

<u>Lesson Plan</u> 1 of 2	NYS/NASPE Standards	Teacher Candidates(s): Britney Zaczek, Andy Seletsky	School: Sunny-Side Up Middle School	Date: 4-1-11
		Bold Teaching Style: Command Practice Reciprocal Self-Check Guided Discovery Inclusion Convergent Divergent Jigsaw Cooperative		Grade: 6-8
Domains		Objectives (Be sure to include Situation, Task and Criteria for each objective)	Assessment Tool & When it is used	# in class: 12
Psychomotor	1A / 1	1. Throughout the class students will perform all criteria listed in the checklist for throwing both the backhand and forehand throws during the can jam games.	At the end of the lesson each student will use a checklist to state whether the proper cues were demonstrated by their peer when performing both throws.	Length of class: 20 mins
Affective	2/ 5	2. Throughout the class students will be expected to demonstrate respect to all of their peers by showing good teamwork skills. They will also be expected to participate in all activities with maximum effort, and choose a 4 or 5 for the effort question on the written reflection.	Visual check by teacher/ Written affective assessment.	Unit: Disc Golf
Cognitive	3/ 2	3. By the end of the lesson students will be expected to understand the benefits of disc golf and how to take advantage of them. Students will be expected to receive a 5/5 on the written quiz.	Verbal questioning by teacher/written cognitive quiz.	Focus: backhand/forehand throw
Safety Statement	2 / 5	4. Today’s activities will require you all to be aware of your personal space at all times. There will be several discs in the air at one time. Please make sure you control your disc, and if you lose control, make sure you yell “heads up” so no one gets hit.	Visual check by teacher.	Equipment: Three Can Jam game sets, three Frisbees, two rubber chickens. 2 hula hoops
<u>NYS Learning Standard 1 – Personal Health and Fitness</u> 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 <u>NYS Learning Standard 2– A Safe and Healthy Environment</u> 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. <u>NYS Learning Standard 3– Resource Management</u> 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			<u>NASPE Content Standards – A physically educated person:</u> 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	

What is the ongoing fitness theme or emphasis in this lesson?			
<b>Health-related Fitness (HRF)</b> <u><b>NYS LS 1B</b></u> <b>(Please Bold)</b> <b>Cardiovascular endurance</b> <b>Muscular strength</b> <b>Muscular endurance</b> <b>Flexibility</b> <b>Body composition</b>	<b>Explain how it is developed and where in the lesson it occurs:</b>  <b>-Running around the gym while playing chuck the chicken</b>  <b>-Using the same motion over and over while playing can jam</b>	<b>Skill-related Fitness (SRF)</b> <u><b>NYS LS 1A</b></u> <b>(Please Bold)</b> Balance <b>Coordination</b> Agility Reaction time Speed <b>Power</b>	<b>Explain how it is developed and where in the lesson it occurs:</b>  <b>-Using hand eye coordination to judge the throw of the disc</b>  <b>-Using power to create a good strong throw</b>
	(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.)

Lesson Components	Time (mins)	Organization & Transitions	Description				Adaptations Assessments, Reminders
Instant Activity	2	T SSSSSS C S SSSS SS	Chuck the Chicken-students will be split into 2 groups of 6. One person from one group will start with the chicken and throw it across the gym. They will then form a tight circle and the person will that threw the chicken will run around their group as many times as possible, concurrently the other group will run to the chicken, the first person to get there will pick it up. The rest of the group will form a line behind them and then they must pass the chicken above their head or between their knees to the next person, until it reaches the last person. The last person will then throw the chicken, and they will begin to run around their group, and so on.				After the chicken is used for several throws, we will switch to throwing a Frisbee.
Introduction, Signal for Attention, Hook	2	T SSSSS SSSSS	Andy-Good afternoon class our names are Mr. Seletsky and Ms. Zaczek and we will be your PE teachers for the day. Brit-Today we are beginning our Disc Golf unit. Disc golf is very similar to regular golf. It can be played by people of all ages and it is a great recreational activity to become involved with. This sport is very inexpensive and you can find courses all over. The closest courses to this area are in Dryden and Ithaca NY. At the end of this unit we may take a trip and play one of these courses. Andy-to introduce the unit and get acclimated with the Frisbee we are going to play CANJAM! Before we get stared I want tell you all that today’s activities will require you all to be aware of your personal space at all times. There will be several discs in the air at one time. Please make sure you control your disc, and if you lose control, make sure you yell “heads up” so no one gets hit. Also when you hear our whistles I expect you all to stop what you are doing, hold your Frisbees, and look at us for further instruction.				
Demonstration	2	T SSSS SSSSS	Forehand – Cues 1 Grip- firm/relaxed, thumb up, 2 fingers along edge 2 Side arm 3 Step and transfer 4 follow through Backhand – Cues 1 Grip (firm/relaxed), thumb up, pointer on edge fingers fanned 2 Step and transfer 3 Shoulder to target 4 Follow through Can jam- Rules- cans spaced 30 feet apart, 2 people to a team. 3 points-slam it in 2 points-direct hit no partners 1 point- partner hits Frisbee into side of the can				
Body of Lesson (Lesson Focus)			Teaching Progressions – Show some of the major tasks/activities listed on your <a href="#">Activity Progression Worksheet</a> within the selected level of (PC/C/U/P) for the class.				
			Tasks (Extensions) - Activities for the whole class. <i>E.g. Hit the ball over the net to your partner 10 times.</i>	Cues (Refinements) – Simple secrets to improve performance. <i>E.g. Low to high</i>	Challenges (Applications) - More game-like chances to practice the same tasks at the same difficulty level. <i>E.g. In 90 seconds, see how many times you can hit the ball to your partner.</i>	Modifications – Add modifications to make the tasks easier and harder according to the skill level of the students.	Adaptations Assessments, Reminders
	10	T S so osS S so osS S so osS T	1. Can Jam-Students will get into their teaching groups and break off into partners. They will play can jam 2 vs 2 against each other. They will play for 10 minutes straight keeping track of their own amount of points scored	1. 3 points-slam it in 2 points-direct it no partners 1 point-	1. Attempt to slot the disc or float the Frisbee in the can. These shots will both be worth 10 points!	Easier –place cans closer together Harder - move cans further apart	Be safe, be honest.
			2.	2.	2.	Easier - Harder -	
			3.	3.	3.	Easier - Harder -	
			4.	4.	4.	Easier - Harder -	

			5.	5.	5.	Easier - Harder -		
Activity close (Optional)	3	T  SSSSSS SSSS	Great Job Everyone! Please come over to the hula hoops and answer the questions on each quiz. Please answer them to the best of your knowledge. When you are finished please hand them to myself or Mr. Seletsky.					
Lesson Closure, Hook to Next Lesson	1	T  SSSSSS SSSS	I hope you all had fun today and were able to work on both your forehand and backhand throws. Next class we will be using these skills to play an actual disc golf course outside weather depending.					
Evaluation of Lesson	<i>Pre-planning: Previous instruction in this activity (earlier grade levels)</i>  <i>Post-planning: “Assessment Informs Teaching:” future needs based on assessment results</i>  <i>Teacher Reflection Notes:</i>							