**Net/Wall Games Lesson Plan**

**Group Two: Leandrea Carpenter, Dawn Wilson, Ivy Hsu, Kenthen Thomas**

**EDCP 320/107**

**Clarifying the Learning Focus**

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| Big Idea for this lesson | At the end of this lesson, grade 7 students will be able to explain the basic rules of lob ball and demonstrate how to play the game. |

**Intended Learning**

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| **PLO**  *(Prescribed Learning Outcome)* | A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that support their personal physical activity goals  B1 apply learned movement skills in new and unfamiliar physical activities  B2 demonstrate proper technique to send and receive objects with accuracy, distance, and control in unpredictable settings (e.g., kick an object varying distances, intercept an object from an opponent, pass an object to a moving partner)  B3 perform sequences using learned non-locomotor, locomotor, and manipulative movement skills, demonstrating effective use of qualities of movement (e.g., speed, force, flow)  C1 apply safe procedures for specific physical activities |
| **SLO**  *(Specific Learning Outcome)* | Students will demonstrate spatial awareness (ex. using a lacrosse stick safely) and be aware of others around them |

**Teacher Preparation:**

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| Materials/Resources |
| * Volleyball nets * Lacrosse sticks * Tennis balls   **Safety Issues:**   * Safety should be discussed at the beginning and before every change in activity or venue * First and foremost ensure the students have proper footwear and gym clothing * All equipment will be taken down and put away by Miss Carpenter and Mr. Thomas so the ere will be no issues with safety or harm. * Miss Hsu and Ms. Wilson will go over safety and the rules before heading outside, while outside and again before returning inside. Things to notice: Walkways, slippery fields, vehicles, walking while in transport, not running or fooling around while in transport, and weather conditions. * Ensure the children start slow to warm-up properly and consider a first aid kit. * Ensure safety about the lacrosse sticks is gone over * Make sure the children know to make eye contact with the person they will be passing to before passing the ball * While clean up is happening make sure they walk to and from the lacrosse storage box. * Ensure we talk about respect and safety while having fun. |

**Assessment and evaluation**

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| Formative Assessment |
| * Since this assessment will be in the Physical Education class a formative assessment will be best to gauge both the students appreciation and if the learning goals are met and understood, also it can be a way for us teachers to gauge if our goals are met as well * Body language: does their body language exhibit understanding, does it appear they are having fun and engaged, if not what can we do as teachers? * Thumbs up, middle or down: after the instructions for the warm-up and Lob ball we will use the thumbs up to show clear understanding, thumbs middle if sort of understand and thumbs down if no understanding has occurred at all. This will enable us teachers to know if we can begin the exercise or perhaps we will need to give clearer instructions or role model the games. * End comments: this will give the children a chance to express how tough the exercises were or how easy, what they found fun, and it will give us teachers a chance to take notice of what we can do to improve for next time. |

**Lesson Structure & Development:**

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| Lesson Element | Time (min) | Instructional Strategies & Learning Activities |
| Anticipatory Set | 10 | Coin Toss Tag   * Students will find pairs from discussion group and play one-on-one tag outside within the preset parameters * Original instructions: <http://www.pegames.org/warm-up/coin-toss> * Teacher will give a signal to switch who is ‘it’ at least once during warm-up |
| Instruction & Initial Practice | 10 | Give students instructions on Volley-crosse   * <http://www.playsport.net/activity/lob-ball> * Teacher will change the number of required passes based on the group number   Students will practice playing volley-crosse with no expectations or score keeping to practice the skills necessary to play the game |
| Develop & Practice | 10 | After 10 minutes of practice, the teacher will increase the level of difficulty by adding an additional ball to the game and/or requiring more passes  Students will continue playing volley-crosse |
| Closure | 5 | Cool down stretches   * The teacher will lead a whole-class stretching session for cool down |

**Modifications and adaptions**

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| * There are a few key areas where we might need to adapt and change strategies dependent upon the children's abilities or interest. * The first being the coin toss tag: this will be dependent upon weather, if the weather is bad we might consider moving the warm-up inside * The second is during the exercise: this will be the time to use the formative assessments, if the activity is too hard maybe try having the children break off into groups of two to practice throwing and catching the ball * **OR:** have them put away the lacrosse sticks away and use just the tennis balls back and forth after four passes then rotating the students. * **OR:** if the game is too easy add in another ball while playing volley-crosse |

Sources cited:

PEGAMES.org, *Coin Toss, 2012*

Retrieved from: <http://www.pegames.org/warm-up/coin-toss>

PlaySport.net, *Lob Ball, 2014*

Retrieved from: www.**playsport**.**net**/**activity**/**lob**-**ball**