

Mike Ray
0535371

Philosophy of Physical Education

I believe there is great value in physical education for many reasons, including those of muscle strength, bone and joint development, and mental health. Through personal experience, supported with field tests and current academic research, I have come to believe that regular physical involvement can be linked to an increase in energy, self-confidence and self-worth, and better academic grades. Physical education, when properly taught, can be of great social value; not just because of the apparent “team” aspect of some games, but because of the opportunity it has to be a stepping-stone for children who otherwise wouldn’t be ‘social leaders’ to have a chance to direct their peers, in such alternative environment situations as orienteering. Students learn to work together, and learn how to appropriately interact with each other – something that might not happen as regular in such subjects as mathematics or language arts.

As a future educator, I think it will be of great benefit to my future students that I think highly of physical education – not because they will play “games,” but because I believe that with an introduction to an active and healthy lifestyle as a child they will have a much higher chance of persisting in it as they grow up. I believe this to be the case even more as teachers, such as me, try to incorporate a variety of physical education settings that students may find themselves in as they age (ie. yoga, gymnastics, and dance).

It is my goal to see to it that my students will succeed in physical education – not in a “points-per-game” sense, but in a sense of feeling and knowing that they can do something if they try, because they have tried and succeeded before.

GRADE: 2

Unit Name: Orienteering

The goal of this unit is for the students to develop skills in teamwork and communication, through the outdoors activity of orienteering. Orienteering is beneficial to both the individuals and the class as a whole because of the leadership and responsibility it teaches to students. They will also learn valuable skills such as map reading, map making, personal orientation, and route navigation.

Prescribed Learning Outcomes

It is expected that students will:

Active Living

A5: participate daily (e.g., five times a week) in moderate physical activities

Movement Skills

B1: move through general space, incorporating directional changes

Safety, Fair Play, and Leadership

C1: demonstrate safe behaviours when participating in physical activity (e.g., listening to and following directions, staying within activity boundaries)

C2: follow established procedures and directions when participating in physical activity

C3: demonstrate respect for others during physical activity (e.g., taking turns, giving encouragement)

Objectives for the Unit (TSWBAT)

- Psychomotor:
- Physically navigate a route.
 - Walk and run in alternative environments.
- Cognitive:
- Read a map.
 - Orient a map to personal positioning.
 - Make a map (including a legend).
 - Navigate a route.
 - Recognize safety issues when traveling in unknown areas.
- Affective (Social):
- Work cooperatively in a group, taking turns leading their group.
 - Communicate effectively with one another.
 - Demonstrate sportsmanship and responsibility, operating within the guidelines of orienteering.

<p>Lesson #: 1 of 5 Topic: Making and reading a map</p> <p>Equipment: white paper, coloured pencils, pencils, erasers, chalk, chalkboard, sticky notes for markers (1 for every child, plus 4 or 5 extra)</p>	<p>Learning outcomes: TSWBAT... P: Physically navigate a route. C: Read a map. C: Make a map (including a legend). A: Communicate effectively with one another.</p>	
<p>Parts of the lesson</p> <p><u>Introductory activities</u> Introduce today's lesson</p> <p><u>Cardio time</u> Students move continuously for 5 minutes during a game of "Freeze Dance" (non-elimination).</p>	<p>Organization</p> <p>Students dance to music until it stops, at which point they freeze too. There is no penalty for not stopping, other than the tainting of fun!</p>	<p>Teaching Points</p> <p>Must be aware of surroundings (other people, obstructions).</p> <p>Listening skills – be aware to when the music ceases.</p>
<p>Lesson Focus</p> <p><u>1) Discussion</u> With the class, discuss these questions: - What is orienteering? - What equipment is needed? - What skills are used?</p> <p><u>2) Interaction</u> Have the students draw an overhead map of the class, including objects they see as important.</p> <p><u>3) Discussion</u> Discuss the map making process: - Which parts were easy/hard? - How did you represent certain objects? Which symbols? Which objects?</p> <p><u>4) Cooperative Work</u> Create a map of the classroom on the chalk/whiteboard as a class, using points/suggestions from the students.</p>	<p>Lesson is done in class, so sitting in desks.</p> <p>Freedom to move around the classroom.</p> <p>At desks.</p> <p>At desks, teacher at board.</p>	<p>Orienteering – finding your way across unknown terrain. Equipment – compass, map, paper, pencil. Skills – observational, movement, spatial, legend making.</p> <p>What makes a good map? → legend/key → title → neatness</p>
<p>Culminating Activity</p> <p>While students are out of the class (recess/lunch/music/etc.) place markers in the classroom, marking their location on the map on the chalkboard.</p> <p>When the students arrive back in class instruct them to</p> <ol style="list-style-type: none"> 1) find a partner and look at the map on the chalkboard 2) go with their partner and find 2 markers (only 2!) 3) sit down at their desk and answer the two questions on a piece of loose-leaf paper. 	<p>-The markers are sticky notes with a basic question on it just for fun! Maybe a math or science question??</p>	<p>How do you read a map of the classroom?</p> <p>The content of the questions is somewhat irrelevant – we want to see if they can find the markers.</p>
<p>Closure Review the key concepts of a map and orienteering.</p>	<p>Sitting at desks.</p>	<p>Legend, definitions, observational skills</p>
<p>Assessment</p> <ol style="list-style-type: none"> 1) Collect students' maps. Check for: legend, understanding or overhead drawing, placement of classroom objects. → complete/incomplete – if things are missing/incorrect, hand back for fixing – all maps will be complete eventually 2) Collect loose-leaf with answers to marker questions. → complete/incomplete 		

<p>Lesson #: 2 of 5 Topic: Orienting a map</p> <p>Equipment: coloured cones, white paper, pencils, erasers, copy of field map for each student</p>	<p>Learning outcomes: TSWBAT... P: Physically navigate a route. P: Walk and run in alternative environments. C: Read a map. C: Orient a map to personal positioning. C: Navigate a route. C: Make a Map A: Communicate effectively with one another.</p>	
<p>Parts of the lesson</p> <p><u>Introductory activities</u> Introduce today's lesson</p> <p><u>Cardio time</u> Students move continuously for 5 minutes during a game of "What are you?"</p>	<p>Organization</p> <p>Using a basic soccer field setup, split children into two groups, one on each side of centre. Each time takes turns acting out an animal, and once the other team guesses their animal, they must run to their end-zone without being tagged. Once tagged, they join the team who tagged them. Teams alternate being animals.</p>	<p>Teaching Points</p> <p>Fair play – if you are tagged you switch teams.</p> <p>Safety – being able to run amongst a group of people who are also running.</p>
<p>Lesson Focus</p> <p><u>1) Discussion</u> With the class discuss: - What does it mean to orient a map?</p> <p><u>2) Instructions & Teacher Demonstration</u> Tell each student they are going to walk the course laid out for them on the field, following the path on the map. Every time they come to another cone they will have to change directions, according to their map, so they will have to change their grip on the map so it is oriented correctly.</p> <p><u>3) Interaction</u> Have the students go through the course, following the provided field map.</p> <p><u>4) Extension/Lead up to Culminating Activity</u> Once all students have gone through the course explain the concept of "line orienteering:" - On a blank field map (which will have only the location of the school and the coloured cones) have each student draw a route to many of the different cones (4-6 cones) - They should label the start and finish of the route, and - Include a title, their name, and a legend.</p>	<p>All students sitting in a semi-circle on the field facing the teacher and the orienteering field.</p> <p>All students will go through the course, practicing their map orientation skills.</p>	<p>Orienting a map is to hold it correctly (what is in front of you in the terrain/reality is in front of you on the map).</p> <p>Show what it means to "orient" a map.</p>
<p>Culminating Activity</p> <p>Every student in the class trades their newly drawn map with another student, and follows the route while orienting the map.</p>		<p>Students will have to be aware of which the control marker is (the school, in this case) to keep the map oriented properly.</p>
<p>Closure Ask the students what it was like following another person's map, and what makes a map easier/harder to follow.</p>	<p>Sitting on field.</p>	
<p>Assessment Observation of students orienting their maps – do they change their grip on the map when they change direction? →Yes or No</p>		

<p>Lesson #: 3 of 5 Topic: Route orienteering</p> <p>Equipment: Grade 5 buddy class, map (6 different ones) of school grounds for each group, field markers, pencils, 11x17 white paper, pencil crayons, 1 sardines map for every student, soft nerf-ball</p>	<p>Learning outcomes: TSWBAT... P: Physically navigate a route. P: Walk and run in alternative environments. C: Read a map. C: Orient a map to personal positioning. C: Navigate a route. C: Make a Map C: Recognize safety issues when traveling in unknown areas A: Communicate effectively with one another. A: Demonstrate sportsmanship and responsibility</p>	
<p>Parts of the lesson</p> <p><u>Introductory activities</u> Introduce today's lesson</p> <p><u>Cardio time</u> Students move continuously for 5 minutes during a game of "Up Chuck"</p>	<p>Organization</p> <p>Everyone has a soft nerf ball and walks around the play area silently. When the teacher yells "Up Chuck" everyone throws their ball into the air and tries to catch someone else's.</p>	<p>Teaching Points</p> <ul style="list-style-type: none"> - How did you decide who's ball to catch? - What other forms of communication are there? (besides verbal)
<p>Lesson Focus</p> <p><u>1) Discussion</u> With the class discuss: - How can we stay safe when we are orienteering? - What important things should we consider? - Are there general "rules" we should follow?</p> <p><u>2) Interaction</u> Have all grade 2 students find a grade 5 buddy. Then, break up the pairs into groups of four students.</p> <p>Explain that there are six different routes around the school yard with corresponding markers, and each group will be given a map with one of the routes. They are then to go follow their route and draw on the map the corresponding markers found in the field.</p> <p>Only half of the groups will go out at a time – while the one half is out, the other half will stay and draw a treasure map. Explain that all the normal map making rules and standards are to be followed.</p>	<p>All students sitting in a semi-circle on the field facing the teacher.</p> <p>Sitting in groups of 4 (2 little buddies and 2 big buddies)</p> <p>Half of the groups will be sitting working on treasure maps, and the other half will be following their routes.</p>	<ul style="list-style-type: none"> - Keep track of time (with a watch) - Work in groups - ALWAYS stay together - Stay within known boundaries - Respect the environment - Do not follow other groups - Leave markers & controls where they are <p>Maps include legend/key, title, are neat and legible.</p>
<p>Culminating Activity</p> <p>When all the groups have returned, match the 2 groups with the same route together to compare their marker records.</p>	<p>6 groups of 8 (2 groups of 4 students)</p>	<p>Accuracy of field markers on map placement.</p>
<p>Closure Discuss with class: - What strategies did you use to place the markers on the map? - How did you make sure that it was as accurate as possible? - What are some things you could do to help make it more accurate?</p>		<ul style="list-style-type: none"> - Observing skills - Possibly talk about "map scale" - Proper map orientation when recording markers
<p>Assessment Take in treasure maps – do they have: → legend/key, title, legible writing (Yes/No for each one) Take in group maps of the school grounds. Check for two things: → recording of ALL the field markers on their map (per marker basis – complete/incomplete) → relative placement of the markers to their actual location on the field (Yes/No)</p>		

<p>Lesson #: 4 of 5 Topic: Follow the Leader</p> <p>Equipment: 4 different maps - 1 for each group (each map with it's own distinct route and field-markers), markers, grade 5 buddy class, whistle</p>	<p>Learning outcomes: TSWBAT... P: Physically navigate a route. P: Walk and run in alternative environments. C: Read a map. C: Orient a map to personal positioning. C: Navigate a route. C: Recognize safety issues when traveling in unknown areas A: Communicate effectively with one another. A: Demonstrate sportsmanship and responsibility A: Work cooperatively in a group, taking turns leading their group.</p>	
<p>Parts of the lesson</p> <p><u>Introductory activities</u> Introduce today's lesson</p> <p><u>Cardio time</u> Students move continuously for 5 minutes during a game of "Builders and Bulldozers."</p> <p>Tell each child in grab a cone, and for group A to place the cone right-side-up, and group B to place it upside-down. When the teacher says "go," the students try to flip other cones to what <i>their</i> group is (upside-down, or right-side-up). When the teacher blows the whistle the game is over.</p>	<p>Organization</p> <p>Divide the grade 2's into two teams; divide the grade 5's into two teams – put one of each grade together (now 2 mixed teams).</p>	<p>Teaching Points</p> <p>- Be careful to not run into anyone while moving about (especially the larger grade 5's).</p>
<p>Lesson Focus</p> <p><u>1) Review</u> - Orienteering safety and etiquette guidelines</p> <p><u>2) Organization</u> - Have all grade 2 students find a grade 5 buddy. - Break up the pairs into groups of six students. - Give each group 1 map with a route and markers on it. - Have students decide which grade 2 will lead their group first (only grade 2's will lead – grade 5's are for supervision).</p> <p>Explain that only the student <i>with the map</i> is allowed to look at it – the other 5 students in the group are to follow them until they reach the first field marker. At each field marker the students switch roles, so that every grade 2 has a chance (or multiple chances) to lead the group.</p> <p>Students will have 20 minutes to complete their route (which will lead them back to the starting point). Inform students you will be blowing a whistle to signal to come back.</p>	<p>All students sitting in a semi-circle on the field facing the teacher.</p> <p>Sitting in groups of 6 (3 little buddies and 3 big buddies).</p> <p>Students will spread out on the field. Teacher will be at the starting point, observing from a far.</p>	<p>- Keep track of time (with a watch) - Work in groups - ALWAYS stay together - Stay within known boundaries - Respect the environment - Do not follow other groups - Leave markers & controls where they are - Only the student with the map may look at it – the rest of the group follows - At each new field-marker the grade 2 students rotate through the leading role - When you hear the whistle you return</p>
<p>Culminating Activity When all the groups have returned discuss with the students: - How they felt with someone else leading them - Did they like the map they used? What was good/bad about it - How did you feel about <i>leading</i> the group?</p>	<p>Sitting in a semi-circle facing the teacher.</p>	
<p>Closure Discuss with class: - If you designed the map, what would have done? Why?</p>		<p>- Review important parts and rules of/on a map</p>
<p>Assessment Hand out self-assessment sheet – have the grade 5's <i>help</i> the grade 2's fill it in. See attached sheet.</p>		

<p>Lesson #: 5 of 5 Topic: Treasure Hunt</p> <p>Equipment: map of school grounds with field marker locations, activities at each marker station, equipment for the stations, parent (or grade 5 buddy) volunteers at each station</p>	<p>Learning outcomes: TSWBAT... P: Physically navigate a route. P: Walk and run in alternative environments. C: Read a map. C: Orient a map to personal positioning. C: Navigate a route. A: Communicate effectively with one another. A: Demonstrate sportsmanship and responsibility A: Work cooperatively in a group, taking turns leading their group.</p>	
<p>Parts of the lesson</p> <p><u>Introductory activities</u> Introduce today's lesson</p> <p><u>Cardio time</u> Students move continuously for 5 minutes during a game of "British Bulldog."</p> <p>When the "bull-dog," person in the middle, yells "British Bulldog," everyone has to run across the field to the other end zone. If they are tagged, they also become bull dogs. The game ends when everyone is a bull dog.</p>	<p>Organization</p> <p>Have the special helper choose someone who wants to be the bull dog.</p> <p>The "bull-dog" stands in the middle of the field, and everyone else stands in one of the end-zones.</p> <p>You MUST stay within the boundaries.</p>	<p>Teaching Points</p> <ul style="list-style-type: none"> - Fair play. - Teamwork – working together to tag the fast people.
<p>Lesson Focus</p> <p><u>1) Review</u> - Orienteering safety and etiquette guidelines</p> <p><u>2) Organization & Instruction</u> - Place students into groups of 4 or 5 – give each group a map with the marker stations clearly labelled (from 1-10). - Tell students they must move in numerical order from station to station, and must complete all the stations. - There is an activity at each station which must be completed – the parent/grade 5 volunteers will be monitoring their completion (instructions and equipment for each station will be provided <i>at</i> each station). - If you come to a new station and there is still a group there you must wait until they are finished before you can start. - Once you have completed all the stations return to the starting station (where the teacher is).</p> <p>If at any point the students hear the teacher blow their whistle they are to immediately return to the starting point.</p>	<p>All students sitting in a semi-circle on the field facing the teacher.</p> <p>Sitting in groups of 4 or 5.</p> <p>Students will be running around on the field, in their group, following their maps to their new stations.</p> <p>Teacher will be at the starting point, observing from a far.</p>	<ul style="list-style-type: none"> - Keep track of time (with a watch) - Work in groups - ALWAYS stay together - Stay within known boundaries - Respect the environment - Do not follow other groups - Leave markers & controls where they are - When you hear the whistle you return - Work cooperatively in your groups
<p>Culminating Activity When the groups arrive at the starting point after completing all 10 stations, they will receive a new map with an "X" on it, marking the spot where their treasure is located.</p>		<ul style="list-style-type: none"> - Risk, cooperation, and communication.
<p>Closure Discuss with the students: - What did you like about the activity? - Which control activity station did you find the most challenging? Why? - What were some of the orienteering skills you used?</p>	<p>Sitting in a semi-circle facing the teacher.</p>	
<p>Assessment Have students record in their journals their answers to these questions: - What is orienteering? - What skills do you use when participating in orienteering? - What did you like about orienteering? - What would you like to do more of?</p>		

GRADE: 2

Unit Name: Orienteering

References

Lessons 1, 3, & 4 (motivated by):

Pangrazi, R, & Gibbons, S (2003). *Dynamic Physical Education for Elementary School Children*. San Francisco: Pearson Education.

Lesson 2 (motivated by):

Hasselstrand, G (1987). *Learning Orienteering Step by Step*. Sollentuna, Sweden: International Orienteering Federation.

Lesson 5 (motivated by):

Calgary Board of Education (1980). *Orienteering, level one*. Calgary: The Board.

Orienteering Lesson #4

Name: _____

Date: _____

Self Assessment – Leadership

How did you like leading your group today? Circle the face that shows how you feel.



What did you **like** about leading your group today?

If you were to lead the group **tomorrow**, would you change anything? Why?

Did you have any problems reading the map? Why, or why not?
