

University of Regina EPE 310-030, Fall 2021

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Grade 8 Physical Education Curriculum

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Outcome Focus:

(Jenna)

PE8.3

Skill-related Fitness Implement personal plans for improvement of skill-related components of fitness (power, agility, speed, reaction time, balance, and coordination) to improve the weaker components and to support enjoyment in personal, social, and competitive movement activities.

PE8.4

Complex Skills Utilize, including smooth transitions, complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills (e.g., lay-up in basketball, spike in volleyball, hoop dancing, dribbling to a shot in soccer, rhythmical gymnastics movement, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, ball control while moving in double ball) to enhance personal performance and enjoyment in a variety of movement activities.

PE8.7

Decision Making Analyze the situational decisions, of self and others, while under the pressure of game play in target games, net/wall games, striking/fielding games, invasion/territorial games, and low-organizational, inventive, and cooperative games to determine the effectiveness of the decisions and to propose options for improvement.

Learning Focus (Indicators)

(Jenna)

PE8.3

a. Identify and participate in a variety of individual and group movement activities, both for personal improvement and social competition, that benefit components of skill-related fitness (e.g., juggling, cup stacking, relay races, obstacle courses, station races, yoga routines, gymnastics sequences).

PE8.5

- a. Demonstrate the ability to repeatedly perform a skill at game appropriate speed without hesitation.
- b. Demonstrate the ability to manipulate objects without losing control while performing

locomotor and non-locomotor movements in a rhythmical sequence.

c. Demonstrate the ability to smoothly apply variations to a complex skill as required by a situation (e.g., basketball: reverse pivot to shot, reverse pivot while dribbling to avoid an opponent, cross-over dribble to avoid an opponent; educational gymnastics: tossing and catching a ball while rotating, while balancing, while leaping and landing).

PE8.7

a. Discuss and practise options for strategic choices to use in specific game situations, whether real or created.

d. Express insights into personal tactical and strategic choices used in game situations to judge the effectiveness of the choices and to propose options to enhance future choices.

Assessment & Evaluation

(Jenna)

- Students will have opportunities to gradually build their skills throughout the progression of the lesson plan and be given timely feedback throughout the lesson regarding their development and areas for improvement.
- Skills will then be evaluated summatively through a class-sized game that will incorporate all aspects of skills practiced in the development stage of the lesson. A checklist will be used to evaluate students' performances; however, there will be more focus placed on the effort a student showcases rather than their skills in the lesson.
- Students will be asked to connect, categorize, and demonstrate the skills learned from the lesson to Basic Movement Patterns during the closure.

Organization, Management, & Adaptation Considerations

(Jenna)

- Pylons, hula hoops, soccer balls (at least enough for every group of 3; 4 for the game), different sized balls for variety and skills, pinnies/jerseys, 4 soccer nets, tape, optional speaker and music playlist
- Students will be split into groups of three for the four stations, and then stay in those teams for the game.
- Each team (4) will be given different coloured pinnies/jerseys to help identify their teammates and opposing players
- Keep students moving during the lesson. This will help them stay focused. Give plenty of water breaks.
- Make sure students are aware that the focus of this lesson is to keep control of the ball.
- Remind students to be aware of their surroundings and the space they occupy, as well as their peers.
- For students with movement disabilities (i.e. in wheelchairs), consult with the student about how they could best be involved in the activities. For example, in the stations,

they could hold a soccer ball in their lap while going through the obstacle course, wheeling towards a partner in the dribbling station, throwing the ball into the net in the shooting station, and throwing the ball to a partner in the passing station. Encourage the student to use these same skills in the game, if comfortable for the student.

Opening for Learning

(Brennan)

A) Dynamic Warm-up: (3-5 minutes)

Done during laps around the gym, students can jog or run:

- a) High knees (hamstrings, quads)
- b) Skip while doing arm circles (calves, shoulders)
- c) Karaoke (glutes, hamstrings, quads, calves, shoulders)
- d) Rotational lunges (quads, hamstrings, lower back, abdominals)
- e) Inch-worm (hamstrings, glutes)
- f) Toy soldier (groin, hamstring)

B) Water break (1 minute)

Development of Learning

(Layne and Benton - Stations; Michelle - Game)

A) **Development timeline:** 25 minutes total: 3 minutes for modelling, 14 for practice, 1 for water break, 7 for game.

B) **Divide the gym into four stations, with students rotating between stations every 2 minutes. The instructor may also play music while students practice at each station, and pause to give an auditory reminder to students that it is time to rotate.**

a) Dribbling station:

- i) In groups of three, students line up from each other, two at one pylon and one at the other. One of the two students starts with the ball, dribbles toward the other person, and gives them the ball. That student that dribbles back to the other side towards the remaining student, and they repeat.

b) Shooting station:

- i) In groups, students will take turns shooting at the soccer net in the corner from varying distances, marked by pylons around that corner of the gym.

c) Passing station:

- i) In groups of three, students will line up and practice moving and passing in a weaving motion (to be demonstrated in class).

d) Obstacle Station:

- i) In a large group: students will dribble a ball through “gates” marked by

pylons; around hula hoops; and slalom through pylons before lifting and shooting the ball at a hula hoop taped 1' above the floor on the gym wall.

C) **Water break for students** (1 minute; teachers will clean up materials in each corner and leave only the soccer nets in each corner).

D) Game:

- a) After the stations are finished:
 - i) Students will remain in their groups and respective corners, and given pinnies to divide them into 4 teams.
 - ii) Students will test the skills they've learned by playing Four Corner Soccer.
 - iii) Each team will be protecting a net in their own corner. There will be no goalkeepers or use of hands allowed.
- b) The aim of the game is to score as many times on opposing teams, while defending your own net from being scored on. Players on each team are encouraged to keep track of how many times they scored and how many times they were scored on.
- c) To encourage activity for the entire class, an extra soccer ball will be added into the game after every goal or every 20 seconds. For additional skill practice, balls of various sizes may be thrown in.

Closure for Learning: Pose questions and reinforce the lesson's outcomes.

(Michelle: 5 minutes)

A) Following the conclusion of the game:

- a) Students will grab their water and return to the centre of the gym, sitting in a circle. Instructor will be at the head of the circle so that all students can see and hear them.

B) Instructor will encourage students to participate in static stretching to cool down while discussing the skills learned.

a) Stretches:

- i) Bend and stretch on each side, rotation of trunk, spread legs (more than shoulder width) reach at either side
- ii) Toe touches on either leg (stretching legs, calves)
- iii) Pike position stretch/touch toes
- iv) Leg bent over straight leg, rotate and stretch
- v) Butterfly
- vi) Child's pose

b) Discussion/Assess:

- i) Basic Movement Patterns covered in class
 - (1) Have students stand, explain what the fundamental movement

skill is, and demonstrate an example of the basic movement pattern (gives evidence for outcome PE.8.5):

Basic Movement Pattern	<i>Fundamental Movement Skill (Know)</i>	Action/Example (Do)
Accompanying	<i>Dribbling</i>	Demonstrate dribbling
Sending/Receiving	<i>Passing the ball</i>	Two people: one passes, one receives the ball
Evading	<i>Dodging/Faking/Screening</i>	Have two to three demonstrate what each are
Locomotion	<i>Moving with the ball</i>	Can demonstrate dribbling or passing with the ball, or simply demonstrate moving in the game
Non-locomotion	<i>Not moving with/without the ball</i>	Standing in one place to receive the ball, stopping the ball waiting to score
Others: Rotations Spirals	<i>Medial axes (at the waste)</i> <i>From legs</i>	<ul style="list-style-type: none"> ● During dynamic stretches in the lunge and rotating trunk ● Skipping during dynamic stretches

ii) Questions for critical thinking (evidence for outcome PE.8.7-Understand):

- (1) What are the main muscles to focus on in soccer?
(Possible answers: hamstrings, quads, calves, glutes, lower back, abdomen, groin)
- (2) Why is it important to stretch before and after physical activity?
(Possible answers: don't get hurt (ie.pull muscles), avoid stiffness/soreness, warm-up, increase heart-rate)
- (3) What are some strategies/tactics needed to be skillful in soccer?
(Possible answers: evading while dribbling, passing at a moving/non-moving target (ie. player/net), defense, blocking, a lot of practice, feedback, etc., or they can tell a specific occasion in today's lesson/game.)

(4) What is needed to make these skills effective choices during the game?

(Possible answers: teamwork/communication, practice of skills individually and in game context, think/react/follow through or they can tell a specific occasion in today's lesson/game.)

Reflection: Pose these questions of self as teacher or even with the students afterwards.

- What portions of the lesson followed the approximate timing planned, and which ones did not? What could be changed or adapted to better align with given timeframes?
- What additional stretches could be added to the warm-up and closure to better prepare the students for the skills taught during the development?
- What areas of the lesson plan went well? What parts did the students seem most engaged in?
- What areas of the lesson could be improved? What would be changed? What parts did the students seem the least engaged in, or standing around the most?

My reflection from my field placement for Grade 6/7, 60 min Physed period:

- **What portions of the lesson followed the approximate timing planned, and which ones did not? What could be changed or adapted to better align with given timeframes?**

Phys. Ed was an hour-long class from 10:05 – 11:05 am and I found that my time management was pretty accurate. By having Sarah (pre-intern partner) lead the stretches while I posed the closure/discussion portion of the lesson helped me use the remaining time we had efficiently. In the future if I was on my own, I could ask a couple of students to lead the cool down stretches while I posed the questions. Because my ideas of time needed in planning matched what actually took place in the lesson, I probably wouldn't change anything. However, if I only had a 30-minute Phys. Ed. period I could do the stations one period and the next time do the game portion.

- **What additional stretches could be added to the warm-up and closure to better prepare the students for the skills taught during the development?**

I believe I could rotate through various warm-ups and cool-downs to show students endless possibilities to stretch and how and why they would use them for certain activities and not others. For soccer however I feel because the leg and trunk of the body are the major muscle groups being used, I would keep my focus on only including

stretches that isolate those muscle groups, but it is possible to add in a stretch to include the neck, shoulder, and arms (at least one of each anyway).

- **What areas of the lesson plan went well?**

I really found the warm-up, game, and cool-down of the lesson went well. Students were able to see me model the stretches in the warm-up as I did it with them, and the game went well because they all had an understanding of how regular soccer was played that they brought into the lesson (Funds of Knowledge). However, because I was adding various sizes/types of balls every 30-60 seconds, I found every student was contributing in some way. As for the cool-down, again because Sarah was able to model the stretches, the students had no problem following along.

- **What parts did the students seem most engaged in?**

Students were most engaged in the game! Again, I believe this was because of how many balls were in play so that every student was able to participate in some capacity, as well as the knowledge and interest they each had regarding soccer was high, so they all had a good idea of what they were doing, what was expected of them, and enjoyed the game.

- **What areas of the lesson could be improved? What would be changed?**

I feel like I could improve on explaining the stations better. Either by make it a bit simpler or having fewer stations on at the same time so I could oversee and be able to help those that needed it. For example, instead of the three-person weave at the passing and dribbling station, just have partners so that they don't have to try to figure out where the third person should be. The other option is to only have two stations going at a time like the passing and dribbling station, so instead being pulled in four directions it would only be two and it would be easier to give feedback and help. Then have the obstacle course and shooting station after each group shuffled through the others. It would mean groups would be bigger, or I could have two of each station going on at one time (lots of options).

- **What parts did the students seem the least engaged in, or standing around the most?**

The students did not like the warm-up, although they didn't stand around, they did stall and complain, but I reassured them it was detrimental we all warm-up and explained the why to them. They still didn't like it, but they participated, nonetheless.

Reproducible 6.1

Game Performance Assessment Instrument: Invasion Games

Class _____ Evaluator _____ Team _____ Game _____

Observation dates (a) _____ (b) _____ (c) _____ (d) _____

Scoring Key

- 5 = very effective performance (always)
- 4 = effective performance (usually)
- 3 = moderately effective performance (sometimes)
- 2 = weak performance (rarely)
- 1 = very weak performance (never)

Components and Criteria

- **Skill execution**—Students pass the ball accurately, reaching the intended receiver.
- **Decision making**—Students make appropriate choices when passing (i.e., passing to unguarded teammates to set up a scoring opportunity).
- **Support**—Students attempt to move into position to receive a pass from a teammate (i.e., forward toward the goal).

Name	Skill Execution	Decision Making	Support

Summative Assessment Checklist for Specific Movement Skills (in Soccer Unit):

Basic Movement Pattern:	<i>Accompanying</i>	<i>Sending</i>	<i>Receiving</i>	<i>Evading</i>	<i>Locomotor</i>	<i>Non-locomotor</i>
Skill Level:	1-never	2-rarely	3-sometimes	4-usually	5-always	
Students Name:						
Suzy	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Bobby	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Billy	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Joe	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Jane	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Junior	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

*To be used while students are in stations, during game, and closure.