

SKILL | LAB

Example Lesson Plans

Lesson Plan One

*Incorporating Skill Lab in a Non-station Format to Develop Jumping and Landing Skills
Estimated Class Size of 30 Students*

Unit: Non-locomotor Skills

Learning Outcome: Movement Skills - Jumping and landing on two feet

Grades: 3-5

Approximate Lesson Length: 60 minutes

Equipment: 15 iPads, 2 cones, 15 gym mats (or hula-hoops)

Lesson Overview

- Warm-up: Tag games: 10 minutes
- Core Activity 1: Skill Lab for Jumping and Landing Technique Development: 20 minutes
- Core Activity 2: Astro Jumpers - Skill Practice Game: 20 minutes
- Cool down and learning reflection: 5 minute

Warm-up (10 minutes)

- Line Tag - play for 5 minutes
- Freeze Tag - play for 5 minutes

Core Activity 1: Skill Lab for Jumping and Landing Technique Development (20 minutes)

Instructions - 5 minutes

- Explain to students that today they will be using iPads to learn proper jumping and landing technique.
- Provide a basic overview of how the peer-to-peer learning activity will work:
 - Everyone is going to find a partner then you and your partner will get an iPad.
 - Once you have your iPad and partner, you will find an open space in the gym.
 - Begin by opening the Skill Lab app and watching a jump demonstration.
 - Once you have watched the demonstration, decide which partner is going to be the skill instructor and who is going to try the skill.
 - The skill instructor will record a video of their partner attempting the jump variation they just watched in the demonstration.
 - The skill instructor will then assess their partners jumping performance using the compare screen.
 - Once you have completed the assessment checklist, have your partner try the skill one more time to see if they can improve.
 - Once you have completed the second assessment, switch partners.

- Additional note: using the app to complete the skill assessment checklist is likely to require the most explanation for students. We recommend using some of the strategies included in the “Using Skill Lab for the First Time” section of the document.

Completing the Activity - 15 minutes

- Once students begin working on the activity, you should be free to circulate around the gym and offer support to each pair of students.
- During the first session, you will likely have to answer several questions surrounding basic app usage.
- After students are comfortable using the app, you will be able to provide additional teaching support for students who are having a more difficult time learning a skill.
- If some groups of students move quicker through the activity than others, have them work on another skill until the designated activity is over.
- Make sure you tell students when they are half way through the activity time so they can switch partners.

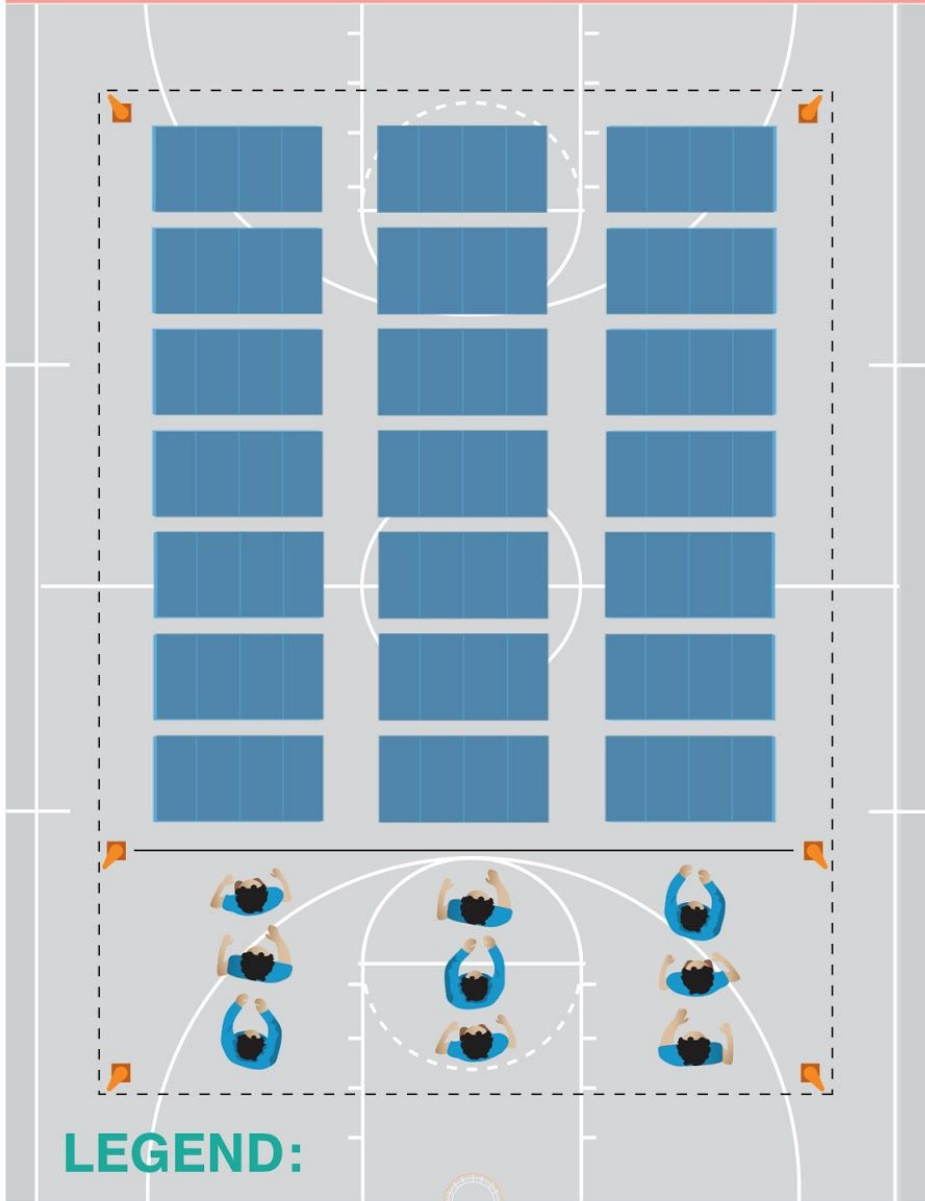
Core Activity 2: Astro Jumpers - Skill Practice Game (20 minutes)

Equipment

- Cones
- Something to use as planets (gym mats, hoola-hoops, etc.)

Set-up

ASTRO JUMPERS



LEGEND:

Start/End Lines

Area Boundary

Players



Gym Mats



Cones



Instructions

- Split players into groups of 4-5.
- Each group will line up behind a designated starting line (i.e. the sun).
- Prepare a combination of 8 gym mats, yoga mats, tape on the floor and/or hula-hoops (i.e. planets of our solar system) in front of each group.
- Mats must be placed close enough so players can jump from one to another in sequence.
- Object of the game is to jump from one mat to the next without touching the floor.
- If they touch the floor, they must return to a designated mat (i.e. earth) and perform 5 jumping jacks (i.e. star jumps) before attempting the sequence again.
- Players should be encouraged to call out the names of the planets as they land successfully on each one.
- After players complete the circuit, choose a new type of jumping for the players to attempt (i.e. single leg jumps, jump sideways, jump as high as you can, jump as quietly as you can, etc.).

Adaptations

- *Decrease difficulty by...*
 - Decreasing distance between mats, hula-hoops, etc..
- *Increase difficulty by...*
 - Increasing distance between mats, hula-hoops, etc.

Cool Down (10 minutes)

Activity - 5 minutes

- Stretch
 - Toe Touches
 - Bicep Stretch
 - Tricep Stretch
 - Reach for the Sky
 - Grab ankle and try to touch bum with heel
 - Hug knee to chest

Learning reflection - 5 minutes

- Ask kids which cues they remember or what steps are involved in a good jump
 - In partners get kids to demonstrate skill and remind each other of any coaching cues they are missing.
- Provide examples of sports that use the movement skill of jumping.

If you only have one device for every four students, this lesson can be completed in a station format as seen below:

Lesson Overview

- Warm-up: Tag games: 10 minutes
- Station 1: Skill Lab for Jumping and Landing Technique Development: 20 minutes
- Station 2: Astro Jumpers - Skill Practice Game: 20 minutes
- Cool down and learning reflection: 5 minute

Lesson Plan Two

*Incorporating Skill Lab in a Non-station Format to Develop Kicking Skills
Estimated Class Size of 30 Students*

Unit: Manipulative Skills OR Soccer

Learning Outcome: Movement Skills - Kicking (striking with the feet)

Grades: 3-5

Approximate Lesson Length: 60 minutes

Equipment: 15 iPads, 2 cones, 15 balls for kicking

Lesson Overview

- Warm-up: Tag games: 10 minutes
- Core Activity 1: Skill Lab for Kicking Technique Development: 20 minutes
- Core Activity 2: Going Squirrely - Skill Practice Game: 20 minutes
- Cool down and learning reflection: 5 minute

Warm-up (10 minutes)

- Line Tag - play for 5 minutes
- Freeze Tag - play for 5 minutes

Core Activity 1: Skill Lab for Kicking Technique Development (20 minutes)

Instructions - 5 minutes

- Explain to students that today they will be using iPads to learn proper kicking technique.
- Provide a basic overview of how the peer-to-peer learning activity will work:
 - Everyone is going to find a partner then you and your partner will get an iPad and a ball.
 - Once you have your iPad, partner and a ball, you will find an open space in the gym.
 - Begin by opening the Skill Lab app and watching the kick demonstration.
 - Once you have watched the demonstration, decide which partner is going to be the skill instructor and who is going to try the skill.
 - The skill instructor will record a video of their partner **kicking the ball at a target on the wall. The video should be recorded from a side-view.**
 - The skill instructor will then assess their partners kicking performance using the compare screen.
 - Once you have completed the assessment checklist, have your partner try the skill one more time to see if they can improve.
 - Once you have completed the second assessment, switch partners.

- Additional note: using the app to complete the skill assessment checklist is likely to require the most explanation for students. We recommend using some of the strategies included in the “Using Skill Lab for the First Time” section of the document.

Completing the Activity - 15 minutes

- Once students begin working on the activity, you should be free to circulate around the gym and offer support to each pair of students.
- During the first session, you will likely have to answer several questions surrounding basic app usage.
- After students are comfortable using the app, you will be able to provide additional teaching support for students who are having a more difficult time learning a skill.
- If some groups of students move quicker through the activity than others, have them work on another skill until the designated activity is over.
- Make sure you tell students when they are half way through the activity time so they can switch partners.

Core Activity 2: Going Squirrely - Skill Practice Game (20 minutes)

Equipment

- Cones
- One ball per team of 6-8 students

Set-up

GOING SQUIRRELLY



LEGEND:



Cones

Area Boundary



Players



Outfield Players



Ball

Instructions

- Divide players into two teams (i.e. scurries of squirrels). For max participation, make more teams if space permits.
- Each team sets up a cone (i.e. tree) and stands single file beside their cone
- The first player in each team will start with a ball (i.e. acorn).
- One member from each team will be chosen to stand opposite their team in the outfield
- The first player from each group kicks the ball for the player in the outfield from the other team.
- The outfield players run to retrieve the other team's ball.
- Once the fielders have retrieved the ball, they stand in place and hold it above their heads.
- Each team's members then race to their fielder and line up behind them.
- Teams then begin passing the ball over the first player's head then between the second player's legs
- Teams move the ball from the front of the line to the back of the line as quickly as possible.
- Once the ball is at the back of the line, the entire team runs with the ball and places it on the ground beside their cone.
- The first team to return the ball back to their cone scores a point.
- Teams switch kickers and fielders every kick.
- Games can be played up to five points.
- Games will continue to be played until each player has the opportunity to kick the ball.

Adaptations

- Decrease difficulty by
 - Decreasing the size of the playing area
- Increase difficulty by
 - Increasing the size of the playing area

Cool Down (10 minutes)