone on each team is a goalie until his or her number is called. Their job is to guard the wall so that the puck doesn't hit the wall.	

30 sec.	Transition	“Potatoes” All students sit down and stop talking wherever they are. “North Penguin Island” All students will go have a seat at this location	Transition: “Potatoes”, “North Penguin Island”
4 min.	Closure check for understanding; review	Review of the importance of being responsible and cooperating with others. Ask facilitating questions to gauge what students learned from the lesson. - What does it mean to be responsible? - In what ways do you cooperate with others?	Cooperating: Communicate , Listen, Share, Help one another, Encourage each other, be Nice. Responsible: Follow the rules, honest, 100 effort and helping others
30 sec.	Transition  Line-up	On the command “Carrots” Students will go line up for roll call. - Students will line up in a single file line on the black line near the south wall. When students hear the raise “roll Call” they all must be in a straight line, arms at their side and facing the door.	Roll Call Challenge

***EASTERN MICHIGAN UNIVERSITY***  
***School of Health Promotion and Human Performance***  
**LESSON PLAN FORM**

Teacher: J.R. Leonard Activity: Invasion Games  
 Class Length: 30 min. Number in class: 27 Grade  
 Level 4th  
 Day/Date Wed. 3/18 Inclusion Learners: \_\_\_\_\_  
 Lesson: # 1 of 2

<b>SET UP OF ENVIRONMENT/MATERIALS OR EQUIPMENT and SAFETY CONSIDERATIONS</b>
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**We will be inside the gym for today's Invasion Games Activity.**  
**I will make sure that the gym is safe and that there are no objects in the area that may cause injury.**  
**2 hockey goals, 4 gator balls, jerseys, 12 polyspots**

**Citation of References and Resources used in this lesson: (APA 6<sup>th</sup> edition format)**

Metzler, M. W. (2011). Instructional models for physical education (3rd edition).  
 Scottsdale, Arizona: Holcomb Hathaway.

SHAPE America. (2013). Grade-level outcomes for K-12 physical education. Reston, VA: Author.

**National Standard(s) focused upon in this lesson: (Write it out)**

**Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

**Michigan Grade Level Content Expectations GLECS or MMCEs focused upon in this lesson: (Code numbers with phrases)**

**STANDARD 2**

**Strand – Content Knowledge**

**Domain: Invasion Games**

K.IG.04.01 Students will identify selected elements of tactical problems for both on the ball and off the ball movements for maintaining possession, penetration/attack, and starting/restarting play during modified invasion games.

**LEARNER OUTCOMES/COMPETENCIES/BEHAVIOR OBJECTIVES**

(as a result of lesson the students will be able to ...)

**Psychomotor:** (perform, demonstrate, show, do)

Technical: Students will demonstrate the ability to perform tactical problem solving while participating in modified invasion games.

Tactical: Students will demonstrate select elements of tactical problems for maintaining possession of the ball and penetration/attack in a dynamic setting.

**Cognitive:** (understand, know, recite, explain, analyze, tell steps, provide reasons, strategize, solve problems, research)

Technical: Students will demonstrate understanding of what it means to tactical problem solve for invasion game situations.

Tactical: Students will demonstrate understanding of what it mean to tactical problem solve for invasion game situations through individual questioning of students before, during and after the lesson.

**Affective:** (cooperate, share, lead, follow, collaborate, create, follow directions, appreciate, enjoy, persist, play fairly, show empathy compassion or caring)

Technical: Students will demonstrate positive participation, responsibility and cooperation while participating in all physical education class activities.

Tactical: Students will be able to demonstrate personal responsibility while participating in all movements tasks and students will also be able to demonstrate cooperation with others will participating in group movement activities.

<b>TIME (min.)</b>	<b>Activities (what)</b>	<b>ORGANIZATION: PROCEDURES (how)</b>	<b>TEACHING POINTS: NOTES</b>
4 min.	Instant Activity	Pac Man Tag; See attachment of list of instant activities for this study.	3 Taggers; Pac Man 2 Savers; Rescuers
5 min.	Introduction: Tactical Problem Solving Invasion Games	Students will sit at North Penguin Island following the instant activity.. We will begin by discussing invasion games and what tactical problem solving is. I will ask facilitating questions to gauge prior knowledge. We then will discuss today's activity and what the rules are for the activity. I will ask facilitating questions to make sure the students are clear on the expectations.	On the ball movements Off the ball movements Maintaining possession Penetration/attack
20 min.	Burns Park Ball	- Divide the students into two teams and have each team put a certain color jersey on. In this game each team has a goal and six players are playing on the basketball court at a time. When you are playing in the game you can only use your feet like soccer, except for the goalie. The other six people on your team will be on the sideline on a polyspot. If you are on the sideline you are not out, you are in the game but you cant leave your polyspot. If a ball comes to you, you can pick it up and roll it in to a teammate, pass it to another player on a dot or try and roll it into the other teams goal. Every five minutes switch where players are located.	

30 sec.	Transition	<p>“Potatoes” All students sit down and stop talking wherever they are. “North Penguin Island” All students will go have a seat at this location</p>	<p>Transition: “Potatoes”, “North Penguin Island”</p>
4 min.	<p>Closure check for understanding; review</p>	<p>Review what tactical problem solving is for invasion games. Ask facilitating questions to gauge what students learned from the lesson.</p> <ul style="list-style-type: none"> <li>- What does it mean to attack the opposing team?</li> <li>- How do you maintain possession of the ball with your teammates?</li> </ul>	<p>On the ball movements Off the ball movements Maintaining possession Penetration/attack</p>
30 sec.	Transition	<p>On the command “Carrots” Students will go line up for roll call.</p> <ul style="list-style-type: none"> <li>- Students will line up in a single file line on the black line near the south wall. When students hear the raise “roll Call” they all must be in a straight line, arms at their side and facing the door.</li> </ul>	<p>Roll Call Challenge</p>
	Line-up		

***EASTERN MICHIGAN UNIVERSITY***  
***School of Health Promotion and Human Performance***  
**LESSON PLAN FORM**

Teacher: J.R. Leonard Activity: Invasion Games  
 Class Length: 30 min. Number in class: 27 Grade  
 Level 4th  
 Day/Date Fri. 3/20 Inclusion Learners: \_\_\_\_\_  
 Lesson: # 2 of 2

**SET UP OF ENVIRONMENT/MATERIALS OR EQUIPMENT and SAFETY CONSIDERATIONS**

**We will be inside the gym for today's Invasion Games Activity.**  
**I will make sure that the gym is safe and that there are no objects in the area that may cause injury.**  
**2 hockey goals, 4 gator balls, jerseys, 12 polyspots**

**Citation of References and Resources used in this lesson: (APA 6<sup>th</sup> edition format)**

Metzler, M. W. (2011). Instructional models for physical education (3rd edition). Scottsdale, Arizona: Holcomb Hathaway.

SHAPE America. (2013). Grade-level outcomes for K-12 physical education. Reston, VA: Author.

**National Standard(s) focused upon in this lesson: (Write it out)**

**Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

**Michigan Grade Level Content Expectations GLECS or MMCEs focused upon in this lesson: (Code numbers with phrases)**

**STANDARD 2**

**Strand – Content Knowledge**

**Domain: Invasion Games**

K.IG.04.01 Students will identify selected elements of tactical problems for both on the ball and off the ball movements for maintaining possession, penetration/attack, and starting/restarting play during modified invasion games.

**LEARNER OUTCOMES/COMPETENCIES/BEHAVIOR OBJECTIVES**

(as a result of lesson the students will be able to ...)

**Psychomotor:** (perform, demonstrate, show, do)

Technical: Students will demonstrate the ability to perform tactical problem solving while participating in modified invasion games.

Tactical: Students will demonstrate select elements of tactical problems for maintaining possession of the ball and penetration/attack in a dynamic setting.

**Cognitive:** (understand, know, recite, explain, analyze, tell steps, provide reasons, strategize, solve problems, research)

Technical: Students will demonstrate understanding of what it means to tactical problem solve for invasion game situations.

Tactical: Students will demonstrate understanding of what it mean to tactical problem solve for invasion game situations through individual questioning of students before, during and after the lesson.

**Affective:** (cooperate, share, lead, follow, collaborate, create, follow directions, appreciate, enjoy, persist, play fairly, show empathy compassion or caring)

Technical: Students will demonstrate positive participation, responsibility and cooperation while participating in all physical education class activities.

Tactical: Students will be able to demonstrate personal responsibility while participating in all movements tasks and students will also be able to demonstrate cooperation with others will participating in group movement activities.

TIME (min.)	Activities (what)	ORGANIZATION: PROCEDURES (how)	TEACHING POINTS: NOTES
4 min.	Instant Activity	Pac Man Tag; See attachment of list of instant activities for this study.	3 Taggers; Pac Man 2 Savers; Rescuers
5 min.	Introduction: Tactical Problem Solving Invasion Games	Students will sit at North Penguin Island following the instant activity.. We will begin by discussing invasion games and what tactical problem solving is. I will ask facilitating questions to gauge prior knowledge. We then will discuss today's activity and what the rules are for the activity. I will ask facilitating questions to make sure the students are clear on the expectations.	On the ball movements Off the ball movements Maintaining possession Penetration/attack
20 min.	Burns Park Ball	- Divide the students into two teams and have each team put a certain color jersey on. In this game each team has a goal and six players are playing on the basketball court at a time. When you are playing in the game you can only use your feet like soccer, except for the goalie. The other six people on your team will be on the sideline on a polyspot. If you are on the sideline you are not out, you are in the game but you cant leave your polyspot. If a ball comes to you, you can pick it up and roll it in to a teammate, pass it to another player on a dot or try and roll it into the other teams goal. Every five minutes switch where players are located.	

30 sec.	Transition	“Potatoes” All students sit down and stop talking wherever they are. “North Penguin Island” All students will go have a seat at this location	Transition: “Potatoes”, “North Penguin Island”
4 min.	Closure check for understanding; review	Review what tactical problem solving is for invasion games. Ask facilitating questions to gauge what students learned from the lesson. - What does it mean to attack the opposing team? - How do you maintain possession of the ball with your teammates?	On the ball movements Off the ball movements Maintaining possession Penetration/attack
30 sec.	Transition Line-up	On the command “Carrots” Students will go line up for roll call. - Students will line up in a single file line on the black line near the south wall. When students hear the raise “roll Call” they all must be in a straight line, arms at their side and facing the door.	Roll Call Challenge

***EASTERN MICHIGAN UNIVERSITY***  
***School of Health Promotion and Human Performance***

**LESSON PLAN FORM**

Teacher: J.R. Leonard Activity: Skill-Theme Approach:  
Overhand Throw  
 Class Length: 30 min. Number in class: 27 Grade  
 Level 4th  
 Day/Date Wed. 4/1 Inclusion Learners: \_\_\_\_\_  
 Lesson: # 1 of 1

**SET UP OF ENVIRONMENT/MATERIALS OR EQUIPMENT and SAFETY CONSIDERATIONS**

**We will be inside the gym for today's overhand throw activity.**

**I will make sure that the gym is safe and that there are no objects in the area that may cause injury.**

**1 big exercise ball, 4 orange cones, gator balls**

**Citation of References and Resources used in this lesson: (APA 6<sup>th</sup> edition format)**

Metzler, M. W. (2011). Instructional models for physical education (3rd edition).  
 Scottsdale, Arizona: Holcomb Hathaway.

SHAPE America. (2013). Grade-level outcomes for K-12 physical education. Reston,  
 VA: Author.

**National Standard(s) focused upon in this lesson: (Write it out)**

**Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

**Michigan Grade Level Content Expectations GLECS or MMCEs focused upon in this lesson: (Code numbers with phrases)**

**STANDARD 1**

**Strand – Motor Skills and Movement Patterns**

**Domain: Motor Skills**

M.MS.04.03 Students will demonstrate selected elements of the mature form of the manipulative skills of roll, underhand throw, and overhand throw in controlled settings.

**LEARNER OUTCOMES/COMPETENCIES/BEHAVIOR OBJECTIVES**

(as a result of lesson the students will be able to ...)

**Psychomotor:** (perform, demonstrate, show, do)

Technical: Students will demonstrate the ability to perform the overhand throw in various movement activities.

Tactical: Students will demonstrate the ability to perform elements of the mature form of the overhand throw in a controlled setting.

**Cognitive:** (understand, know, recite, explain, analyze, tell steps, provide reasons, strategize, solve problems, research)

Technical: Students will demonstrate understanding of the components to the mature form of the overhand throw.

Tactical: Students will demonstrate understanding of the components to the overhand throw through individual questioning of students before, during and after the lesson.

**Affective:** (cooperate, share, lead, follow, collaborate, create, follow directions, appreciate, enjoy, persist, play fairly, show empathy compassion or caring)

Technical: Students will demonstrate positive participation, responsibility and cooperation while participating in all physical education class activities.

Tactical: Students will be able to demonstrate personal responsibility while participating in all movements tasks and students will also be able to demonstrate cooperation with others will participating in group movement activities.

TIME (min.)	Activities (what)	ORGANIZATION: PROCEDURES (how)	TEACHING POINTS: NOTES
4 min.	Instant Activity	Tunnel Tag; See attachment of list of instant activities for this study.	2 Taggers Tagged freeze make tunnel Crawl through tunnel to unfreeze
3 min.	Introduction: Overhand Throw	When the instant activity is complete students will have a seat at north penguin island. We will go over the components to the overhand throw. Prior, I will ask facilitating questions to gauge students' prior knowledge.	Side to target T, head, Knee, throw
20 min.	Asteroid	- Students will be placed in teams of four and each team will be on a side of the square that makes the playing area. On the teachers command students will perform the overhand throw trying to hit the asteroid in the middle of the playing area. The goal of the activity is to not let the asteroid hit your teams' side and to make it touch another teams area.	
30 sec.	Transition	"Potatoes" All students sit down and stop talking wherever they are. "North Penguin Island" All students will go have a seat at this location	Transition: "Potatoes", "North Penguin Island"

2 min.	Closure check for understanding; review	Review of the components of the overhand throw and how to use it. Ask facilitating questions to gauge what students learned from the lesson.	Side to target T, head, Knee, throw
30 sec.	Transition  Line-up	On the command “Carrots” Students will go line up for roll call.  - Students will line up in a single file line on the black line near the south wall. When students hear the raise “roll Call” they all must be in a straight line, arms at their side and facing the door.	Roll Call Challenge

***EASTERN MICHIGAN UNIVERSITY***  
***School of Health Promotion and Human Performance***  
**LESSON PLAN FORM**

Teacher: J.R. Leonard Activity: Personal and Social Responsibility  
 Class Length: 30 min. Number in class: 27 Grade  
 Level 4th  
 Day/Date Wed. 4/15 Inclusion Learners: \_\_\_\_\_  
 Lesson: # 1 of 2

**SET UP OF ENVIRONMENT/MATERIALS OR EQUIPMENT and SAFETY CONSIDERATIONS**

**We will be inside the gym for today's Social Responsibility Learning activity. I will make sure that the gym is safe and that there are no objects in the area that may cause injury.**  
**2 flags, 10 orange cones, jerseys, gator balls and 14 pins**

**Citation of References and Resources used in this lesson: (APA 6<sup>th</sup> edition format)**

Metzler, M. W. (2011). Instructional models for physical education (3rd edition). Scottsdale, Arizona: Holcomb Hathaway.  
 SHAPE America. (2013). Grade-level outcomes for K-12 physical education. Reston, VA: Author.

**National Standard(s) focused upon in this lesson: (Write it out)**

**Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

**Michigan Grade Level Content Expectations GLECS or MMCEs focused upon in this lesson: (Code numbers with phrases)**

**STANDARD 5**

**Strand – Content Knowledge**

**Domain: Personal/Social Behaviors**

B.PS.04.01 Students will exhibit selected behaviors with prompts which exemplify each of the personal/social character traits of responsibility, best effort, cooperation and compassion..

**LEARNER OUTCOMES/COMPETENCIES/BEHAVIOR OBJECTIVES**

(as a result of lesson the students will be able to ...)

**Psychomotor:** (perform, demonstrate, show, do)

Technical: Students will demonstrate the ability to perform various movement activities while demonstrating the personal/social traits of responsibility and cooperation.

Tactical: Students will demonstrate the ability to perform various movement activities while demonstrating the personal/social traits of cooperation and responsibility in a dynamic setting.

**Cognitive:** (understand, know, recite, explain, analyze, tell steps, provide reasons, strategize, solve problems, research)

Technical: Students will demonstrate understanding of what it means to be responsible and to cooperate with others.

Tactical: Students will demonstrate understanding of what it mean to be responsible and to cooperate with others through individual questioning of students before, during and after the lesson.

**Affective:** (cooperate, share, lead, follow, collaborate, create, follow directions, appreciate, enjoy, persist, play fairly, show empathy compassion or caring)

Technical: Students will demonstrate positive participation, responsibility and cooperation while participating in all physical education class activities.

Tactical: Students will be able to demonstrate personal responsibility while participating in all movements tasks and students will also be able to demonstrate cooperation with others will participating in group movement activities.

TIME (min.)	Activities (what)	ORGANIZATION: PROCEDURES (how)	TEACHING POINTS: NOTES
4 min.	Instant Activity	Tunnel Tag; See attachment of list of instant activities for this study.	2 Taggers Tagged freeze make tunnel Crawl through tunnel to unfreeze
3 min.	Introduction: Responsibility and Cooperation	Students will stop the instant activity and sit at North Penguin Island. We will begin by discussing what it means to be responsible and cooperate with others. I will ask facilitating questions to gauge prior knowledge. We then will discuss today's activity and what the rules are for the activity. I will ask facilitating questions to make sure the students are clear on the expectations.	Responsible: - Following the Rules - Being Honest - Helping others - 100% effort Cooperation: Listening, talking, helping one another, sharing.
20 min.	Three Way Capture The Flag	Students are divided into two teams. One team on each side of the half court line. Each team begins the game with six cones evenly spaced on the baseline with a whiffle ball placed on top of each. In the center on the baseline is a flag. Each team also begins with six –ten gator balls. A game can be won in three different ways, the first is if all of one team is in the opposing teams jail and cannot be rescued, the second is when all of the whiffle balls are knocked off of the other teams cones and the third is if the flag is captured and brought over to the capturing teams side. A player is caught when they are	

		<p>tagged on the opposing teams side and must go to one of the two jails on that teams side. The second way a player gets frozen is when an opposing team catches a ball thrown by them across the gymnasium. In order to throw the ball you must remain on your teams' side of the gym. A row of cones across the half court line divides the two teams. You can only cross the half court line to go steal the other teams flag or rescue a teammate out of jail.</p>	
30 sec.	Transition	<p>“Potatoes” All students sit down and stop talking wherever they are. “North Penguin Island” All students will go have a seat at this location</p>	<p>Transition: “Potatoes”, “North Penguin Island”</p>
2 min.	Closure check for understanding; review	<p>Review of the importance of being responsible and cooperating with others. Ask facilitating questions to gauge what students learned from the lesson.</p> <ul style="list-style-type: none"> <li>- What does it mean to be responsible?</li> <li>- In what ways do you cooperate with others?</li> </ul>	<p>Cooperating: Communicate, Listen, Share, Help one another, Encourage each other, be Nice. Responsible: Follow the rules, honest, 100 effort and helping</p>

30 sec.	Transition	On the command “Carrots” Students will go line up for roll call.	others
	Line-up	- Students will line up in a single file line on the black line near the south wall. When students hear the raise “roll Call” they all must be in a straight line, arms at their side and facing the door.	Roll Call Challenge

***EASTERN MICHIGAN UNIVERSITY***  
***School of Health Promotion and Human Performance***  
**LESSON PLAN FORM**

Teacher: J.R. Leonard Activity: Personal and Social Responsibility  
 Class Length: 30 min. Number in class: 27 Grade  
 Level 4th  
 Day/Date Fri. 4/17 Inclusion Learners: \_\_\_\_\_  
 Lesson: # 2 of 2

<b>SET UP OF ENVIRONMENT/MATERIALS OR EQUIPMENT and SAFETY CONSIDERATIONS</b>
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**We will be inside the gym for today's Social Responsibility Learning activity.  
 I will make sure that the gym is safe and that there are no objects in the area that may cause injury.  
 2 flags, 10 orange cones, jerseys, gator balls and 14 pins**

**Citation of References and Resources used in this lesson: (APA 6<sup>th</sup> edition format)**

Metzler, M. W. (2011). Instructional models for physical education (3rd edition).  
 Scottsdale, Arizona: Holcomb Hathaway.

SHAPE America. (2013). Grade-level outcomes for K-12 physical education. Reston, VA: Author.

**National Standard(s) focused upon in this lesson: (Write it out)**

**Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

**Michigan Grade Level Content Expectations GLECS or MMCEs focused upon in this lesson: (Code numbers with phrases)**

**STANDARD 5**

**Strand – Content Knowledge**

**Domain: Personal/Social Behaviors**

B.PS.04.01 Students will exhibit selected behaviors with prompts which exemplify each of the personal/social character traits of responsibility, best effort, cooperation and compassion..

**LEARNER OUTCOMES/COMPETENCIES/BEHAVIOR OBJECTIVES**

(as a result of lesson the students will be able to ...)

**Psychomotor:** (perform, demonstrate, show, do)

Technical: Students will demonstrate the ability to perform various movement activities while demonstrating the personal/social traits of responsibility and cooperation.

Tactical: Students will demonstrate the ability to perform various movement activities while demonstrating the personal/social traits of cooperation and responsibility in a dynamic setting.

**Cognitive:** (understand, know, recite, explain, analyze, tell steps, provide reasons, strategize, solve problems, research)

Technical: Students will demonstrate understanding of what it means to be responsible and to cooperate with others.

Tactical: Students will demonstrate understanding of what it mean to be responsible and to cooperate with others through individual questioning of students before, during and after the lesson.

**Affective:** (cooperate, share, lead, follow, collaborate, create, follow directions, appreciate, enjoy, persist, play fairly, show empathy compassion or caring)

Technical: Students will demonstrate positive participation, responsibility and cooperation while participating in all physical education class activities.

Tactical: Students will be able to demonstrate personal responsibility while participating in all movements tasks and students will also be able to demonstrate cooperation with others will participating in group movement activities.

TIME (min.)	Activities (what)	ORGANIZATION: PROCEDURES (how)	TEACHING POINTS: NOTES
4 min.	Instant Activity	Everyone Is It Tag; See attachment of list of instant activities for this study.	Everyone is it but also everyone can unfreeze people
3 min.	Introduction: Responsibility and Cooperation	Students will stop the instant activity and sit at North Penguin Island. We will begin by discussing what it means to be responsible and cooperate with others. I will ask facilitating questions to gauge prior knowledge. We then will discuss today's activity and what the rules are for the activity. I will ask facilitating questions to make sure the students are clear on the expectations.	Responsible: - Following the Rules - Being Honest - Helping others - 100% effort Cooperation: Listening, talking, helping one another, sharing.
20 min.	Three Way Capture The Flag	Students are divided into two teams. One team on each side of the half court line. Each team begins the game with six cones evenly spaced on the baseline with a whiffle ball placed on top of each. In the center on the baseline is a flag. Each team also begins with six –ten gator balls. A game can be won in three different ways, the first is if all of one team is in the opposing teams jail and cannot be rescued, the second is when all of the whiffle balls are knocked off of the other teams cones and the third is if	

		<p>the flag is captured and brought over to the capturing teams side. A player is caught when they are tagged on the opposing teams side and must go to one of the two jails on that teams side. The second way a player gets frozen is when an opposing team catches a ball thrown by them across the gymnasium. In order to throw the ball you must remain on your teams' side of the gym. A row of cones across the half court line divides the two teams. You can only cross the half court line to go steal the other teams flag or rescue a teammate out of jail.</p>	
30 sec.	Transition	<p>“Potatoes” All students sit down and stop talking wherever they are. “North Penguin Island” All students will go have a seat at this location</p>	<p>Transition: “Potatoes”, “North Penguin Island”</p>
2 min.	Closure check for	<p>Review of the importance of being responsible and</p>	<p>Cooperating: Communicate, Listen,</p>

30 sec.	<p>understanding; review</p> <p>Transition</p> <p>Line-up</p>	<p>cooperating with others. Ask facilitating questions to gauge what students learned from the lesson.</p> <ul style="list-style-type: none"> <li>- What does it mean to be responsible?</li> <li>- In what ways do you cooperate with others?</li> </ul> <p>On the command “Carrots” Students will go line up for roll call.</p> <ul style="list-style-type: none"> <li>- Students will line up in a single file line on the black line near the south wall.</li> </ul> <p>When students hear the raise “roll Call” they all must be in a straight line, arms at their side and facing the door.</p>	<p>Share, Help one another, Encourage each other, be Nice.</p> <p>Responsible: Follow the rules, honest, 100 effort and helping others</p> <p>Roll Call Challenge</p>
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***EASTERN MICHIGAN UNIVERSITY***  
***School of Health Promotion and Human Performance***  
**LESSON PLAN FORM**

Teacher: J.R. Leonard Activity: Health-Related Fitness  
 Class Length: 30 min. Number in class: 27 Grade  
 Level 4th  
 Day/Date Wed. 4/29 Inclusion Learners: \_\_\_\_\_  
 Lesson: # 1 of 1

**SET UP OF ENVIRONMENT/MATERIALS OR EQUIPMENT and SAFETY CONSIDERATIONS**

**We will be inside the gym for today's Health-Related Fitness Lesson.**

**I will make sure that the gym is safe and that there are no objects in the area that may cause injury.**

**15 cones, speaker, Ipod**

**Citation of References and Resources used in this lesson: (APA 6<sup>th</sup> edition format)**

Metzler, M. W. (2011). Instructional models for physical education (3rd edition).  
 Scottsdale, Arizona: Holcomb Hathaway.

SHAPE America. (2013). Grade-level outcomes for K-12 physical education. Reston, VA: Author.

**National Standard(s) focused upon in this lesson: (Write it out)**

**Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

**Michigan Grade Level Content Expectations GLECS or MMCEs focused upon in this lesson: (Code numbers with phrases)**

**STANDARD 3**

**Strand – Fitness and Physical Activity**

**Domain: Health-Related Fitness**

A.HR.04.03 Students will meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender.

**LEARNER OUTCOMES/COMPETENCIES/BEHAVIOR OBJECTIVES**

(as a result of lesson the students will be able to ...)

**Psychomotor:** (perform, demonstrate, show, do)

Technical: Students will demonstrate the ability to meet the criterion-referenced muscular strength and endurance health related standards for age and gender.

Tactical: Students will demonstrate the ability to perform the push-up test that meets the standards for age and gender in a isolated setting.

**Cognitive:** (understand, know, recite, explain, analyze, tell steps, provide reasons, strategize, solve problems, research)

Technical: Students will demonstrate understanding of what the correct technique is for the push-up test in order to meet the standards for muscular strength and endurance.

Tactical: Students will demonstrate understanding of what the correct technique is for the push-up test through individual questioning of students before, during and after the lesson.

**Affective:** (cooperate, share, lead, follow, collaborate, create, follow directions, appreciate, enjoy, persist, play fairly, show empathy compassion or caring)

Technical: Students will demonstrate positive participation, responsibility and cooperation while participating in all physical education class activities.

Tactical: Students will be able to demonstrate personal responsibility while participating in all movements tasks and students will also be able to demonstrate cooperation with others will participating in partner movement activities.

TIME (min.)	Activities (what)	ORGANIZATION: PROCEDURES (how)	TEACHING POINTS: NOTES
4 min.	Instant Activity	Everyone Is It Tag; See attachment of list of instant activities for this study.	Everyone is it but also everyone can unfreeze people
5 min.	Introduction: Health-Related Fitness	Students will stop the instant activity and sit at North Penguin Island. We will begin by discussing what health related fitness is and in particular the push-up test. I will ask facilitating questions to gauge prior knowledge. We then will discuss today's activity and what the rules are for the activity. I will ask facilitating questions to make sure the students are clear on the expectations.	<ul style="list-style-type: none"> <li>- Push-up Test</li> <li>- Partner up</li> <li>- One person at a time</li> <li>- Two mistakes and done</li> </ul>
20 min.	Push-up Test – Health-Related Fitness Activity	Have students' pair up and grab a cone. One student goes at a time while the other partner looks for form mistakes and counts the total number of push-ups. Once the first group is done then the second group goes	<ul style="list-style-type: none"> <li>- Lifeguards save people by pulling them away from the parachute when attacked by a shark.</li> <li>- Sharks go under the parachute and their job is to pull people under.</li> </ul>

30 sec.	Transition	<p>“Potatoes” All students sit down and stop talking wherever they are. “North Penguin Island” All students will go have a seat at this location</p>	Transition: “Potatoes”, “North Penguin Island”
3 min.	Closure check for understanding; review	<p>Review of the importance of health-related fitness and in particular the push-up test. Ask facilitating questions to gauge what students learned from the lesson.</p> <ul style="list-style-type: none"> <li>- What is health-related fitness?</li> <li>- What are the steps to perform a correct push-up?</li> </ul>	<p>-Muscular strength and endurance</p> <ul style="list-style-type: none"> <li>- Push-up; flat back, elbows bend to 90-degree angle.</li> </ul>
30 sec.	<p>Transition</p> <p>Line-up</p>	<p>On the command “Carrots” Students will go line up for roll call.</p> <ul style="list-style-type: none"> <li>- Students will line up in a single file line on the black line near the south wall. When students hear the raise “roll Call” they all must be in a straight line, arms at their side and facing the door.</li> </ul>	Roll Call Challenge

***EASTERN MICHIGAN UNIVERSITY***  
***School of Health Promotion and Human Performance***  
**LESSON PLAN FORM**

Teacher: J.R. Leonard Activity: Personal and Social Responsibility  
 Class Length: 30 min. Number in class: 27 Grade  
 Level 4th  
 Day/Date Wed. 5/1 Inclusion Learners: \_\_\_\_\_  
 Lesson: # 1 of 2

**SET UP OF ENVIRONMENT/MATERIALS OR EQUIPMENT and SAFETY CONSIDERATIONS**

**We will be inside the gym for today's Social Responsibility Learning activity. I will make sure that the gym is safe and that there are no objects in the area that may cause injury.**

**1 yellow ropes, 10 orange cones, bag of gator balls, 30 bean bags**

**Citation of References and Resources used in this lesson: (APA 6<sup>th</sup> edition format)**

Metzler, M. W. (2011). Instructional models for physical education (3rd edition). Scottsdale, Arizona: Holcomb Hathaway.

SHAPE America. (2013). Grade-level outcomes for K-12 physical education. Reston, VA: Author.

**National Standard(s) focused upon in this lesson: (Write it out)**

**Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

**Michigan Grade Level Content Expectations GLECS or MMCEs focused upon in this lesson: (Code numbers with phrases)**

**STANDARD 5**

**Strand – Content Knowledge**

**Domain: Personal/Social Behaviors**

B.PS.04.01 Students will exhibit selected behaviors with prompts which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion.

**LEARNER OUTCOMES/COMPETENCIES/BEHAVIOR OBJECTIVES**

(as a result of lesson the students will be able to ...)

**Psychomotor:** (perform, demonstrate, show, do)

Technical: Students will demonstrate the ability to perform various movement activities while demonstrating the personal/social traits of responsibility and cooperation.

Tactical: Students will demonstrate the ability to perform various movement activities while demonstrating the personal/social traits of cooperation and responsibility in a dynamic setting.

**Cognitive:** (understand, know, recite, explain, analyze, tell steps, provide reasons, strategize, solve problems, research)

Technical: Students will demonstrate understanding of what it means to be responsible and to cooperate with others.

Tactical: Students will demonstrate understanding of what it mean to be responsible and to cooperate with others through individual questioning of students before, during and after the lesson.

**Affective:** (cooperate, share, lead, follow, collaborate, create, follow directions, appreciate, enjoy, persist, play fairly, show empathy compassion or caring)

Technical: Students will demonstrate positive participation, responsibility and cooperation while participating in all physical education class activities.

Tactical: Students will be able to demonstrate personal responsibility while participating in all movements tasks and students will also be able to demonstrate cooperation with others will participating in group movement activities.

<b>TIME (min.)</b>	<b>Activities (what)</b>	<b>ORGANIZATION: PROCEDURES (how)</b>	<b>TEACHING POINTS: NOTES</b>
4 min.	Instant Activity	The Cheese Factory; See attachment of list of instant activities for this study.	2 taggers; if you get tagged start over collecting cheese
3 min.	Introduction: Responsibility and Cooperation	Students will stop the instant activity and sit at North Penguin Island. We will begin by discussing what it means to be responsible and cooperate with others. I will ask facilitating questions to gauge prior knowledge. We then will discuss today's activity and what the rules are for the activity. I will ask facilitating questions to make sure the students are clear on the expectations.	Responsible: - Following the Rules - Being Honest - Helping others - 100% effort Cooperation: Listening, talking, helping one another, sharing.
19 min.	Catch A Falling Star	Students will be placed on one of two teams and each team will be put on one half of the gym with a yellow rope dividing the two teams. The yellow rope will be 6 feet off the ground. When the game starts students will punt the gator balls back and fourth over the yellow rope. If you catch a gator ball kicked by the other team then your team earns one beanbag and you place it in your teams bucket. At the end of the game how ever many balls are left on your court then you lose that many bean bags.	- Two teams - Punt ball over yellow rope - Catch ball out of air team gets a bean bag

30 sec.	Transition	<p>“Potatoes” All students sit down and stop talking wherever they are.</p> <p>“North Penguin Island” All students will go have a seat at this location</p>	<p>Transition: “Potatoes”, “North Penguin Island”</p>
3 min.	<p>Closure check for understanding; review</p>	<p>Review of the importance of being responsible and cooperating with others. Ask facilitating questions to gauge what students learned from the lesson.</p> <ul style="list-style-type: none"> <li>- What does it mean to be responsible?</li> <li>- In what ways do you cooperate with others?</li> </ul>	<p>Cooperating: Communicate, Listen, Share, Help one another, Encourage each other, be Nice.</p> <p>Responsible: Follow the rules, honest, 100 effort and helping others</p>
30 sec.	Transition	<p>On the command “Carrots” Students will go line up for roll call.</p>	Roll Call Challenge
	Line-up	<ul style="list-style-type: none"> <li>- Students will line up in a single file line on the black line near the south wall. When students hear the raise “roll Call” they all must be in a straight line, arms at their side and facing the door.</li> </ul>	

***EASTERN MICHIGAN UNIVERSITY***  
***School of Health Promotion and Human Performance***  
**LESSON PLAN FORM**

Teacher: J.R. Leonard Activity: Personal and Social Responsibility  
 Class Length: 30 min. Number in class: 27 Grade  
 Level 4th  
 Day/Date Fri. 5/8 Inclusion Learners: \_\_\_\_\_  
 Lesson: # 2 of 2

**SET UP OF ENVIRONMENT/MATERIALS OR EQUIPMENT and SAFETY CONSIDERATIONS**

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3 min.	Closure check for understanding; review	<p>Review of the importance of being responsible and cooperating with others. Ask facilitating questions to gauge what students learned from the lesson.</p> <ul style="list-style-type: none"> <li>- What does it mean to be responsible?</li> <li>- In what ways do you cooperate with others?</li> </ul>	<p>Cooperating: Communicate, Listen, Share, Help one another, Encourage each other, be Nice.</p> <p>Responsible: Follow the rules, honest, 100 effort and helping others</p>
30 sec.	Transition  Line-up	<p>On the command “Carrots” Students will go line up for roll call.</p> <ul style="list-style-type: none"> <li>- Students will line up in a single file line on the black line near the south wall. When students hear the raise “roll Call” they all must be in a straight line, arms at their side and facing the door.</li> </ul>	Roll Call Challenge