|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| [**Lesson Plan**](http://cortland.edu/physed/forms.html)1 of 1  | **NYS/NASPE****Standards** | **Teacher Candidates(s):** Emily Pettengill                    | **School:** **SUNY Cortland** | **Date:** 11/8/2011**Grade:** High School**# in class:** 20 |
|  |  | **Teaching Style:** [ ] Command [ ] Practice [x] Reciprocal [ ] Self-Check [ ] Guided Discovery [ ] Inclusion [ ] Convergent [ ] Divergent [ ] Jigsaw [ ]  Cooperative |  |
| **Domains** |  | **Objectives (Be sure to include Situation, Task and Criteria for each objective)** | **Assessment Tool &** **When it is used** | **Length of class:**15 mins |
| Psychomotor |  /  | 1. By the end of the lesson, students will be able to perform the proper shooting/passing techniques atleast 10 times. |  Visual check by Teacher | **Unit:** Broomball**Focus**: Shooting Technique |
| Affective |  /  | 2. Throughout the lesson, students will work with eachother in their partners/groups by helping one another with there shooting technique.  | Visual check by Teacher | **Equipment:** Broomball Sticks, Nets and balls |
| Cognitive |  /  | 3.In the lesson closure, students will be able to recite what the proper shots are, as well as the proper cues. They will also be able to recite why tabacco is addicting to the body, and what causes it. | Verbal Check by the teacher | **References**: (e.g. Book, course packet, pg #, complete web address URL):**http://www.basa.org.au/drills.php http://www.jes-soft.com/hockey/plaweavebasic.html**  |
| Safety Statement | 2 / 5 | 4. We are using heartrate machines, be careful of these. Also we're on the ice, please be careful, no messing around because the ice is very slippery | Visual Check by the teacher |  |
| [**NYS Learning Standard 1**](http://www.emsc.nysed.gov/ciai/pe/pe1.html) – **Personal Health and Fitness**1A. Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sports activities.1B. Students will design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition[**NYS Learning Standard 2**](http://www.emsc.nysed.gov/ciai/pe/pe2.html)– **A Safe and Healthy Environment** 2a. Students will demonstrate responsible personal and social behavior while engaged in physical activity.2b. Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication.2c. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.[**NYS Learning Standard 3**](http://www.emsc.nysed.gov/ciai/pe/pe3.html)– **Resource Management**3a. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity.3b. Students will be informed consumers and be able to evaluate facilities and programs.3c. Students will also be aware of career options in the field of physical fitness and sports | [**NASPE Content Standards**](http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm) **– A physically educated person:** 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction |

|  |
| --- |
| **What is the ongoing fitness theme or emphasis in this lesson?** |
| **Health-related Fitness (HRF)**[**NYS LS 1B**](http://www.emsc.nysed.gov/ciai/pe/pe1.html)[x]  Cardiovascular endurance [x]  Muscular strength[x]  Muscular endurance [ ]  Flexibility[ ]  Body composition | **Explain how it is developed and where in the lesson it occurs:** The sport Broomball, when played competitively is very active, you're always moving to get open so you can receive the next pass, so hopefully by the end of the lesson, the heart rate of each student will be up. The heart rate of the students will be up because we will be practicing drills used during an actual Broomball practice. Muscular strength and endurance will be earned by gaining leg strength by keeping active during the drills, and continuiously moving. | **Skill-related Fitness (SRF)**[**NYS LS 1A**](http://www.emsc.nysed.gov/ciai/pe/pe1.html)[x]  Balance [ ]  Coordination[ ]  Agility [x]  Reaction time[ ]  Speed [x]  Power | **Explain how it is developed and where in the lesson it occurs:** This lesson will develop Balance because we're playing on the ice, and it will be very slippery. The students will also be working on their reaction time, because of passing and shooting. They will have to be able to have good reaction time, to time the pass to make a shot on goal. Finally, they will work on their power, because power is very important to be able to hit the target. |
|  | (i.e. Concepts taught, goals, estimated MVPA through a game/activity, heart rate, RPE, step counts, FITT, etc.) |  | (i.e. Concepts taught, goals, FITT, etc.) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson Components** | **Time (mins)** | **Organization &****Transitions** | **Description** | **Adaptations Assessments, Reminders** |
| Instant Activity | 2 | Students in Space as needed. | Hitting the Lung Targets. The inside of the target will be a picture of healthy lungs. Continuing closer to the edge will be what your lungs will look like with a pack a week, then a pack every 2-3 days.  | Safety Statement- keep your head up and don't run into people, watch where you are going.  |
| Introduction, Signal for Attention,Hook | 3 | TSSSSSSSSSSSSSSSSSSSS | Hello everyone! My name is Ms. Pettengill. How many of you been on the ice before? Awesome, what have you guys done on the ice before. Ice skating? Hockey? Has anyone played Broomball before? Well today we're going to learn a little bit about Broomball, and work our passing/shots. Did anyone notice what we were on the targets we shot at during our Instant Activity? Lungs Correct! Each picture is of different kinds of lungs, a healthy pair, and ones where the individual has been smoking. Does anyone know why one becomes addicted to smoking? Smoking produces multipe sensations Nicotine is one of the thousand or so chemicals present in tobacco. It is primarily responsible for the sensations produced by tobacco consumed in any form. The reason for the potency of nicotine lies in the fact that it can easily diffuse into the blood stream via your skin membrane, mucous membrane (in your nose) or through lungs. Once it enters the blood stream it reaches the brain almost instantly. The effect is has on the nerves of the brain leads to all the sensational feelings you experience while smoking. From there it traverses via blood to different parts of the body and is finally filtered out of the blood by the liver. Everytime we make a goal, we are one step closer to beating the addiction. In order to beat this very strong addiction, we need everyone to do there best. Lets try to beat this terrible addiction! | Safety Statment |
| Demonstration | 1 | T SSSSSSSSSSSSSSSSSSSS | For each demonstration I will ask someone new to help me demonstrate: Cues: Knees bent, shoulder width apart, hands apart, follow through. | Slow MotionFull SpeedCheck for Understanding |
| Body of Lesson(Lesson Focus) |  |  | **Teaching Progressions –** Show some of the major tasks/activities listed on your [Activity Progression Worksheet](http://cortland.edu/physed/assets/2009_activity_progression_template.doc) within the selected level of (PC/C/U/P) for the class.  |  |
|  |  |  | **Tasks** (Extensions) - Activities for the whole class. *E.g. Hit the ball over the net to your partner 10 times.* | **Cues** (Refinements) – Simple secrets to improve performance. *E.g. Low to high* | **Challenges** (Applications) - More game-like chances to practice the same tasks at the same difficulty level. *E.g. In 90 seconds, see how many times you can hit the ball to your partner.* | **Modifications** – Add modificationx to make the tasks easier and harder according to the skill level of the students. |  |
|  | 2 | TSSSS SSSSSSSS SSSSSSSSSS | 1. Shooting a forehand, backhand, and a slap-shot into the net, stepping once. | 1. Forehand, one step, knees bent, hands apart and following through  | 1. How many times in a minute can you hit the wall | Easier- Shooting a stationary forehandHarder- Shooting a forehand using a  |  |
|  | 3 | Students spaced out as needed | 2. Cross Over - Cross over drill, with the ball dropped back to the trailing player.  | 2. Passing, knees bent, hands apart and following through | 2. Complete this circuit successfully 5 times | Easier- Stay stationary, pass without movingHarder- Add more passes before you shoot |  |
|  | 3 | Students spaced out as needed | 3. Horse shoe without goaltender- Two groups of players, on each side of the goal. One of the players’ skates towards the middle and returns towards the goal. Player opposite places a ball towards the attacker. Attacker shoots at goal, while the player that passed the ball start to skate. Without goaltender. | 3. Away and back in, knees bent, hands apart, follow through. Changing lines. | 3. See who can score the most goals | Easier- Don't run to get pass, stay stationaryHarder- Add a goalie |  |
|  | 3 | Space as needed, in triangles. | 4. Triangulation- The Offensive players on the boards are used to eliminate the defender with the option of passing the ball up and down the boards, or passing to the Offense player in the center who has the shot on goal. | 4. Triangle formations, Heads up to see who is open, passing, keeping knees bent, hands apart, follow through | 4. Successfully complete this circuit 3 times | Easier- take away defense and just focus on passingHarder-Add more defenders |  |
|  | 3 | Space as needed | 5. 5 on 5- Half the rink. 5 offence 5 defense. Defense to get the ball they must steal the ball. | 5. Game like. Knees bent, hands apart, follow through.  | 5. Make it a competition, between two teams. See what team can get to 10 goals first.  | Easier- First to 5 goalsHarder- First to 15 goals |  |
| Activity close (Optional) |       |       |   |       |
| Lesson Closure,Hook to Next Lesson | 1 |  | Good job today everyone! What was an important skill that we worked on today? What else did we learn about today? And why is Tabacco addicting? Very Good. Next class we will be learning more about Broomball and the skills needed, I hope everyone had fun today. Broomball on 3. Ready? 1, 2, 3, Broomball!!! | Check for Understanding. |
| Evaluation of Lesson | *Pre-planning: Previous instruction in this activity (earlier grade levels)* *Post-planning: “Assessment Drives Teaching:” future needs based on assessment results* *Teacher Reflection Notes:* |