Home Learning TV: **Junior Health, Monday 11th May**

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| **Segment lesson planning details** |  |
| Title for segment: | Let’s Get Hopping! |
| Year levels *(e.g. Yrs1 – 3):* | Yrs 1-4 |
| NZC learning areas/ KCs:  | **Health and Physical Education Achievement Objectives:*** develop a wide range of fundamental movement skills, using a variety of equipment and play environments (L1)
* practise fundamental movement skills and demonstrate the ability to link them in order to perform movement sequences (L2)
* develop more complex movement sequences and strategies in a range of situations (L3)

**Key Competencies:*** Managing self
* Participating and contributing
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| Purpose of lesson:(What learners will learn based on the above) | **Development and Locomotor skills** Locomotor skills involve the body moving in any direction from one point to another. Locomotor skills include walking, running, dodging, jumping, hopping and skipping. This week’s second focus is:**Hopping Skills**Hopping is a springing action that involves taking off from one foot and landing on that same foot. It involves dynamic balance, with the non-hopping side adding counterbalance and force to assist with the continuous forwards and upwards movement. Hopping is a component of many other fundamental skills, (e.g. in skipping and kicking for distance, in sports like athletics (component of triple jump) and in dance activities).Today’s focus:* hopping through different pathways, levels and qualities (e.g. fast, soft)
* hopping for height, hopping for distance, static and dynamic balance.
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| Success Criteria – students will be able to:(how they will know when they have learnt it) | * I can move for enjoyment, using imagination and creativity
* I can hop for height and distance and using both of my legs
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| **Segment plan content** |
| Stage | Teaching strategies linked to purpose  | Learning tasks and activities | High level script (key points/questions for presenter)  |
| **Beginning of lesson:**Activating prior learning and relationships**5 min** | - create a supportive learning environment- provide sufficient opportunities to learn- facilitate movement of body for wellbeingJUMP JAM is a fusion of dance & fitness disciplines along with cultural interpretations that capture the look, attitude, posture and elements of Aerobics and Fitness. It is a New Zealand made programme that is used in a large number of NZ primary schools.Designed to challenge fundamental movement skills, increase fitness, motivate students to move and enjoy exercise. | Daily movement to music. Same process for the week – encouraging improvement and promoting familiarity. **Kung Fu Fighting**<https://www.jumpjam.co.nz/quarantine/>3 mins 52 secs | Greets students for the day. Enthusiastic, pleased to see them. Use greetings in te reo Māori and Pacific languages:* mōrena
* tēnā koutou i tēnei ata
* ata mārie
* fai taeao lelei (Samoan)
* mālō tau ma’u e pongipogi ni (Tongan)
* monuina e pogipogi (Niuean)

etc.“We’re going to start with moving our bodies to get ready for our day. Join along with Brett to today’s Jump Jam, **Kung Fu Fighting**. Can you see if your whanau members want to join in with you.”After finished ask how children got on and encourage them to breathe deeply before moving on to lesson – “I’m a bit puffed after that. How about you? Let’s take a couple of big deep breaths” type comment. |
| **Main part of lesson (a):** Introducing learningReinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning **7 mins** | - create a supportive learning environment- make connections to prior learning- encourage reflective thought and action- enhance the relevance of new learning | **Pre-learning:** Welcome to today’s learning space. Ask about the Hopping Tug of War and whether they had a chance to play it. Ask if they managed to stay upright when being pulled about on one foot by a family member. Move on to learning for today which is again focused on hopping, but with harder activities. **Activity:** ensure there is space in the room you are in to move. (May need to move furniture/toys). Let children know that they will need toys/item of clothing etc for some of these activities. Demonstrate what is meant by each instruction.Ask: “Can you … * stand on one foot, hop three times in a row and hold your landing
* hop as high as you can and hold your landing
* alternate high and low hops
* put a toy/household item on the ground and hop over it
* join two items together to make a bigger obstacle and jump over that
* put a toy/household item on the ground, and another one a distance away. Hop over one, continue hopping and hop over another
* as above, but with three items
* take two steps and hop as high as you can – step, step and hop. If you hop off your right foot, which foot will you step on to first
* put an item where you land and try to improve on this

Discuss and demonstrate skills: * taking off while swinging the arms forwards
* upwards landing with knees bent

**Introduce challenge:** Remind at the end of segment about this. | See learning task and activities for script.Introduce the goal and how they will know if they have achieved itAdapt activities for different abilities eg/ Say:“Is there someone who can help you to move? Can you help your brother/sister/a person in your bubble is finding this activity challenging” etc.Encourage movement in whatever way possible. Example “Because of many reasons, you may find these activities a challenge or even impossible. Can you move in whatever way feels comfortable for you?”Use of te reo Māori when giving instructions. Possible word choices include:māhitihiti (to hop)waewae (leg, foot)ringaringa (arms)tahi, rua, toru, whā, rima, ono, whitu, waru, iwa, tekau (when counting)ka pai! (well done, good)ka mau te pai! (that’s excellent, great, fantastic)ka mau te wehi! (fantastic, awesome)āe (yes, to agree)kāo (no)Extend learning for older children by encouraging them to support any younger siblings that they have. Can they help younger siblings by holding their hand/providing a solid support to lean against if needed.Allow plenty of time/pauses for children to complete activities.Use Samoan numbers: tasi, lua, tolu, fa, lima, ono, fitu, valu, iva, sefulu for activites. |
| **Main part of lesson (b):**Providing opportunities to use and practice  | - provide sufficient opportunities to learn- facilitate shared learning | **Challenge:** Two games they could play with family members to practice their hopping. Explain, using whiteboard to draw a hopscotch (see image)*Follow the leader*: In their family bubble, one person leads the rest, one behind the other, on a hopping journey over, on and through obstacles.*Hopscotch:* Draw a hopscotch on the whiteboard to explain the game for those who don’t know (some children will be familiar with this). If children have chalk they can draw a hopscotch on the pavement/driveway. If not they can play inside using blocks or paper to make a hopscotch outline. With anyone in their family bubble, each person throws an item (stone, small toy etc) onto square 1, hops over square 1 to 2 and hops up through the sequence before jumping with two feet on ‘Home’ (write home instead of the 10 on the sample provided). Then they hop back down the sequence, pick up the beanbag and hop out. Repeat by throwing the beanbag in square 2, hopping over that square, and so on. Demonstrate on whiteboard.  | \*See description for script. Conclude lesson by letting children know that tomorrow we are going to end the week with some fun activities that include some of the skills we have learnt this week. |
| **End of lesson:**Learner and parent reflection on learning and engagement and what they can do next**3 mins** | - encourage reflective thought and action | Daily stretching activities. Link focus to Nathan Wallis segment. Same routine for the week – encouraging improvement and promoting familiarity. Presenter led with stretches that could include:* touching toes then stretching tall
* arms above head, bend at elbow stretch down towards back
* stretch arms across body
* leg stretches

Change as time permits – less or more or other ways to stretch.Finally, standing relaxed and tall – put their hands on their tummies so they can feel it going up and down with each breath. Slow breathing down.Conclude by asking children to reach up to tall for a big stretch to the ceiling and to the floor. | Link to ideas shared by Nathan Wallis in earlier slot (9am – 9.15am). Being aware of your body and all the awesome things that it can do – positive messages regarding how strong/well-made/clever it is while doing the movements.During breathing exercise, repeat how clever they have been with their body movement and how they are ready to move on with their day. Positive, strengths-based messages key.Reminder re: challenge activity (explained earlier). Farewell in te reo Māori & Pacific languages:Haere rāKa kite āpōpōFeiloai taeao (Samoan)Mutolu kia (Niuean) |
| **Segment links and attachments** |
| List attachments and source: | Jump Jam Video  |
| Links to recordings and source:  | **Kung Fu Fighting**<https://www.jumpjam.co.nz/quarantine/>3 mins 52 secs |
| **Segment production details** |
| Teacher talking time: | **10 mins** |
| Equipment requirements: | *Household items for activity – toys/clothing/paper – something that might be accessible for children* |