

**TASK ANALYSIS A:
MOTOR SKILL
DEVELOPMENT**

CORE

CLOSING ACTIVITY

	Instructional Cues/Points to Emphasize	Practice Activities	Application Activities
A. <u>Skills</u> : The task analysis answers the question: What would the learner need to perform to meet the instructional goal? List the <u>skills</u> to be taught below.	For each skill identified in the task analysis, list instructional cues or major points to emphasize in teaching.	For each skill identified in the task analysis, list practice activities specific to learning this skill.	For each skill identified in the task analysis, list application activities such as modified or lead-up games, low organization games, or other activities that incorporate this skill.
1. Overhand throw	N/A	N/A	Soccer/speedball Roller-ball
2. Kick	N/A	N/A	Soccer/speedball Alaskan Kickball
3. Run	N/A	N/A	Soccer/speedball Hula-hoop Relay Have You Ever? Alaskan Kickball Needle and Thread Victim Guardian and Stalker Roller-ball

Modifications for differences in skill level: If students have mastered the throws with their dominant arm, challenge them to work on the throws using their non-dominant arm.

Safety considerations: If the play space is small and crowded use light soft balls for the safety of the students.

TASK ANALYSIS B: HEALTH-RELATED FITNESS	Points to Emphasize	Warm-up (conditioning) Activities
<p>B. <u>Health-Related Fitness</u>: The task analysis answers the question: What health-related fitness components would the learner need to continue to develop to meet the instructional goal? List the <u>health-related fitness</u> components below.</p>	<p>For each health-related fitness component identified in the task analysis, list major points to emphasize in teaching.</p>	<p>For each health-related fitness component identified in the task analysis, list specific exercises or activities that will be used to develop this component.</p>
Cardiovascular Endurance	<ul style="list-style-type: none"> -push yourself to move the entire duration of the transition of the circuits -strive to run more laps each time during the jog 	<p>Jogging laps around the gym Circuits</p>
Flexibility	<ul style="list-style-type: none"> -Reach a little farther, without bouncing -Prevents injury -strive to improve each time 	<p>Static Stretching Dynamic warm ups during agilities</p>
Muscular Strength	<ul style="list-style-type: none"> -lifting or moving own body weight -push or lift an object 	<p>Sit ups V-sits Pull ups Planks Push-ups during agilities</p>
Muscular Endurance	<ul style="list-style-type: none"> -repetitive movement over a sustained period of time 	<p>V-sits Planks Jog</p>

**TASK ANALYSIS C:
MOVEMENT CONCEPTS AND
PRINCIPLES, RULES,
STRATEGIES, AND
TERMINOLOGY**

**Instructional Cues/ Points to
Emphasize**

Practice Activities

**Application Activities/ Closing
Discussion**

C. Concepts/Principles: The task analysis answers the question: What would the learner need to know to meet the instructional goal? List the concepts, principles, rules, strategies, and/or terminology to be taught below.

For each concept, principle, rule, strategy, and/or term identified in the task analysis, list instructional cues or major points to emphasize in teaching.

For each concept, principle, rule, strategy, and/or term identified in the task analysis, list practice activities specific to learning it.

For each concept, principle, rule, strategy, and/or term identified in the task analysis, list application activities such as modified or lead-up games, low organization games, or other activities that incorporate it. Also indicate whether the concept, principle, rule, strategy, and/or term will be focused on in the closing discussion

Discuss basic strategies

What strategies can you use to help with this activity?
What strategies can you use to be faster?

N/A (no practice activities are used in the closing activity)

Soccer/speedball
Hula-hoop relay,
Electricity impulse,
Human knot,
Alaskan kickball,
Needle and thread,
Victim guardian and stalker,
Roller-ball
Closing Discussion

Discuss game tactics

What game tactics can you use in deciding the most effective way to be successful?

Soccer/speedball,
Hula-hoop relay,
Electricity impulse,
Human knot,
Alaskan kickball,
Needle and thread,
Victim guardian and stalker,
Roller-ball,
Bumpity-bump-bump,
Have you ever?,
Iowa State Test,
Baby do you love me?
Closing Discussion

TASK ANALYSIS D: CONTRIBUTIONS TO PHYSICAL AND SOCIAL/EMOTIONAL WELL-BEING

Points to Emphasize

D. Contributions to Physical and Social/Emotional Well-being: The task analysis answers the question: What would the learner need to know to meet the instructional goal? List how participation in this activity contributes physical and social/emotional well-being.

For each contribution listed in the task analysis, describe the major points to emphasize when teaching about the benefits of participating in the activity.

Help them learn how new games can help them maintain health-related fitness

During the warm-up jog, agility lines, stretching, circuits, and closing activities, the students will be participating in activities that promote health-related fitness. Health-related fitness is important in regards to building good physical health. Flexibility, muscular endurance, muscular strength, and cardiovascular fitness are important parts of health-related fitness.

Help them learn how new games can help them be a productive member of a group

Students will be able to participate in team oriented games that allows them to be a contributing member of a group in a positive way. Students will learn how to cooperate with team members and how to be respectful and treat everyone fairly.

TASK ANALYSIS E: PERSONAL DEVELOPMENT	WARMUP/CORE		CLOSING ACTIVITY
	Points to Emphasize	Warm-up and/or Practice Activities	Application Activities
E. <u>Personal Development</u> : The task analysis answers the question: What would the learner need to know/do to meet the instructional goal? List the <u>components of personal development</u> to be addressed.	For each component identified in the task analysis, list major points to emphasize in teaching.	For each component identified in the task analysis, list warm-up and/or practice activities that incorporate this component.	For each component identified in the task analysis, list application activities such as modified or lead-up games, low organization games, or other activities that incorporate this component.
Self-awareness	Students will continue to develop self-awareness by participating in activities that involves keeping their bodies and equipment in control during all times in the closing activities.	N/A	See Skills A. Closing Activity See Block Plan Closing
Self-discipline	Students will continue to develop self-discipline by participating in activities that require staying on task, such as taking advantage of practice time and working on perfecting the Frisbee throws.	N/A	See Skills A. Closing Activity See Block Plan Closing

TASK ANALYSIS F: SOCIAL DEVELOPMENT	WARM-UP/CORE		CLOSING ACTIVITY
	Points to Emphasize	Warm-up and/or Practice Activities	Application Activities
F. <u>Social Development</u> : The task analysis answers the question: What would the learner need to know/do to meet the instructional goal? List the <u>components of social development</u> which will be addressed.	For each component identified under task analysis, list major points to emphasize in teaching.	For each component identified under task analysis, list practice activities specific to learning this component.	For each component identified under task analysis, list application activities such as modified or lead-up games, low organization games, or other activities that incorporate this component.
Positive Sporting Behavior	Students will display appropriate positive sporting behavior by sharing equipment and space, abiding by class rules, being respectful to the teacher and other students, encouraging others, and playing fairly without argument.	N/A	See Skills A. Closing See Block Plan Closing
Cooperation	Students will continue to develop cooperation by working cooperatively in a responsible manner with small groups, peers, and the whole class during the closing activities.	N/A	See Skills A. Closing See Block Plan Closing