

Old Dominion University
Physical Education Lesson Plan

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Unit: Fitness Day

Lesson Focus: relay races # 5/5

Grade Level: 8th

Lesson Duration: 45 min.

Instructional Model: Motor Skill Theme

Part 1 – Standards, Objectives, and Assessment

Learning Targets:

- I can identify muscles used during each relay
- I can explain how each plane of motion is used when exercising
- I can determine which body part to move when completing an exercise
- I can use the correct form when exercising to reduce injury

Lesson Goal(s)

- By the end of the lesson, the students should be able to know how to use the proper technique to complete each exercise
- The students should be able to understand how to contract the correct muscles for each exercise
- The students should be able to understand how to recognize the different muscle groups used for each exercise
- The students should be able to participate in all class activities cooperatively without disturbing the class or lesson
- The students will be able to perform the activities in a safe manner

Objective:

Students will demonstrate how to complete a relay race

Domain: Psychomotor

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

VA SOL: SOL 8.1.a Demonstrate skill attainment in one or more lifetime activities.

Assessment: Students will be evaluated with peer assessment. Students will be given a rubric with a certain amount of points allotted. Their partner will check off whether or not they can accurately demonstrate the tasks.

Objective:

Students will understand how to pass a ball using proper techniques.

Domain: Cognitive

SHAPE: Standard 3- The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

VA SOL: SOL 8.1.b. Apply and demonstrate the knowledge of how movement is created, directed, and stabilized in one or more lifetime activities.

Assessment: Students will be evaluated using a checklist that is evaluated by the teacher, if they understand and can demonstrate how to properly pass a ball

Objective:

Students will be able to demonstrate appropriate encouragement to peers and receive feedback.

Domain: Affective

SHAPE: Standard 4- The physically literate individual exhibits responsible personal and social behavior that respects self and others.

VA SOL: SOL 8.1.d. Demonstrates appropriate and proper use of equipment in one or more lifetime activities.

Assessment: Students will reflect on how they communicated to their peers and how that affected their peers.

Part 2 - References & Equipment

References: Instructor

Equipment: cones, basketballs

Part 3 - Lesson Activities**Instant Activity**

(Time: 5 mins)

Organization/Transition: Students will leave the locker room and sit in their squad lines while attendance is taken and do a quick warm up

Description: Students will participate in a quick rapid fire warm up. Starting with jumping jacks, running in place, 10 burpees, 10 air squats, and holding a plank. After that students will quickly stretch their arms, legs, and shoulders.

Materials: none

Set Induction

(Time: 2-3mins)

Organization/Transition: Students will be sitting in front of teacher in the center of the gym to receive directions for the day's activities.

Description: Teacher will review the learning targets. Students will be asked what they know about dodgeball and all the different versions of dodgeball

Materials: Learning target board

Main Lesson

Activity 1

(Time 5 mins)

Cardio relay races

Organization/Transition: Students will gather in front of teacher and given instructions. Once instructions are given students will break up into teams of 6 and stand behind a cone. Once the whistle is blown the activity will begin

Description: Students will be instructed to do some sort of cardio activity all the way across the gym to the color coordinating cone and back.

1st time: jogging

2nd time: side shuffle

3rd time: high knees

4th time: butt kicks

5th time: Frankenstein walks

Equipment: cones

Cues: one foot in front of the other, quick pace

Modifications: they can take a few steps in between to regain coordination

Extensions: once they get to a cone they can perform an exercise then go back

Activity 2

(Time: 10-15 min)

Animal relay races

Organization/Transition: Students will stay at their cone and listen for the teacher over the microphone for instructions. Once instructions are given the whistle will sound to begin activity

Description: Students will be instructed to do some kind of animal movement down to their color coordinated cone and back.

1st time: frog jumps

2nd time: bear walk

3rd time: inch worms

4th time: duck walks

5th time: bunny hops

Equipment: none

Cues: think like that animal, one step at a time

Modifications: they may regain balance and coordination in between each skill

Extension: once they get to a cone they can perform an exercise then go back

Activity 3

(Time: 10 - 15 min)

Muscular endurance relay races

Organization/Transition: Students will stay at their cone and listen for the teacher over the microphone for instructions. Once instructions are given the whistle will sound to begin activity

Description: Students will be given different muscular endurance movement down to their color coordinated cone and back.

1st time: lunge walks

2nd time: squat jumps

3rd time: push up walks

4th time: plank walks

5th time: traveling jumping jacks

Equipment: cones

Cues: one skill at a time, try your best, think about the body part being moved

Modifications: they may regain balance and coordination in between each skill

Extension: once they get to a cone they can perform an exercise then go back

Activity 4

Basketball relay races

(Time: 10 -15 min)

Organization/Transition: Students will stay at their cone and listen for the teacher over the microphone for instructions. Once instructions are given the whistle will sound to begin activity

Description: Students will be given a basketball at each cone. They will then use the basket ball to complete relay races

1st time: right hand dribbling

2nd time: left hand dribbling

3rd time: both hand dribbling

4th time: partner chest passing

5th time: free turn

Equipment: cones and basketballs

Cues: keep ball close, use finger pads, push through hands, follow through, keep below the hip

Modifications: they may regain balance and coordination in between each skill

Extensions: once they get to a cone they can perform an exercise then go back

Closure

(Time: 5 min)

Organization/Transition: Students will stop and give their ball to the teacher. Students will then be instructed to sit in front of the teacher to answer questions.

Description: Once students are sitting quietly; the teacher will make small groups where students will then participate in “think, pair, share” once they are done discussing students will share with the class their findings. If something is missed, the teacher will go over it.

Equipment: Learning Targets board

Part 4 - Reflection

Did the students learn the correct technique for each type of exercise?

Can the students describe how to dribble the ball correctly?

Did the lesson have high activity level?

Does anything need to change to make this lesson more effective and engaging?

Did the students offer appropriate encouragement?