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| [**Lesson Plan**](http://cortland.edu/physed/forms.html) 1of 8 | **NYS/NASPE**  **Standards** | **Teacher Candidates(s):** Kyle McManus / | **School: Cortland** | **Date:** 12/5/12  **Grade:** 10th  **# in class:** 18 |
| **Bold Teaching Style:** Command x Practice  Reciprocal Self-Check Guided Discovery  Inclusion Convergent  Divergent Jigsaw Cooperative | |
| **Domains** | **Objectives (Be sure to include Situation, Task and Criteria for each objective)** | **Assessment Tool &**  **When it is used** | **Length of class:** **20** |
| Psychomotor | 1A / 1 | 1. Students will be expected to soccer juggle to themselves at least 3 times in a row in place. | Self-Assessment | **Unit:** International Gameplay  **Focus**: Sepak Takraw and chopsticks |
| Affective | 2B/ 6 | 2. Students will properly be able to demonstrate how to properly use chopsticks to their partner exhibiting all of the correct cues. | Partner/ teacher visual check | **Equipment:**  -18 pairs of chopsticks  - 9 volley trainer volleyballs  -9 beach balls if possible  -basket of Pom Poms  -laptop  - 18 hula hoops  -3 badminton nets  -basket of marbles or whatever Penny has to pick up  -9 bucket like containers  -9 polly spots  - speakers/ I pod  - stop watch |
| Cognitive | Geography | 3. By the end of the lesson students will be able to name at least 5 countries that predominately use chopsticks. | Verbal Check | **References:** [http://www.sepaktakraw.org**/**](http://www.sepaktakraw.org/)  <http://sushiindex.com/?page_id=124>  <http://www.youtube.com/watch?v=m8mw8SWS5nM>  <http://www.youtube.com/watch?v=wGedfSvJXEw> |
| Safety Statement | 2A / 5 | 4. Students will not put anything they pick up with chopsticks in or near their mouth; **it’s an example not food!** |  |
| [**NYS Learning Standard 1**](http://www.emsc.nysed.gov/ciai/pe/pe1.html) – **Personal Health and Fitness**  1A. Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sports activities.  1B. Students will design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition  [**NYS Learning Standard 2**](http://www.emsc.nysed.gov/ciai/pe/pe2.html)– **A Safe and Healthy Environment**  2a. Students will demonstrate responsible personal and social behavior while engaged in physical activity.  2b. Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication.  2c. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.  [**NYS Learning Standard 3**](http://www.emsc.nysed.gov/ciai/pe/pe3.html)– **Resource Management**  3a. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity.  3b. Students will be informed consumers and be able to evaluate facilities and programs.  3c. Students will also be aware of career options in the field of physical fitness and sports | | | [**NASPE Content Standards**](http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm) **– A physically educated person:**  1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.  2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.  3. Participates regularly in physical activity.  4. Achieves and maintains a health-enhancing level of physical fitness.  5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.  6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction | |

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| **What is the ongoing fitness theme or emphasis in this lesson?** | | | |
| **Health-related Fitness (HRF)**  [**NYS LS 1B**](http://www.emsc.nysed.gov/ciai/pe/pe1.html)  **(Please Bold)**  Cardiovascular endurance Muscular strength  **Muscular endurance** Flexibility  Body composition | **Explain how it is developed and where in the lesson it occurs:**  Throughout the lesson students use kicking motion. Repeated use of same muscles will get legs tired. | **Skill-related Fitness (SRF)**  [**NYS LS 1A**](http://www.emsc.nysed.gov/ciai/pe/pe1.html)  **(Please Bold)**  Balance **Coordination**  Agility  Reaction time  Speed  Power | **Explain how it is developed and where in the lesson it occurs:**  Students will work on their coordination by learning when and how to volley the ball. |
|  | (i.e. Concepts taught, goals, estimated MVPA through a game/activity, heart rate, RPE, step counts, FITT, etc.) |  | (i.e. Concepts taught, goals, FITT, etc.) |

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| **Lesson Components** | **Time (mins)** | **Organization &**  **Transitions** | **Description** | | | | **Adaptations Assessments, Reminders** |
| Instant Activity | \*\*\*\*\*\* | \*\*\*\*\*\*\*\*\*\*\*\*\*\* | \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* | | | | \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* |
| Introduction, Signal for Attention,  Hook | 3mins | T  xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx | Class will start off of an opening video of Sepak Takraw then an extremely short video of someone holding chopsticks.  “Hello classes my name is Mr. McManus and Jen can you tell me why we would watch those two videos in a row?  “Yes they are both from Asia! Good Job! What countries could you find someone playing Sepak or using Chopstick?(name 5) Thailand, Vietnam,  China, Philippines and South Korea”  “Alright Class when I blow my whistle I want everyone to put whatever they are using on the floor look at and make the tongue fart noise ( don’t say that just give example) at me.”  Safety when a Sepak ball “Takraw” is down I want everyone to yell Takraw Takraw Takraw! Because that means ball in Thai  -. Sepak is "kick" in Malay, and Takraw is the "ball" in Thai. | | | | Use high videos to get students attention |
| Demonstration | 3 mins | T  Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx | “I’m going to assume all of you have been keeping up on practice with volleying from our soccer unit because you should be working on that daily”  Chopsticks: Cues  - Hold one chopstick between your thumb and middle finger.  - Place the other chopstick between your thumb and forefinger.  -Keep the first chopstick stationary as you practice moving the second chopstick toward the stationary one.  \*Show three times (slow-mo)  \*Negative modeling  \*different angles | | | | Remember all demonstrations |
| Body of Lesson  (Lesson Focus) |  |  | **Teaching Progressions –** Show some of the major tasks/activities listed on your [Activity Progression Worksheet](http://www2.cortland.edu/departments/physical-education/resources.dot) within the selected level of (PC/C/U/P) for the class. | | | |  |
|  |  | **Tasks** (Extensions) - Activities for the whole class. *E.g. Hit the ball over the net to your partner 10 times.* | **Cues** (Refinements) – Simple secrets to improve performance. *E.g. Low to high* | **Challenges** (Applications) - More game-like chances to practice the same tasks at the same difficulty level. *E.g. In 90 seconds, see how many times you can hit the ball to your partner.* | **Modifications** –  Add modifications to make the tasks easier and harder according to the skill level of the students. | **Adaptations Assessments, Reminders** |
| 6 | Xx  Xx  Xx  Xx  Xx  Xx  Xx | **Stations/ Progressions**  Have students partner up.   1. First progression- one partner works on volleys to themself (large ball) while other partner learns how to use chopsticks with cues. 2. Second Progression- first partner works on volleys against wall (large ball) Second partner uses chop sticks to put more challenging objects into a container. 3. Race Progression- One student has to juggle ball down and back without hands while other student has to run down with chopsticks pick up item and run it back to bucket and drop items in.   (after switch person who got most items in bucket wins.) | 1.. Chopsticks: Cues  - Hold one chopstick between your thumb and middle finger.  - Place the other chopstick between your thumb and forefinger.  -Keep the first chopstick stationary as you practice moving the second chopstick toward the stationary one. | Count how many volleys/ juggles or wall volleys your partner does / try and beat it. | Easier – Larger lighter ball  Harder - Smaller heaver ball | Make sure students get even time split!  1 MIN EVER POSTION OF EVERY STATION |
| 7 | Xxx xxx  Xxx xxx  Xxx xxx | GAME PLAY  Play basic soccer volley ball!  -Use badminton court  - Mix up ball type | - Encourage passing | 2. Have students pick country names. | Easier – Use larger ball  Harder – Use smaller ball. | Give feedback/ play some music. |
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| Activity close (Optional) |  |  |  | | | |  |
| Lesson Closure,  Hook to Next Lesson | 7 | T  xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx | Great work today class can anyone tell me five countries that would play Sepak Takraw and use chopsticks? Southeast Asia.  What are the cues for using chopsticks?  How did the game get its name? Sepak is "kick" in Malay, and Takraw is the "ball" in Thai.  Next class there will be a sub named Mr. O’Hare I expect everyone to be on their best behavior. He will be continuing Sepak Takraw! | | | |  |
| Evaluation of Lesson | *Pre-planning: Previous instruction in this activity (earlier grade levels)*  *Post-planning: “Assessment Informs Teaching:” future needs based on assessment results*  *Teacher Reflection Notes:* | | | | | | |