



OUTDOOR LESSON PLAN



<i>School</i>	SECONDARY SCHOOL NO..4 SUCEAVA
<i>Subject</i>	P. E
<i>Topic/Theme</i>	Consolidation of basic motor skills. Movement game: "Race by numbers"
<i>Timeframe</i>	50 minutes
<i>Level</i>	4th grade
<i>Activity</i>	1. Dynamic game for skills development and target shooting 2. Execution and reaction speed to auditory and visual stimuli in complex motric actions
<i>Objectives</i>	<ul style="list-style-type: none"> -to execute correctly the main physical development exercises; -to apply motor skills correctly in specific competitions to different types of sports; - to improve reaction and execution speed to auditory and visual stimuli in complex motor actions; - to execute fast and correctly ordered or necessary actions to visual and auditory stimuli; - to manifest correctness during competitions, in relationships with both partners and opponents; the will to self-improvement; - to respect deliberately the game rules established in a competition.
<i>Material Media Resources needed</i>	loads, obstacles, whistle.
<i>Description/ Step-by-step procedure</i>	<p>Organising students - (3 minutes)</p> <ul style="list-style-type: none"> -alignment; -report; -greetings; -checking equipment and health; -announcing topics and objectives; -spinning to the right and left exercises. <p>Preparing the body for effort - (5 minutes)</p> <p>a). Walking and different types of walking :</p> <ul style="list-style-type: none"> -normal walking; -walking on the tips with arms outstretched;

-walking on heels with arms crossed behind the back;
-walking and crouching with palms on knees;
-relaxed walk

b). Running and types of running:

-slow running;
-speed running;
-knees up running;
-running with the leg swing back;
-running and changing direction;
-running with step added;
-breathing exercises;
-walking in cadence and forming the gymnastics columns.

Selective influence over the musculoskeletal system - (8 minutes)

A set of exercises with flags:

I : P.I. –the legs apart stance

T1- moving the head to the left;
T2-go back to P.I.;
T3-bending the head to the right;
T4-going back to P.I.;
T5-bending the head backwards;
T6-going back to P.I.;
T7-bending the head forward;
T8-going back to P.I.

II: P.I. –in place, standing still

T1-raising the arms up, staying on tips;
T2-arms up, going back on the sole;
T3- repeating T1
T4- going back to P.I.
T5-T8 = T1- T4

III: P.I.- through a jump we approach the legs

T1- moving the left leg on the side and leaving the arms released;
T2- raising hands near the ears and staying on tips;
T3-hands free and sole on the floor;
T4-going back to the initial position
T5 – moving the right leg and leaving the arms released;
T6- raising the arms and staying on tips;
T7- leaving the arms released and the sole on the floor;
T8 – going back to initial position;

IV: – Crossing the arms over the chest

T₁ – T₂ – arching twice back with bended arms
T₃ – T₄ – arching twice back with outstretched arms



T₅ - T₆ – arching twice the left arm up and the right arm down
T₇ - T₈ – arching twice the right arm up and the left arm down
V: P.I. – standing in place
T1-moving right arm forward and left arm on the side;
T2-T3- spinning over the left, arms on the side;
T4-going back
T5-T8 (moving left arm forward and the right arm on the side) = T 1-T4.

VI: P.I. -standing
T1-moving the arms forward;
T2-bending forwards and touching the tips of the feet;
T3-raising the arms forward at the shoulders level;
T4 – going back to the initial position

VII: P.I.- staying in place
T1-T6-jumps with legs apart and approaching the legs
T7-inhale
T8-exhale

Performance of the gym column.

Realisation of the themes/topics - (20 minutes)

Topic no.1: game play : „Ball to the captain,,

- children are divided in two teams organised in rows. A few meters forward each child is placed and the captain is oriented towards the players. At first command, the captain throws the ball to the first player in the row, this one catches it and throws it back to the captain, afterwards she is crouching. The captain throws the ball next etc.

Topic no. 2. : throwing and catching the ball in place and while moving (launched throwing, distance throwing, partner);

Game play : “Ball to the wall ,,

- In front of the wall, at a distance of 3-4 meters we trace a line for each team.

Game starts when the signal is given, first students from each team throw the ball in the wall so that it will rebound over the throwing line. The second student follows her, catches her and does the same thing until all students throw it and catch it. The second student follows it, catches it and does the same until each student throws it and catches it.

Stafta : All the students team is divided in teams of seven students, each one is standing in row in front of the throwing rows;

Game starts at the given signal: first students from each team – first students from each team goes through poles, throws the ball in the wall then turns back and gives it to the next student from the team.

Developing basic motor skills - (7 minutes)

Dynamic game play : „Running on numbers”

The class is divided in two paralel rows at laps of two arms length.

The team members will be numbered from 1 to 7. At the signal: „We have a race for the number...”, the number shouted from each team



gets out from the right of the row, bypassing the last one and they go back to their place, going back to their initial position. The game player that will come up the first will gain a point for his team. The team that gathered most of the points will win.

The recovery of the body after efforts - (4 minutes)

- walking, relaxing movements of the inferior and superior members;
- slow running;
- walking and doing breathing exercises;

Feedback and recommendations - (3 minute)

- feedback;
- strengths and weaknesses;
- recommendations for students that do not perform it correctly;
- positive feedback for students performance;
- alignment, greetings and leaving the field in a polite way.

*Reflection/
Assessment*

- Responsiveness and interest of the students.
- Suitable response to orders.
- Correctness of the execution of different types of running and walking.
- Frequency of execution of movements.
- The complexity of breathing act, its coordination to arms movement and stepping.
- Suitable response/reaction to orders.
- Complexity of breathing act, its coordination to arms movement and stepping.
- Framing upon rhythm.
- The amplitude of moving the arms and stopping when an order is given.
- Localizing the movement at the level of the joint, head-neck, the amplitude of the movement
- Coordination of movements for the entire group
- Systematic observation
- Individual and collective feedback
- Situating the segments in the indicated levels, the amplitude of moving
- Localizing movement at the waist level, situating segments at the indicated levels
- Resilient high detachment, arms movements
- Amplitude of arms movements
- Correctness and respecting rules
- Respecting execution technics
- Immediate answer to commands, reaction and execution speed
- Keeping the lapse.
- Respecting the rules of the games.
- Correct running, promptness of response to the signal
- Testing the capacity of recovery of the students



Students' work examples

