

Lesson Plan Template

Grade: 7 th Grade		Subject: Physical Education	
Materials: Footballs, jerseys, cones, Fitbits		Technology Needed: N/A	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) S1.M2.7 Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. S1.M3.7 Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play. S4.M7.7 Independently uses physical activity and exercise equipment appropriately and safely. S5.M6.7 Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. What skills are being used in an ultimate football game? Diagnosing and checking, Application Can you assess the different physical skills that go into ultimate football? Evaluation		Differentiation <p>Below Proficiency: Students struggle with throwing and catching and are lost or out of place during the game. Those who cannot throw or catch proficiently can practice with a partner or the teacher after the game has begun if they want, or they can participate in the game and there can be modifications for these students. If there is room, there can be two games, for those who understand and those who are still working on technique. Students do not work hard enough in class and their Heart Rate has not gone up that much.</p> <p>Above Proficiency: Students can throw and catch well and are able to do the activities at a high intensity. Students use their heart rate to see how active they are and are maybe competing with classmates to see who is being more active.</p> <p>Approaching/Emerging Proficiency: Students are able to throw and catch a ball efficiently but are not quite able to transfer that over to a game.</p> <p>Modalities/Learning Preferences: The students will hear the activity explained and then are expected to be able to do it. I may show a video of ultimate football so the students can see it played for those who are visual learners.</p>	
Objective(s) TLW, be able to demonstrate how to throw a ball with a mature pattern for distance or power appropriate to the activity by the end of the 7 th grade unit. TLW partner up and line up across the gym with a partner to work on their throwing and catching skills. TLW be able to demonstrate what they have learned in the game of ultimate football. How does playing ultimate football improve skills we have learned previously? Encouraging higher-level thought processes.		Bloom's Taxonomy Cognitive Level: Application – apply knowledge to the situation Understand – The students understand the game and how to play it	
Classroom Management- (grouping(s), movement/transitions, etc.) The students will come in and go directly to the front of the class where there is a white board telling them what is expected from them for their warm-up. They can immediately begin the warm-up. Then they will walk back over to the front of the class and sit down, and I will explain what there are going to do for that class period. I will explain how ultimate football is played and then divide them into even teams. After class, the students are expected to help clean up the equipment. I expect the students to behave and listen to the directions as well as actively participating. These activities are not meant for people to be bullied, so play fair or don't play.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) I expect the students to be able to understand ultimate football and can play using their throwing and catching skills that are performed at their grade level. I expect them to listen quietly, follow directions, and to be attentive. I expect them to read the board and to know what their warm-up activity is and to do the activity. Ways to help the student stay on track is to keep them on their toes. Keep modifying the game so it is different, and they do not have to do the same game for 40 minutes. Students are expected to take care of their Fitbits. They should be respectful of others Fitbit readings and not be judgmental.	
Minutes	Procedures		
1 Minutes	Set-up/Prep: Set up cones and take out equipment. If students need to change in the locker room, this is the time to put the Fitbit on and then not mess with it until they begin the physical activity.		
5-10 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) For their opening activity, the students will partner up and begin the warm-up by playing catch with a football to work on their throwing form and catching the ball with control. Have any of you played or seen or can describe Ultimate football? Getting interest and attention, Knowledge Can anyone rephrase the rules of ultimate football to make more sense to their classmates? Comprehension How many points is it when someone scores a touchdown? Recalling specific facts or information		

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	Can you relate ultimate football skills to another activity like rugby? Structuring and redirecting learning, Analysis	
5 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.) After the warm-up, the students will come back the front of the gym and sit down to wait further instructions. I will explain what ultimate football is and how to play it. I will include how the activity is able to incorporate the warm-up, so the students see the correlation between the warm-up and the main activity. There will be two teams and one football and there will be cones set up on both ends of the gym for the end zones. One team will put on colored jerseys so the students can tell who is on which team. The team that starts with the ball will begin near their endzone, trying to get to the other endzone. The person who begins with the ball cannot move and must pass the ball to someone on their team, all their teammates will be trying to get open. They continue passing the ball until they get to the endzone or the ball is dropped. If the ball is dropped, the other team picks the ball up and tries to get to the other endzone.</p> <p>Does everyone understand how many points a touchdown is? Managing What questions do you still have about ultimate football? Allowing expression of affect</p>	
15-20 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) For the time remaining in the class, the students will partake in an ultimate football game, using the throwing and catching skills they continued to improve during their warm-up. The students will all be wearing Fitbits and are expected to pay attention to their heart rate. After a game, or a couple of scores the students will write their HR on the white board in a certain spot marked just for them, so that the teacher can see after a game where everyone is at, if someone needs a break, or someone needs to put a little more effort in the next game. This could be away to see the participation of the students, and how hard they are working. The Fitbit may not be 100% accurate but recording HR could be a way to grade participation and also to teach the students about heart health and the correlation and importance of how exercise impacts the heart. When a student has a Fitbit, they can see their progress and how active they are, and it is more than just heart rate. Students can track their progress, and this can be a way of motivation for students to work hard, as all students want to be the best. There are many ways that having a Fitbit can be beneficial but for this class, monitoring Heart Rate is what the students will be focusing on.</p> <p>When you predict where the person is going to throw it and catch it, if you are on the other team, what is this called? Synthesis</p>	
4 minutes	<p>Review (wrap up and transition to next activity): The students will help grab all the supplies and put them away. They cannot leave until the gym is cleaned up.</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Being able to walk around the gym and see how everyone is doing with the activity is nice. It has the advantage of seeing how each student is doing in this particular game/activity. Anytime a student has a question, they can leave the game and come talk to me on the side. If it impacts the whole game, I can stop the game and clarify with the class.</p> <p>Consideration for Back-up Plan: If the activity does not work, or the students cannot grasp the idea, the students can play mat ball, which helps them work on their throwing and catching a little as well.</p>		<p>Summative Assessment (linked back to objectives) End of lesson: Overall, the lesson is for the students to improve their skills with catching and throwing a ball and adding them to the skills they previously had from earlier years.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Do you want to use more than one Blooms taxonomy level? Split the objective into 3 parts How are you going to help those below proficiency? Are you going to teach it different to those who don't understand the first time? Do you have any behavioral expectations? Do you have any strategies for helping them get back on track if they become distracted? These are all things that were pointed out by my peers that I believe helped my lesson plan become more complete. Did the students use the Fitbits respectfully?</p>		