

Old Dominion University
Physical Education Lesson Plan

Name: Adam Smith

Date: 14 Nov 2019

Grade Level: 6th

Unit: Tobacco

Lesson Focus: Passing #4/5

Lesson Duration: 45 min

Instructional Model: Direct Instruction

(Cooperative Learning, Personalized Systems of Instruction (PSI), and Direct Instruction)

PART I – STANDARDS, OBJECTIVES, AND ASSESSMENTS

Lesson Goal(s):

SWBAT understand the harmful effects tobacco has on the human body during the lesson

SWBAT describe the influence peer pressure and other outsides pressures could lead someone choosing to smoke during the lesson.

SWBAT work cooperatively in a group setting to create a poster about refusal tactics for choosing to not smoke after the lesson.

Objective:

Domain: Cognitive

VA SOL: 6.1 The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness.

f) Evaluate refusal strategies related to alcohol, tobacco, and other drug use.

Assessment: Think, pair, share

Objective:

Domain: Cognitive

VA SOL: 6.2 The student will describe the influence of family, peers, and media on personal health decisions.

d) Identify the benefits of a tobacco-free environment.

Assessment: worksheet

Objective:

Domain: Affective

VA SOL: 6.3 The student will develop personal strategies and skills for personal, social, and community health.

r) Identify resistance skills to avoid violence, gangs, weapons, alcohol, tobacco, and other drugs.

Assessment: Group created poster

PART II – REFERENCES AND EQUIPMENT

References:

Equipment: Computer, power point, worksheet, and poster board.

PART III – LESSON ACTIVITIES

INSTANT ACTIVITY/SET INTRODUCTION

(Time: 5 min)

Organization/Transition: Students will enter the class and take their seats.

Description: Two students will be chosen to come up to the front. They will each be handed a different size balloon and given the instruction to blow them up on the word “GO”. The idea is that the small balloon that is harder to blow up and smaller simulates a smoker’s lungs. The other balloon that is larger and easier to blow up represents a healthy pair of lungs. Students will then discuss why they think the small balloon would be at a disadvantage for breathing and why the other larger lung would be more beneficial to have.

Materials: Two Balloons

MAIN LESSON

(Total Time: 35 min)

Activity 1 (Time: 15 min)

Organization/Transition: Students will then be directed to take notes on the power point.

Description: A power point over some of the key terms, characteristics, and refusal strategies for tobacco will be covered. Questions and facilitation is encourage to help student engagement. Built in questions will be on the power point, but this should not be a limiting factor to asking more questions.

Equipment: Computer, pencils, and paper

Activity 2 (Time: 10 min)

Organization/Transition: Students will be handed a worksheet that covers key terms about tobacco and who peer pressure can lead someone to use tobacco.

Description: Students are encouraged to not use notes when completing the worksheet. Students should use the knowledge and conversations covered in class to complete the worksheet. After

completion the worksheets will be handed forward and the worksheets will be graded and used for attendance for the day.

Equipment: worksheet

Activity 3 (Time: 10 min)

Organization/Transition: Groups will be formed, and each group will receive poster board.

Description: The groups will be directed to create a colorful poster that depicts some refusal strategies that people can use to choose not to use tobacco.

Equipment: Poster board, crayons, markers, magazines, and glue

CLOSURE

(Time: 5 min)

Organization/Transition: Students will return to their seats for think, pair, share time.

Description: Students will discuss the posters they made and learn from one another about what refusal strategies they chose to help other choose not to use tobacco.

Equipment:

PART IV - REFLECTION