

NAU Physical Educators Lesson Plan Guide

Instructor: i.e: Ms. Peppy, Mountainside Elem. School

Activity: i.e: Striking with long handled implements

Situation: i.e: 25, 4th graders / Outdoor Class

Equipment Needed: i.e: 10 cones, 25 jump ropes, 6 soccer balls, 10 plastic bats, 20 tee's.

Objectives: Include behavior, condition and criteria

Standard 1:

Standard 2:

Standard 3-7 (choose one standard and write one objective for that standard):

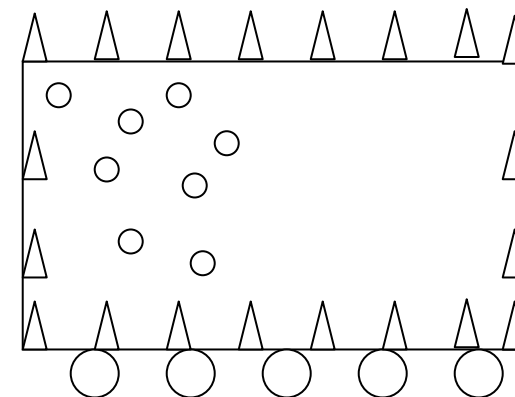
Example:

Standard 1: Students will strike a ball of their choice off of a tee using a plastic bat, making the ball travel at least 10 feet in the air before it hits the ground.

Standard 2: Students will write on an exit slip at least one of the following cues for striking with a long handled implement; side to target, elbow up, transfer weight, or step.

Initial Set-up/Organization:

Create a diagram of what your gym/teaching area will look like at the beginning of the lesson:



Instant Activity (Energizer):

Get the children moving! Provide a few minutes of vigorous activity before beginning instruction. Keep it short and simple! Get the wiggles out, and this does not have to reinforce the lesson content.

Set Induction: Focus on what you specifically want them to learn. Include scaffolding (transfer), purpose and motivation (attention getter).

Content Development: (Number of tasks will depend on the lesson and objectives)

Informing Task	Extensions	Cues	Challenges	Organization
Provide students with information about the task. I.e. "Throw the ball at a target on the wall." Identify specific GLSP for each task, abbreviate. E.G. Precontrol = (PC)	If appropriate for task) Makes the task easier or harder to match the developmental level of the child/ren. Harder- i.e. Move farther from the target Easier- i.e. Move closer to the target	List cues appropriate for improving skill with this task. WHEN GIVING INSTRUCTION, FOCUS ON ONLY ONE CUE! E.G., . Elbow up, throw in front of moving target!	(If appropriate for task) Provide a challenge to the children to maintain their interest in the task until it is internalized. i.e." How many times can you jump rope in 1 minute?, can you spell your name by saying a letter every time the ball touches the ground"	How are your students organized in space? General space, self-space, cones spread throughout general space etc...feel free to draw pictures.
Informing task 2				

Informing Task	Extensions	Cues	Challenges	Organization
Informing task 3 – 8 (include at least 8).				

Closure: 2-3 Minutes Quickly review the key points of the lesson that were emphasized throughout the class.

Provides evidence of learning from students

Ask students to **SHOW** understanding whenever possible

Gives teacher knowledge of results

Reflections: Complete after the lesson has been taught. Were the lesson objectives met?

What modifications would you make the next time you teach this lesson? What will you focus on the next time you teach this class of students (classroom management, strategy for high maintenance students, instructional approach, etc.) ?

FYI, the National Standards are:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.