

Lesson Topic: Whirligig

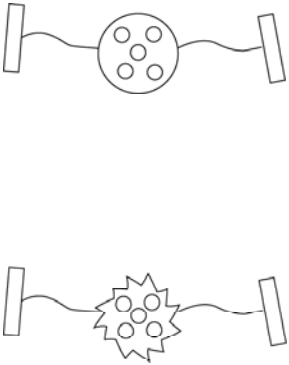
OBJECTIVES

Psychomotor: The learners will demonstrate their ability to use fine-motor skills to manipulate a whirligig.

Cognitive: The learners will understand how to use a whirligig and the history behind this toy.

Affective: The learners will cooperate with each other while playing with a whirligig.

Equipment Needed for this lesson: One whirligig per student or group of students

CONTENT: Introductory activity; tasks for skill, knowledge, and attitude development; group activities; conclusion (including time est. for ea.)	TEACHING METHOD: Method of presentation (demo, explanation, posters, films, etc.) and style of teaching	MANAGEMENT: Organization of space, equipment, students (incl. diagrams, formations, drills, etc.)	TEACHING/REFINEMENT CUES: Cues for critical elements of skills and strategies; major points of cognitive/affective content)	PROCEDURES FOR EVALUATING STUDENT PERFORMANCE (during this lesson)
1. Introduction of the whirligig 2. Whirligig or buzz saw	Direct		1. Simple whirling toys were mentioned in English literature as early as 1686. Similar toys have also been found in Native American cliff ruins. Settler children made toys out of natural materials such as wood, cotton, dried plan fibers, etc.. 2. The whirligig (wooden disk on a sting): Pull the string and watch the disk spin. In past times the edges of the disk were scalloped to create a buzzing sound. In past times the edges were sharply cut into a saw tooth patter which produced an impressive, loud,	Teacher observes students learning history of the toy. Teacher observes students spinning disks. Teacher observes form and fair play.

CONTENT: Introductory activity; tasks for skill, knowledge, and attitude development; group activities; conclusion (including time est. for ea.)	TEACHING METHOD: Method of presentation (demo, explanation, posters, films, etc.) and style of teaching	MANAGEMENT: Organization of space, equipment, students (incl. diagrams, formations, drills, etc.)	TEACHING/REFINEMENT CUES: Cues for critical elements of skills and strategies; major points of cognitive/affective content)	PROCEDURES FOR EVALUATING STUDENT PERFORMANCE (during this lesson)
			whizzing noise when reaching full speed. Simply spin the whirligig in a circular motion until completely wound, pull hand apart, and watch and listen as it spins.	