



# 6th-8th Grade Lesson 4: COORDINATION

## Overview

In this lesson, students will learn how their body parts work together in harmony so they can move and complete tasks. They'll learn the important role the nervous system plays in coordination, from receiving sensory messages to sending messages to control muscles. They'll learn that all tasks they perform require coordination and many things require practice for the body parts to move with proper speed, direction, and force. For many tasks, the brain has created a motor plan to "remember" how to perform. Students will perform both upper body and lower body activities to improve coordination. They will learn ways to become more coordinated at home.

## Behavior Change Objective:

As a result of this lesson, students will practice activities to improve their coordination to help them perform skills in sports, the arts, and/or in everyday life.

## Learning Objectives:

Students will be able to:

- Know how the nervous system (specifically the senses, brain, and nerves) and muscles help a person have coordination.
- Understand that motor plans are created for performing many tasks.
- Recognize the importance of practice to improve coordination.

## Keywords

Brain, Nerves, Senses, Muscles, Motor Plan, Practice, Control

## Educational Standards:

NJSLS for Comprehensive Health and Physical Education: 2.1.2.A.1; 2.1.2.C.3; 2.1.2.E.1; 2.1.2.E.3; 2.6.P.A.1; 2.6.P.A.2; 2.6.2.A.1; 2.6.2.A.2; 2.6.2.A.3; 2.5.2.A.1  
NHES: 1.2.1; 1.2.2

## Materials

- Videos & AV Equipment:
  - Coordination Lesson Video – 3:57
  - General Warm Up – 4:34
  - Coordination Video 1: Part 1 Ball – 3:48
  - Coordination Video 2: Part 2 Wall Ball – 2:53 11
  - Coordination Video 3: Ball Dribble Challenge – 0:29
- Open floor space
- Wall
- Rubber ball
- Tennis ball
- Water, comfortable clothing, sneakers



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## Before You Begin

- Ensure students have space to move and a wall they can bounce and kick a ball gently against
- Review entire lesson - look through and see appropriate places to pause the video and engage students with a question for students to answer in pairs, small groups, or to the whole class
- Review Classroom Management techniques (suggested tutorials below)
  - [How to Handle an Out of Control Middle-School Classroom](#) (start at 2:03)
  - [How to Make a Noisy Class Quiet](#) (start at 2:40)
  - [SPARK Classroom Management Strategies](#) – specific to PE classes
- Gather your materials
- Ensure students have space to move
- Set up AV equipment and provide space for film viewing.
- **TIP:** It is helpful to have the instructor model movements in between circulating, coaching, and cueing students

## Procedure

1. **Activate Prior Knowledge** – What does it mean to be strong? What are some exercises we can do to make us stronger? What kind of sports/skills require strength? What are some ways we can measure strength?
2. **Introduce the Lesson:**
  - a. Show video entitled [Coordination](#) (Video 1).
    - i. Pre-Video Questions:
      1. Can anyone tell me what coordination means?
      2. Can you think of any activities that require someone to be really coordinated? (Juggling, synchronized swimming, dancers, etc.)
    - ii. During-Video Question:
      1. What are the different senses, our body has? Can you think of some motor plans your brain has for you?
    - iii. Post-video Questions:
      1. How does information, like what we are seeing, get to our brains? (A: Through our nerves)
      2. What moves our body parts? (A: muscles)
      3. Do we have to stop and think about all movements that we do, like walking and eating? (A: No. Because we have motor plans for activities)
      4. How can we get better coordination, like throwing a ball with good aim or playing an instrument? (A: By practicing)
3. **General Warm-Up** (Video 2)
4. **Teaching/Skill:** Students will perform the routines demonstrated. Students will bounce the ball, will dribble it, will perform toe taps, and will shuffle the ball between their feet. Students will also bounce the ball off the wall with their hands and then gently with their feet.



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5. Activity: [Coordination Drills I](#) (Video 3) and [Coordination Drills II](#) (Video 4)
- a. partner toss - chest pass, overhead pass, bounce pass, single-arm throw, etc.
  - b. alternating hands dribble- have partner count consecutive dribbles
  - c. knee juggling (soccer style)
  - d. wall pass kicking- have partner count consecutive dribbles
  - e. single arm wall passes etc.
  - f. partner toss to feet and volley the ball back
  - g. stand on one leg while passing
  - h. [Ball Dribble Challenge](#) (Video 5)
    - i. Pre-Activity questions:
      - 1. Why might it be important to practice different coordination movements? (A: To help us be more in control of our body parts and how we move.)
      - 2. What are some things that people do that could be done better with coordination practice? (A: Really, all things that require movement but especially activities like sports, dancing, and playing instruments.)
6. Cool Down - [Yoga & Meditation](#)
- Pre-Cool Down Question: why might it be important to do something like yoga or mindful breathing after a hard workout?



## 6th-8th Grade Lesson 4:

# EXTENSION ACTIVITIES

Play “Miss Mary Mack” with the hand motions and clapping. Here’s a [link](#) if you’re not sure how to do this.

- This game provides the child with an opportunity to work on coordinating their hands to the music and to their partner. It also involves crossing the midline of the body, which is important for coordination.

Digging in the dirt or sand can help with coordination. Ask the child to sit and place the bucket to one side. Have the child use a shovel on their other side. Digging, then rotating, and crossing midline to empty the shover into the bucket will improve coordination.

Practicing hitting a ball with a tennis racket or baseball bat will help improve coordination. Start with a large, light ball and decrease the size of the ball as the child gets better at this activity.

Encourage the child to imitate animal poses that you model for them. For instance, you can get on all fours to be a cat and arch your back. Or, you can stand on one leg with your hands tucked into your armpits so you look like a stork and flap your “wings.” Be a crab by putting your weight on your hands and feet while your belly is up and try to walk across the room. Imitating these poses can improve body awareness and coordination.