

Old Dominion University
Physical Education Lesson Plan

Name: Alfred Vasta

Date: 11/25/19

Grade Level: 9th

Unit: Bullying

Lesson Focus: Cyber bullying & Self advocacy

Lesson Duration: 45 min

Instructional Model: Cooperative learning and direct instruction

PART I – STANDARDS, OBJECTIVES, AND ASSESSMENTS

Lesson Goal(s): For the students to know and understand what bullying is and how it effects people.
For students to know what self-advocacy is and how it helps with bullying.

Objective:

Domain: Cognitive

NASPE:

VA SOL:

PART II – REFERENCES AND EQUIPMENT

References: Pacer centers Teens against bullying.

Equipment: Lap top, large sticky note paper, advocacy worksheets.

PART III – LESSON ACTIVITIES

SET INDUCTION

(Time: min)

Organization/Transition:

Description: I Can understand and know what it means to have self-advocacy and how that helps with bullying.

Lesson 1

(Time 15-25min)

Organization/Transition: Students will be separated in four different groups. Each group will have a different question in which they will need to answer questions on a large piece of paper. Each group will have a writer (this student will listen to the group and write down all the statements and answers on the paper) and a spokesperson (this person will talk about the groups answers with the class).

Materials: Large pieces of paper for the students to write on. A sharpie, pen or marker for the students to use to write.

MAIN LESSON

(Total Time:15-25min)

Activity: Power point bullying and self-advocacy.

Organization/Transition: Students will have a seat in their seats after they have finished the first activity of group work.

Description: This will be a lecture style lesson with students and teacher discussing self-advocacy.

Equipment: Lap top

Cues:

Modifications:

CLOSURE

(Time: 3-5 min)

Organization/Transition: Students will be seated in their seats. Give the students a hand out on self-advocacy to take home.

Description: Ask the students some questions to see what they learned or remember (formative assessment).

What is bullying?

What does it mean to have self-advocacy?

How does having self-advocacy help prevent bullying?

Equipment: None

PART IV - REFLECTION

Was the lesson acceptable for everyone?

Did the students learn and have fun?

Did I give instructions accurately and effectively?

Did the students leave feeling like they got something from today's lesson?