PHYSICAL EDUCATION LESSON PLAN

Department of Exercise and Sport Sciences * Manchester College

Teacher: Kyle Leffel **Team Teacher: Ms. Plummer**

Date: 4/16/09 Time Period: 1:15-1:35 Grade Levels: 7-8 Number of Students: 16

Standard(s): 1. Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. 5. Students exhibit responsible personal and social behavior that respects self and others in physical activity settings. 6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objectives: Cognitive: The students will demonstrate an understanding for the parts of a compass by showing a co-teacher or myself where they are on the first or second try. Affective: The students will cooperate with one another to practice safe methods of orienteering. The students will demonstrate a value for challenge and social expression by answering questions related to what they learned during the lesson. Psychomotor: The students will participate in an orienteering activity by identifying the bearings of at least 4 out of 6 control points, with a compass, within 8-10 minutes.

Equipment/Material Needs: 16 compasses, 12 cones, 8 bearing recording sheets, 8 pencils.

LESSON FOCUS

Introduction/Set Induction: Today we are going to review the parts of a compass and how to read a compass by completing a control point course. We are reviewing these skills to become more familiar with the compass, to work together with a partner, and to develop the skills necessary to complete a real orienteering course later on in the upcoming weeks.

EXPLANATION / DEMONSTRATION

Skills Reviewed/Introduced	Learning Cues
*Name and locate the parts of a compass…….....	*Base plate, Housing, Direction of Travel Arrow, Magnetic Needle, Orienting Arrow, and Orienting Lines.
*How to read a compass……..	1. Hold the compass in the palm of the hand, in front of the belly button. 2. The direction of travel arrow (on the base plate) should be pointed in the desired direction. Always turn your body, not just the compass, in the desired direction. 3. Turn the housing so that the red magnetic needle is over top and in line with the orienting arrow (on base plate). Read the bearing/degree.
*Apply compass reading skills in the "Control Point Drill" (Z3)……	1. Be consistent and paying attention to detail when reading the compass, always read it the same way. (Always at belly button height). 2. Work together; partners switch between recording the bearing and reading the compass at every control point.

INSTRUCTIONAL SCHEDULE

Time	Instruction/Practice Activities (with Description)
2 Min	Introduction/Set Induction
8-10 Min	Skill Review/Development **Compass Parts** 1. Have the students get with their partner (pre-determined list). 2. 1 partner from each group will walk to get two compasses for them and their partner. 3. Have the students work together to review the parts on their own. They can look at the names of the parts from the "word bank" held up by the teacher. 4. Once they have discussed with their partner, walk around to each group with a checklist and have them name the parts to you. Make sure each partner names 3 parts. Give the name of a part and have them show it to you. **Reading a Compass** 1. Hold the compass in the palm of the hand, in front of the belly button. 2. The direction of travel arrow (on the base plate) should be pointed in the desired direction. Always turn your body, not just the compass, in the desired direction. 3. Turn the housing so that the red magnetic needle is over top and in line with the orienting arrow (on base plate). Read the bearing/degree.
2-3 Min	Guided Practice: "Following a Bearing" (DP3) 1. Have the students stand in one line, everyone facing the instructor, with their compass in hand, at belly button height. 2. Shout out a bearing and make sure they are shooting the bearing correctly by rotating their bodies in the right direction. 3. If they all face the correct way then they know how to shoot a bearing.
6-8Min	Group Activity: "Control Point Drill" (ZP3) *Outside -Give each pair a record sheet and walk them outside by the athletic training doors. 1. There will be two separate courses set up that are exactly alike, just located in different areas. 4 pairs at each course's starting point. 2. 1 pair at each course will start the course when they are told to begin. 1 partner will use the compass to determine the bearing to the next cone and the other will write the bearing down. Once the first pair reach the second cone or control point, the next pair can begin. 3. Once each group has gotten through at least to the 3rd or 4th cone and time is running short, stop the game and have everyone come back to check their bearings.

Closure: Ask the students if they were successful at finding the cones by using the compass and setting the bearings?? Ask them if they want to be given an even

tougher challenge if they were successful? Ask them what are two important things when it comes to reading a compass? Tell them about next week, and how they are going to be playing a game and using a course that covers the entire athletic fields!!

References: Zakrajsek, D. B., Carnes, L. A., & Pettigew Jr., F. E. (2003*).* Quality lesson plans for secondary physical education (2nd ed.). Champaign,IL:Human Kinetics.

Darst, P. W., and Pangrazi, R. P. (2006). Dynamic physical educations for secondary school students (5th ed.). San Francisco, CA: Pearson Education.