

Old Dominion University
Physical Education Lesson Plan

Name: Connor O'Baker Date: 12/5/19 Grade Level: 6th

Unit: Recreation Lesson Focus: Cooperative Games

Lesson Duration: 40 min Instructional Model: Cooperative Learning

PART I – STANDARDS, OBJECTIVES, AND ASSESSMENTS

Lesson Goal(s):

I can work together with my classmates to succeed in a cooperative game setting.

I can play fairly against other teams while participating in a cooperative game.

Objective: SWBAT use combinations of different motor skills to accomplish a task for their respective team.

Domain: Psychomotor

NASPE:

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

VB SOL:

P 6.1.a. Combine and apply mature locomotor and manipulative skills into specialized sequences to include overhand and underhand throwing and catching, ...

Assessment:

Objective: SWBAT use fair play in a variety of different cooperative games.

Domain: Affective

NASPE:

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

VB SOL:

6.4. e. Demonstrate integrity and apply rules/etiquette for a team-building activity.

Assessment:

Objective: SWBAT apply offensive and defensive strategies in a cooperative game to allow their team to succeed.

Domain: Cognitive

NASPE:

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

VB SOL:

P 6.2.d. Describe basic offensive and defensive strategies in non-complex, modified, and small-sided activities.

Assessment:



PART II – REFERENCES AND EQUIPMENT

References:

Equipment: gator balls, mats, pennies, basketballs, bean bags, hula-hoops, cones

PART III – LESSON ACTIVITIES

INSTANT ACTIVITY **(Time: 6 min)**

Organization/Transition: Male students will move to the outside of the basketball court lines and females will move to the inside of the volleyball lines.

Description:

The warm up will consist of students swapping from outside to inside of the lines every minute. If the students are on the outside, they will be jogging for the entirety of the minute, and if they are on the inside they will be walking. While they walk on the inside, they should be gaining the energy needed to be able to jog an entire minute. This process will repeat 6 times, so that students jog for three minutes and walk for 3 minutes.

Materials:

Music to play while the students participate

SET INDUCTION **(Time: 3 min)**

Organization/Transition: students will gather over at the white board so that the instructor may read aloud the learning targets for the day

Description: the instructor will explain the rotation of cooperative games for the lesson as well as go over the learning target with them that relates to the activity; instructor will explain that 2 quads start out at each activity, and they will participate until they hear the whistle blown; students will rotate in number order, so 1 goes to 2, 2 goes to 3, and 3 will come back to 1

Materials: white board

MAIN LESSON **(Total Time: 21 min)**

Activity 1

Organization/Transition:
Students will

Description: Basketball Tic-Tac-Toe -> students will begin by lining up according to squads, one team wears pennies and the others don't; one at a time, students will take a basketball and shoot it in the hoop from a few feet away; if the student makes it the first time, they run to the back where the hula-hoops are set up like a tic tac board and stand in one; if the student does

not make the shot the first time, they go to the back of the line and wait till they have a chance to make a shot; when a team has three students in the tic-tac-toe formation of hoops, their team earns a point; once a team earned a point, those students will hop in the back of the line to go again; team with the most points when the whistle blows wins

Equipment: basketballs and basket, pennies, hula-hoops

Cues: don't rush the shot, stay in the same hula-hoop, do not knock someone's ball away

Modifications: possibly change it to students have unlimited times to make a shot if no students are making a shot

Activity 2

Organization/Transition:

Students will form four even teams, probably 5 people on each team, and gather at one of the corner cones

Description: Grab and Go -> students will proceed with 2 hula- hoops across the gym floor to collect bean bags and bring them back to their home cone; students will have to work together by only using hula-hoops to collect bean bags; by doing this, they must gather all the students in one hoop, grab the other one and use it to then move into their second one, repeating this process, going back and forth until all the bean bags have been collected; team with the most bean bags wins

Equipment: cones, bean bags, hula hoops

Cues: work together, find the right strategy

Modifications: add in a third hula-hoop for each team if 2 is too difficult

Activity 3

Organization/Transition:

Students will be split into teams based on squads, one team will have pennies and the other will not

Description: Mat Ball -> one student from each team will line up on the opposite teams mat, while their teammates spread out on their own side, some blocking incoming balls to be caught, others throwing balls to their teammate on the other side; the object to win the game is have all of your team overhand throw the ball to one of your teammates on the far mat and have them catch it on the mat; opposing teams may block incoming balls, but they must stay off

the mat and rather in front of it; if someone completes a pass to their teammate on the far mat, then they join them; process continues until one team has successively got all their team onto the far mat.

Equipment: mats, pennies, cones, gator balls

Cues: play fair; time your throw to elude a defender, play defense as well as offense

Modifications: add a second teammate to a mat

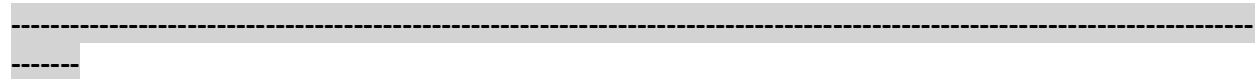
CLOSURE

(Time: 3 min)

Organization/Transition: students bring it back in to review the learning target

Description: the instructor will review the learning target, and with a person sitting next to them, the students will share how they successively reached those targets.

Equipment: whiteboard with learning target on it



PART IV – REFLECTION

Were the students physically active?

Did the students appear to be engaged in the activities?

Were these learning targets reachable by the students?