

## DEVELOPMENTAL ANALYSIS OF CONTENT

EXTENSION	REFINEMENT	APPLICATION
Starting Point: <u>Introduce the game “Catchup”</u>		
* Hold the baton	*Tight grip * End of baton out	
* Receiving the baton w/o running	* Listening ears * High, steady hand * Fingers spread * Palm up	* Practice hand placement 3 times before taking (receiving) baton
* Passing the baton w/o running	* Measure your distance (arms length) * Call/communicate to your partner * Push the baton into your partner’s opposite hand.	* Practice placement/tapping baton 3 times before passing
* Receiving the baton (w/jog)	* Same as above (receiving)	* Practice using some distance apart
* Passing the baton (w/jog)	* Same as above (passing)	* Same as above
* Receiving the baton (w/run)	* Use visual reference to begin acceleration * Stay to the opposite side of the lane * Listen for your partner * Hold hand high, steady, and with palm up while running and looking straight ahead * Take the baton when you feel it	* Pass without a drop during the “Catchup” game
* Passing the baton (w/run)	* Stay on the opposite side of the lane * Use visual reference to communicate with partner (call) * Wait for your partner’s hand * <b>Push</b> the baton into your partner’s hand * Accelerate through the zone	* Same as above

## Planned Lesson Activities

Approx. Time	Student Activities (Anticipated Progression of Tasks)	Performance Cues	Objective/ Std	Goal Orientation of Task (Extension, Refinement, Application)	Organizational Arrangement (including Grouping & Task Presentation method)
2 Minutes	Students will participate in a game called Catchup.		Psychomotor		Even groups of three
2 Minutes	Gather the students to ask them questions about their task.		Cognitive		Instruction
5 Minutes	Introduce the importance of good blind exchanges		Cognitive		Instruction
3 Minutes	Students will practice holding onto the baton.	* Tight grip * End of the baton out.	Psychomotor	Extension	Individual
3 Minutes	Students will be introduced and will practice receiving and passing the baton from a stationary position.	* Listening ears * High, steady hand * Fingers spread * Palm up * Measure your distance (arms length) * Call/	Psychomotor, cognitive, affective	Extension	Partners

(Cont.)	(Cont.)	communicate to your partner * Push the baton into your partner's opposite hand.			
2 Minutes	Same as above, but focus on the passing cues.	Same as above	Psychomotor, Cognitive, Affective	Refinement	Partners
3 Minutes	Students will practice passing and receiving the baton with a slow jog.	* Same as above (passing and receiving).	Psychomotor, Cognitive, Affective	Extensions	Groups of three
3 Minutes	Students will practice passing and receiving the baton with a run.	* Use visual reference to begin acceleration * Stay to the opposite side of the lane * Listen for your partner * Hold hand high, steady, and with palm up while running and looking straight	Psychomotor, Cognitive, Affective	Extension	Partners

(Cont.)	(Cont.)	<p>ahead</p> <ul style="list-style-type: none"> <li>* Take the baton when you feel it</li> <li>* Stay on the opposite side of the lane</li> <li>* Use visual reference to communicate with partner (call)</li> <li>* Wait for your partner's hand</li> <li>* <b>Push</b> the baton into your partner's hand</li> <li>* Accelerate through the zone</li> </ul>			
2 Minutes	Same as above focusing on receiving cues.	Same as above	Psychomotor, Cognitive, Affective	Refinement	Partners
3 Minutes	Students will apply their newly learned skills in a game of Catchup.	Same as above	Psychomotor, Cognitive, Affective	Application	Teams of three
Closure	Gather the students and discuss		Cognitive		Instruction

1 Minute	what was learned. Ask them the cues they learned.				
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