

Something Old, Something New, Something Borrowed, Something BLUE!

**SHAPE SD “See the Good” 2022
Aberdeen, SD**

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Description:

Come learn and play with us! As pre-service teachers, we value a variety of developmentally appropriate activities... come participate with us in activities that are oldies but goodies, with a new twist. Learn some new games, activities that we have borrowed from others and made our own, and of course some games that feature BLUE!

BLUE:

Basic Equipment

Learning (challenge to learn something new)

Unified (appropriate for all)

Educational (skill development)

Objectives:

Practice a variety of activities with basic equipment, but with a new twist.

Reconstruct shared developmentally appropriate activities with their students.

Translate activities that can be modified to fit to their student’s needs.

PE 360 & Lab K-8 Methods of Physical Education

Class & Grade: 6th Grade Lesson Topic: Analyzing Unit: HockBowl Day 3__ of 4__ Length/Time: 30min (Component: 3.c)	Instructor: Nick R Co-Teaching Strategy (Component: 3.c)
Long Term (Unit) Objective(s) (that will be met in this unit or curriculum) Pair with a National/State Standard(s) as well as the Common Core or Next Generation Science Standard(s) met (Components: 3.a, 3.b, 3.e):	
Short Term (Lesson) Objectives (that will be met in this lesson) Be sure to write the National/State Standard(s) number met from above and Domain (Components: 3.a, 3.b, 3.d, 3.e): (5pts)	

TSW analyze the construct and scoring of Hockbowl. (cognitive) **Craft and Structure:** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

TSW demonstrate proper sportsmanship during class by respecting the equipment and others. (Character) **Standard #4-** The physically literate individual exhibits responsible personal and social behavior that respects self and others. (Affective)

TSW be active and participate for 85% of the time. (Health and Fitness) **Standard #3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (psychomotor)

Facilities (Component: 3.c): (1pt)
ROTC Gym

Equipment/Resources (books, equipment, music, technology) (Component: 3.c): (2 pts)
Coins
Bowling pins (20)
Poly spots
Hockey sticks (16)
Dodgeball (foam balls) (5)
Music speaker

Modifications/Accommodations for special needs/diverse learners (What plans and accommodations will you implement to ensure that all students can become physically educated) (Components: 3.b, 3.d): (2 pts)
Switching up teams and positions.
Using different balls, using different striking sticks.

Technology (student and instructor)- authentic incorporation of technology into lesson taught, not only by instructor; main focus is with K-12 student use of the technology as part of the student learning objectives to be met (Components: 3.e, 4.e):

Introduction of Skills or Activities Previously learned (Component: 3.b) Introduction/Warm Up, tie to prior learning (what students already know/can perform): (3 pts)

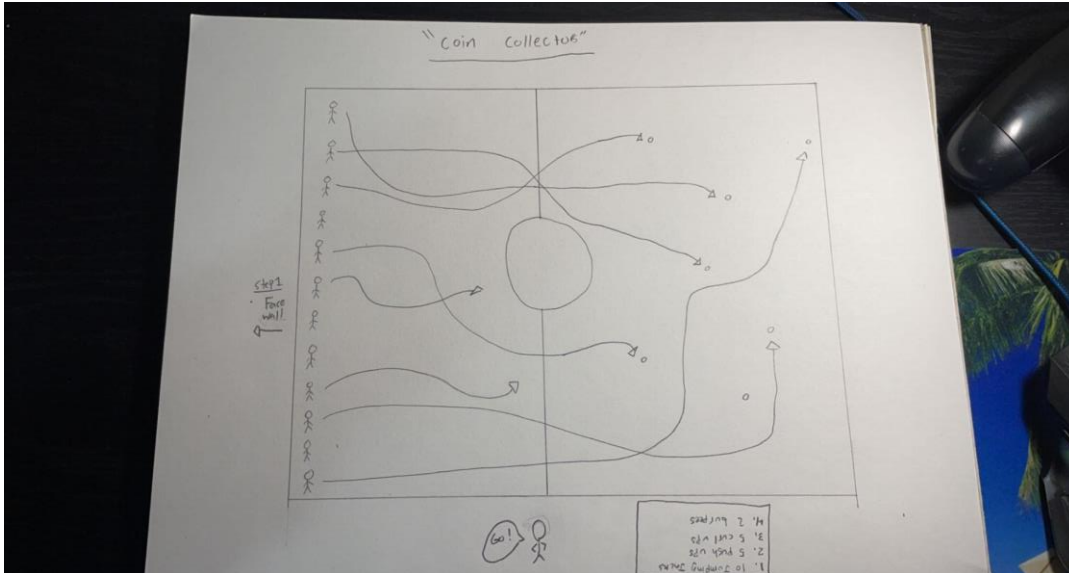
Warmup: (5 minutes)

Coin Collector:

Students will line up on the end of the yellow volleyball court lines, facing towards the wall. While the students are facing the wall, the instructor will place down a bunch of coins around the other side of the gym. When the instructor says “go” the students will turn around and run to find a coin to stand on. Only one student can be standing on a single coin. Any student that doesn’t

find a coin to stand on will complete one of the following activities listed on a white board: “1. 10 jumping jacks 2. 5 push ups 3. 5 curlups 4. 2 burpees”. Students will then restart facing the wall and wait for the instructors call. The instructor will slowly take away coins after each round to make it a challenge.

For modifications, the instructor can switch the locomotive movement of traveling to a coin (skipping, galloping, hopping, etc).



Main Lesson Focus: Content, Organization, Procedures, Management (Components: 1.a, 1.b, 3.b, 3.f, 3.e, 4.c, 4.d, 4.e, 5.a, 5.b, 5.c) This is the presentation of the lesson, including all parts of the lesson (as well as co-teaching model or teaching model form physical education) being used. Complete description of parts listed below; as well as Directions, Cues, Diagrams, Safety (physical & emotional), and Management. *Be Detailed. This section must clearly present the components of the lesson, as well as an indication of the amount of time you plan for each component: (10 pts)

1. Review of Previously learned material

Asking the students if they have ever played hockey? Asked if they have ever gone bowling.

2. Presentation of new content/skills/cues

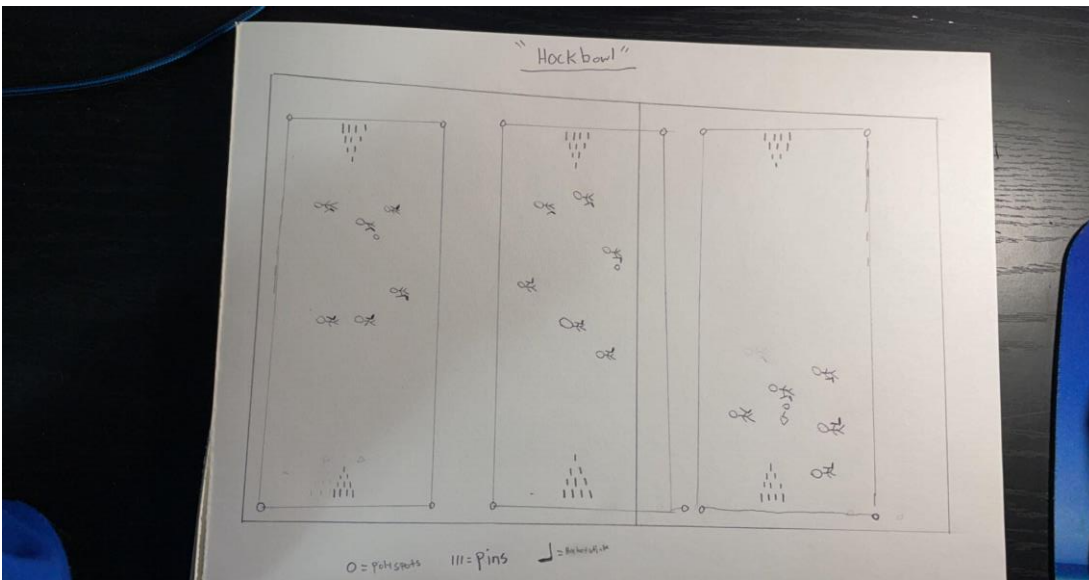
Cues for HockBow!

- Step
- Grip
- swing

Game: (6-10 minutes)

Hockbowl- Hockbowl is hockey and bowling combined, it is played like a normal hockey game instead we will use a dodgeball instead of a puck, and instead of goals we will use 3 bowling pins. The goal of the game is to score, the scoring is also different from regular hockey. The amount of pins you knock down is how many points you get, so if you knock down all 3 pins that 3 points, 2 pins 2 points, 1 pin 1 point.

There will be 3 games going with 5 groups of 3 and 1 group of 2.



3. Initial student practice

Practice: (5 minutes)

We will ask students “what are we struggling with when playing”. Then we will have them practice those things. We could practice striking by setting up 3 pins and having students work with a partner. One student tries to knock over the pins while the other picks them up, and then they switch. We could also work on passing with a partner as well, having them stand across from each other and pass.

Game: (6-10 minutes)

Playing hockbowl again after practicing, during the game we will switch out, maybe also switch out hockey sticks and have students use pool noodles instead.

4. Feedback and correctives

- Continue to remind students of cues
- Reminder of sportsmanship throughout lesson
- Students will be reminded to keep hockey sticks below the waist when swinging.

5. Closure

- How did you demonstrate good sportsmanship today?
- How active were you today? Did you feel like you were active 85% of the time?
- How did you analyze the game the first time we played to figure out rules and scoring and strategies? Now how can we use analyzing while reading?

Assessment (How will you assess the objectives and students?) (Components: 3.f, 5.a, 5.b, 5.c):
 (1pt)
 Informal during the closure.

Resources (Component: 3.c): (1 pt)

- <https://physedgames.com/>
- <https://www.pecentral.org/index.html>

Evaluation/Reflection/Comments (Components: 5.a, 5.b, 5.c): Did you meet your lesson objectives? How do you know? What evidence do you have of student learning? What changes did you/will you make to this lesson as a result of the changing environment/classroom and student responses?

PE 220's Skill & Fitness Based Competencies: TG/LT/Fitness

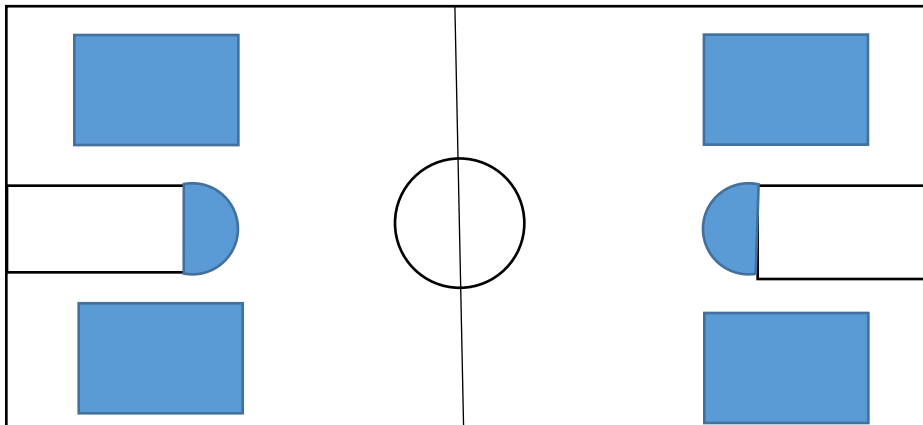
<p>Class & Grade: 1st and 2nd grade Lesson Topic: Striking with tennis racquet Unit: Softball Day <u> 2 </u> of <u> 5 </u> Length/Time: 30 minutes (Component: 3.c)</p>	<p>Instructor: Brooklyn and Jacob L (assisting) Co-Teaching Strategy: (Component: 3.c)</p>
<p>UNIT (Long-Term) Objective(s): (Pair with a National/State Standard(s) as well as the Common Core Standard(s) met): (Components: 3.a, 3.b, 3.e):</p>	
<p>Today's LESSON (Short-Term) Objective(s): (Pair with a National/State Standard(s) and Domains & Common Core Standard(s) met): (Components: 3.a, 3.b, 3.d, 3.e): (5 pts)</p> <ol style="list-style-type: none"> 1. The students will demonstrate how to strike a balloon using a tennis racquet (psychomotor). Standard 1 (movement) - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns 2. The students will list the cues for correct striking technique (cognitive). Standard 2 (biomechanics) - The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. 3. The students will demonstrate good sportsmanship by giving high fives (affective). Standard 4 – (character) The physically literate individual exhibits responsible personal and social behavior that respects self and others. 	
<p>Facilities: (Component 3.c) (1 pt) ROTC Gym</p>	
<p>Equipment: (books, equipment, website, music, etc.) (Component: 3.c) (1 pts)</p> <p>Warmup</p> <ul style="list-style-type: none"> - 10 hula hoops - 10 balloons - 10 tennis racquets - 2 short noodles - 2 ping pong paddles - 2 badminton racquets <p>Main activity</p> <ul style="list-style-type: none"> - 5 gymnastics mats - 5 large cones - 20 bowling pins - 5 green poly spots - 5 tennis racquets 	
<p>Safety Concerns (Physical and Emotional): (Component 4.d) (1 pt)</p> <ul style="list-style-type: none"> - Double checking surroundings before swinging the racquets 	

- Be cautious of who is swinging their racquet when retrieving their object
- Spatial awareness when running through the space

Modifications/Accommodations for special needs/diverse learners (What plans and accommodations will you implement to ensure that all student can become physically educated): (Components: 3.b, 3.d) (2 pts)

- Swap out the objects being struck to a larger object if a student is struggling
- Swap out object being struck to a smaller object if a student is excelling
- Swap out striking objects to challenge the students with a variety of racquets
- Switch partners to give them a chance to work with different skill abilities

Warm Up and Introduction of Skills (warm up and/or review of activities previously learned, tie to prior learning, what students already know/can perform): (Component: 3.b) (2 pts)



(The blue mats are just set out for the main activity)

Striking balloons with implements

The student will start out striking with a tennis racquet. They will grab a balloon and a racquet and head to a hula hoop. The student will only be allowed to strike the balloon upward when they are standing in the hula hoop. The main idea of this warmup to have them work on keeping their eyes on the balloon. When the students start getting the hang of using a tennis racquet you can swap it out for badminton racquets, ping pong paddles and the short foam noodles to give them more of a challenge.

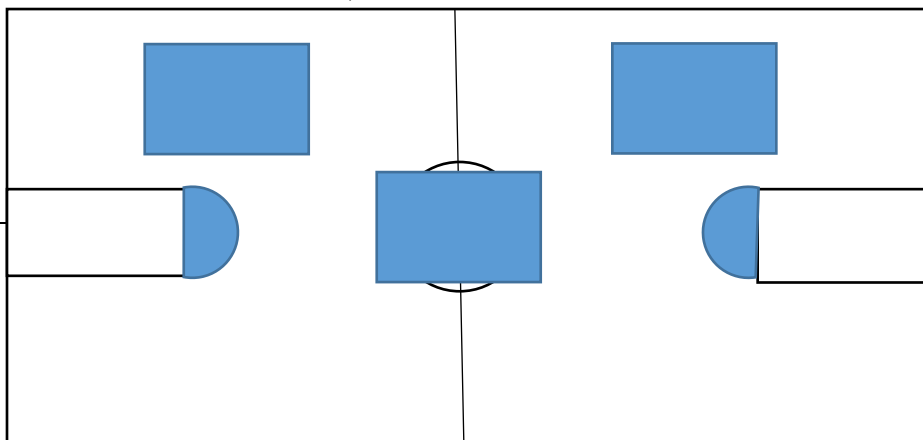
Concerns: Keep the student from hitting the balloon outside of the hula hoop. If they lose their balloon they need to be aware of their surroundings when retrieving it.

Main Lesson Focus: Content, Organization, Procedures, Management

This is the presentation of the lesson, including all parts of the lesson (as well as co-teaching model or teaching model form physical education) being used.

Complete description of parts listed below. This section must clearly present the components of the lesson, as well as an indication of the amount of time you plan for each component:

Include Directions, Cues, Diagrams, Safety, and Management (Be detailed) (Components: 1.a, 1.b, 3.b, 3.f, 3.e, 4.c, 4.d, 4.e, 5.a, 5.b, 5.c)





1. Presentation of previously learned content/skills/cues (1 pt)

Striking Battleship

The class will be paired up with a partner and if there is an odd number have one group of 3. If there is a group of three have 2 of the students hitting and one retrieving the object. One person will be up to bat at the cone with their tennis racquet and the other partner will stand on the green poly spot to prevent anyone from getting hit. The person with the racquet will strike the object placed on the cone. Once the object has been struck, they will set the racquet down nicely and then they have the option to go knock down another team's pin or they can set one of theirs back up. The person who did not strike the object will go retrieve the ball and then they are up to bat. They can not strike the object until they give their teammate a high five and their teammate is ready on the poly spot. Once one's team's pins have all been knocked down their ship has been "sunk". Once a team has been sunk, they are to continue working on their striking, but they are not to knock down anyone's pins or set theirs back up. As a teacher when you see kids struggling or succeeding you can swap out the object being struck (beach ball, foam ball, balloon, and whiffle ball) based on your discretion. Once 2 teams have been sunk have the students reset the game and then have the shortest person move one team to the left.

Concerns: Keeping students moving through the space safely and watching where they are going. Also making sure they are waiting till their partner is on the poly spot to help prevent anyone from getting hit.

Cues for striking – "favorite" hand on top, "clear the table" with your bat, your side to the pitcher

2. Presentation of new content/skills/cues (2 pts)

- The student will have time to practice their striking skill during the warmup as well as during practice time
- If the students are having trouble striking the object you may swap it out for a larger object
- If the student are doing well with the object they have swap it out for something more challenging

3. Feedback and correctives (1 pt)

- Give feedback related to the cues
- Person with the biggest shoe size rotate one team to the left
- Switch out equipment for more challenging or easier object

4. Independent/Continued practice (1 pt)

- The students can practice their swinging motion outside of class even if they don't have a striking object

Closure (1 pts) (Components 5.a, 5.b, 5.c):

Everyone turn to a partner and demonstrate striking an object

- Randomly call on someone to demonstrate for the class

Can someone list 2 cues for correctly striking an object

Did everyone high five their teammates during battleship?

- If not, turn and give 2 people a high five
Assessment (How will you be assessing the objectives and students?): (Components: 3.f, 5.a, 5.b, 5.c): (1 pts) - Informal assessment
Resources: (Component: 3.c) (1 pt) https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=223921#.YxD3Py-B1ic https://www.youtube.com/watch?v=R-DamYBFRag
Evaluation/Reflection: (Components: 5.a, 5.b, 5.c): Did you meet your lesson objectives? How do you know? What evidence do you have of student learning? What changes did you/will make to this lesson as a result of the changing environment/classroom and student responses

PE 220's Skill & Fitness Based Competencies: TG/LT/Fitness

Class & Grade: 4th Grade Lesson Topic: Throwing to moving target Unit: Football Day <u>3</u> of <u>5</u> Length/Time: 30 Minutes (Component: 3.c)	Instructor: Jacob and Kylie Co-Teaching Strategy: (Component: 3.c)
UNIT (Long-Term) Objective(s): (Pair with a National/State Standard(s) as well as the Common Core Standard(s) met): (Components: 3.a, 3.b, 3.e):	
Today's LESSON (Short-Term) Objective(s): (Pair with a National/State Standard(s) and Domains & Common Core Standard(s) met): (Components: 3.a, 3.b, 3.d, 3.e): (5 pts)	
<ol style="list-style-type: none"> 1. TSW demonstrate throwing a football at a moving target. (psychomotor) Standard 1 (Movement): The physically literate individual demonstrates proficiency in a variety of motor skills and movement patterns 2. TSW list the cues of throwing a football. (Cognitive) Standard 2 Biomechanics: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics to enhance movement and performance. 3. TSW list what activities they could do outside of class to improve. (Affective) Standard 5 Values: The physically literate individual recognizes the value of physical activity for total health, enjoyment, challenge, self-challenge, self-expression, employment opportunities, and social interaction. 	
Facilities: (Component 3.c) (1 pt) ROTC Gym	

Equipment: (books, equipment, website, music, etc.) (Component: 3.c) (1 pts)

Warmup: 3 larger balls, 3 smaller balls

Main Activity: 12 small cones, 3 footballs

Safety Concerns (Physical and Emotional): (Component 4.d) (1 pt)

Watch where you're running. Watch where you're throwing the ball. (spacial awareness)

Make sure your partner is looking, and have eye contact.

Modifications/Accommodations for special needs/diverse learners (What plans and accommodations will you implement to ensure that all students can become physically educated): (Components: 3. b, 3.d) (2 pts)

Distance from a partner, different routes, and different size of ball

Warm Up and Introduction of Skills (warm-up and/or review of activities previously learned, tie to prior learning, what students already know/can perform): (Component: 3.b) (2 pts)

Warm Up Time: 7-10 Minutes

TSW line up on the sideline of the volleyball court. The teacher will review from the previous days on what was learned and review cues of throwing and catching: strong man, step with opposition, rotate, follow through, and make a diamond with your hands

The teacher will then demonstrate the warmup:

You will find wall space. The partner with the large ball will stand parallel to the wall while the football thrower will stand about 10+ feet away. The person with the large ball will toss it high and out in front of them. As that happens, the student with the football will be in a ready position (strong man). Once the large ball is at its highest peak, The student will throw the football at the larger ball stepping with the opposition, twisting the torso, and following through. The students will switch jobs after five tries.

The teacher will partner the student's up boys with girls. The boys will grab a large ball while the girls grab a football. The groups will find wall space and spread out. Once the music starts or I say go, they can begin.

Main Lesson Focus: Content, Organization, Procedures, Management

This is the presentation of the lesson, including all parts of the lesson (as well as co-teaching model or teaching model form physical education) being used.

A complete description of the parts is listed below. This section must clearly present the components of the lesson, as well as an indication of the amount of time you plan for each component:

Include Directions, Cues, Diagrams, Safety, and Management (Be detailed) (Components: 1.a, 1.b, 3.b, 3.f, 3.e, 4.c, 4.d, 4.e, 5.a, 5.b, 5.c)

1. Presentation of previously learned content/skills/cues (1 pt)

Relate the warmup to the previous and main lesson. Can relate to other throwing sports such as baseball

2. Presentation of new content/skills/cues (2 pts)

When going through the main activity, teach them how to lead someone into a catch, and focus on where the partner will be

3. Feedback and correctives (1 pt)

The teachers will walk around and critique on form and who is doing really well.

4. Independent/Continued practice (1 pt)

The students can play catch with a peer or family member outside of class. The students can share with someone they are able to play with outside of class.

Main Lesson Time: 20 Minutes

Throw and Catch While Moving

Bring the students to a respective station set up. Have them put their balls down on the ground. The teachers will take one of the footballs and stand between two cones, and the receiver will stand between the other two cones across from them. The thrower will stay stationary while the receiver will move back and forth between their cones. The thrower will try to lead them into a catch. After a failed attempt or a successful attempt, the roles will change. The thrower will become the receiver while the receiver becomes the thrower. The students will keep the same partner until directed otherwise. The groups will be assigned a specific color to do the activity. After a few minutes, we will tell them to pick up speed while moving between the cones.

About 5-7 minutes later, the teacher will then move the cones into diagonal lines. The overall jobs will stay the same. After another 5-7 minutes, the teacher will move the cones into a different pattern. They will run a "flag" route. There will be a cone they will run to and have to switch directions and run towards the other cone while the thrower will lead the throw to where they will end up. The receiver will hustle back and the roles will change.

Closure (1 pts) (Components 5.a, 5.b, 5.c):

What shape do your hands make when you catch a football?

With the person next to you, list at least two cues that you need to do in order to throw a football.

What did you focus on when you were trying to get the football to the moving target?

Assessment (How will you be assessing the objectives and students?): (Components: 3.f, 5.a, 5.b, 5.c): (1 pts) Informal assessment, teachers will move between groups giving targeted feedback and encouraging students to give feedback to their partners that is specific to the steps/cues demonstrated and presented.

Resources: (Component: 3.c) (1 pt)

<https://fit2learn.sdcoe.net/LinkClick.aspx?fileticket=6xtFRLunUs0%3D&portalid=4>

<https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4071#.YwZqD3bMLrc>

Evaluation/Reflection: (Components: 5.a, 5.b, 5.c): Did you meet your lesson objectives? How do you know? What evidence do you have of student learning? What changes did you/will make to this lesson as a result of the changing environment/classroom and student responses?

PE 220's Skill & Fitness Based Competencies: TG/LT/Fitness

Physical Education Lesson Plan Form

Class & Grade: 8 th Grade	Instructor: Kylie Korman
Lesson Topic: Crazy Cricket (Batting)	
Unit: Indoor Cricket Day 1 of 6	Co-Teaching Strategy:
Length: 30 Minutes	
UNIT Objective(s): (Pair with a National/State Standard(s) as well as the Common Core Standard(s) met): (NOT USED FOR 220's)	
Today's LESSON Objective(s): (Pair with a National/State Standard(s) as well as the Common Core Standard(s) met): (Elements 3.2, 3.5, 3.6, 3.7): (5 pts)	
<ul style="list-style-type: none">• The students will demonstrate good health and fitness by participating in exercises that keep their bodies active. (psychomotor) Standard 3: Health and Fitness: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness• The students will list the cues of swinging a cricket bat. (Cognitive) Standard 2 (Biomechanics): The physically literate individual applies knowledge of concepts, principles, strategies, and tactics to enhance movement and performance.• The students will feel connected to the game of cricket and know ways that they could play it or an activity like it outside of class. (Affective) Standard 5 (Values): The physically	

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

Facilities: (1 pt)

ROTC Gym

Equipment: (books, equipment, website, music, etc.) (Elements 3.4, 3.7) (1 pts)

- 9 Pennies (4 blue, 4 green, 1 yellow)
- 4 Wickets/Cones
- 9 Poly Spots (4 one color, 1 one color/the rest random)
- 4 Bats
- 4 Rubber Balls/Cricket Balls (2 small/2 bigger)
- 2 Volleyballs
- 2 Big Yellow/Orange Balls

Safety Concerns: (Element 4.5) (1 pt)

- Don't slip on the poly spots
- Watch where you are running when you are rotating to the new wickets/cones
- When throwing the ball at the wickets, make sure we aren't throwing the ball at the runners

Modifications/Accommodations for special needs/diverse learners (What plans and accommodations will you implement to ensure that all student can become physically educated): (2 pts)

Main Lesson

- Switch up teams and who is the pitcher
- Different bats (plastic or wood)
- Different size balls (big/small)

Special needs/Diverse learners

- Work with a partner
- Use special equipment

Warm Up and Introduction of Skills (warm up and/or review of activities previously learned, tie to prior learning, what students already know/can perform): (Element 3.6) (2 pts)

Main Lesson Focus: Content, Organization, Procedures, Management

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Include Directions, Cues, Diagrams, Safety, and Management (Be detailed) (Components: 1.a, 1.b, 3.b, 3.f, 3.e, 4.c, 4.d, 4.e, 5.a, 5.b, 5.c)

Main Lesson

4 – Way Cricket

Time: 20 Minutes

1. Presentation of previously learned content/skills/cues (1 pt.)

5 Minutes

Start Questions/Introduction

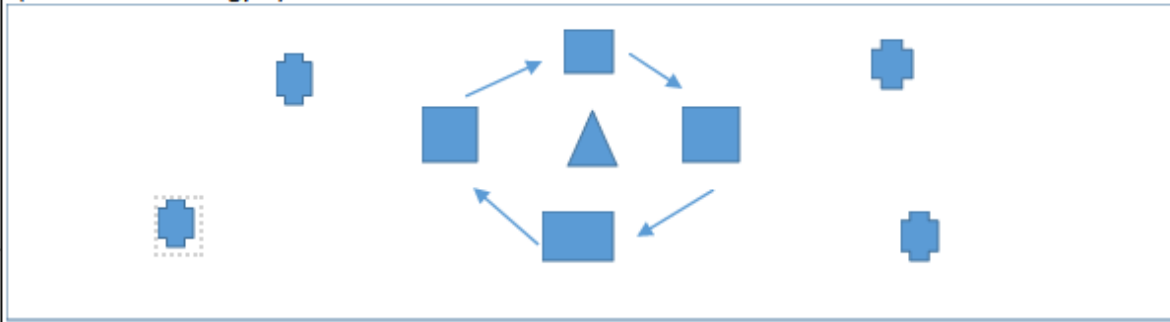
Directions/Demonstration

- Give an introduction of what we will be doing in class. (You guys are 8th graders today. Has anyone ever played or heard of cricket? It is really like baseball) I will split the class into 2 teams and the extra player will get to be the pitcher. One team will put on blue pennies and the other will put on green pennies. The pitcher gets the yellow penny. I will demonstrate the game to the class once they are in their teams.

Directions/Demonstration

- One team will be on offense and the other team will be on defense. The offensive team are the batters, and the defensive team are the fielders. There will be 4 wickets/cones set up with a poly spot next to them and the batters should stand on or near the poly spot. (SAFETY) The defense will spread out around the playing area in spots they think they will be able to field the ball. The pitcher will stand in the middle of these 4 batters and pick which batter they want to pitch the ball too (make sure to mix it up). The pitch must bounce once before the batters can hit it. After the batters hit the ball, they must rotate at least once to the next wicket/cone in clockwise rotation. (SAFETY) If they have time, they can rotate again but it is not required. They must move once. Every time they move a spot, they get a point. The fielder's job after the batters hit the ball is to field the ball. They can get out in any of the three ways. Catch the ball in the air off the hit (just like in baseball), while the batters are running to their next wicket and are in the middle of them, they can throw the ball the wickets/cones and hit it for an out, and if the batter misses the ball when it is pitched, and it hits their wicket or cone it is an out. (SAFETY) After there are 3 outs the teams will switch offense and defense. (Switch ball)

(Other half of the gym)



■ Wickets/Cones ▲ Pitcher → Direction to Run ✚ Infielders/Defenders

Questions to ask

- How many outs do you guys need to get?
- How can you get someone out?
- Do you have to rotate at least once?

2. Presentation of new content/skills/cues (2 pts)

Questions/Cues/Skills

Stop the game and bring the class to the basketball sideline.

Have the bats on the sideline ready for the students to grab

- Ask the students how they think they are doing at the game?
- Do you guys have any ideas on how we could make the game more smoothly?
- Do you think it would help to know the proper way on how to swing the bat?

Demonstrate the Skills/Cues to Batting

Have each student pick up a bat and go through the steps as I show them.

- Athletic stance
- Your dominant hand on top and non-dominant hand on the bottom
- Eyes on the ball
- Dip Shoulder
- Step with outside foot/foot closest to the bowler/pitcher
- Swing the bat
- Follow Through

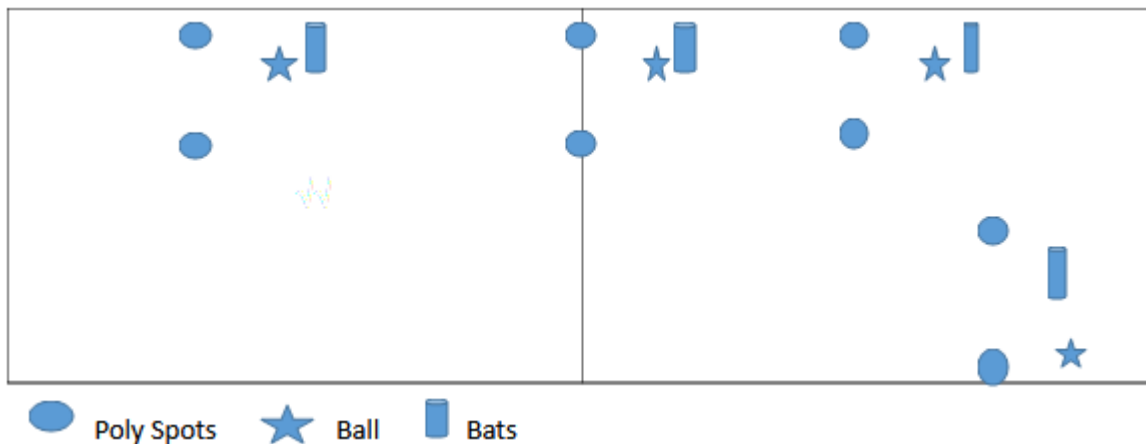
I will then have the students practice their swing once and demonstrate the skills practice with one student who is listening well. There will be 2 poly spots at each station. One poly spot for the pitcher and 1 for the batter. The pitcher will pitch the batter a pitch so the batter can work on their batting skills using the cues. They will each get 10 pitches and then switch. I will then send them to their

stations, and they will complete this skills practice. Once they have both batted, I will have them meet me in the middle of the circle so that I know they are ready to move on.

Questions to ask

- Do you guys feel better about your batting skills for cricket?
- Did you guys find that helpful and why?

Send them back to the game



3. Feedback and correctives (1 pt.)

- Walk around the gym and critique forms and use of cues

- Give students praise for doing something correct
 - Tell the students what they are doing correct/correct cues
- Give students feedback on what they are doing incorrect
 - Tell the students what they could do better or correct by using cues

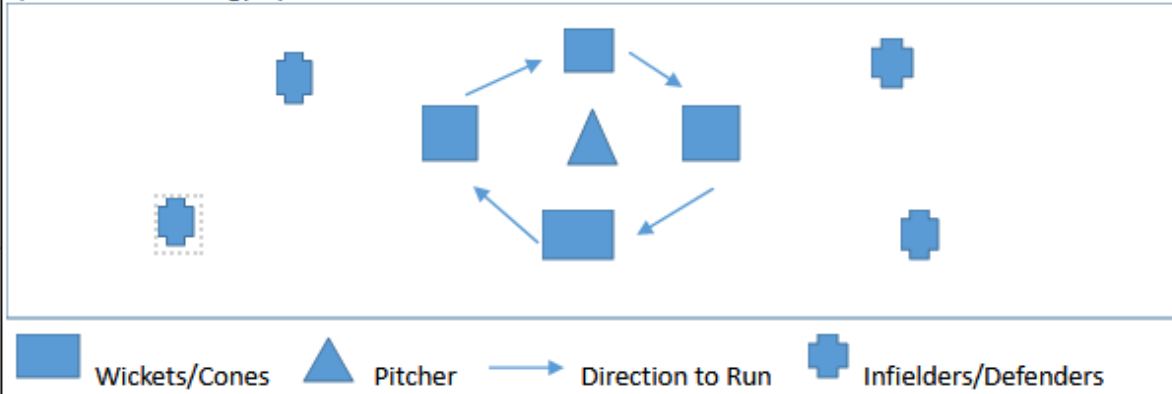
4. Independent/Continued practice (1 pt.)

- Back to the game (Full court this time)

- One team will be on offense and the other team will be on defense. The offensive team are the batters, and the defensive team are the fielders. There will be 4 wickets/cones set up with a poly spot next to them and the batters should stand on or near the poly spot. (SAFETY) The defense will spread out around the playing area in spots they think they will be able to field the ball. The pitcher will stand in the middle of these 4 batters and pick which batter they want to pitch the ball too (make sure to mix it up). The pitch must bounce once before the batters can hit it. After the batters hits the ball, they must rotate at least

once to the next wicket/cone in clockwise rotation. (SAFETY) If they have time, they can rotate again but it is not required. They must move once. Every time they move a spot, they get a point. The fielder's job after the batters hit the ball is to field the ball. They can get out in any of the three ways. Catch the ball in the air off the hit (just like in baseball), while the batters are running to their next wicket and are in the middle of them, they can throw the ball the wickets/cones and hit it for an out, and if the batter misses the ball when it is pitched, and it hits their wicket or cone it is an out. (SAFETY) After there are 3 outs the teams will switch offense and defense. (Switch ball & bats)

(Other half of the gym)



Closure (1 pts) (Elements 5.1, 5.2, 5.3)

- How did we keep our bodies moving today throughout the lesson?
- List the cues of swinging your cricket bats?
- How do you guys think you could play a game like this outside of class?

Assessment (How will you be assessing the objectives and students?): (1 pts)

- Referral to the skills checklist
- Move between groups giving targeted feedback that is specific to the cues/steps demonstrated

Resources: (1 pt) <https://www.youtube.com/watch?v=nXGU87jVkh8>

Evaluation/Reflection/Comments: Did you meet your lesson objectives? How do you know? What evidence do you have of student learning? What changes did you/will make to this lesson as a result of the changing environment/classroom and student responses?

<p>Class & Grade: 6th-12th grade Lesson Topic: Speedball Unit: Team sports (day 1 of 5) Length/Time: 45 minutes (Component: 3.c)</p>	<p>Instructor: Jadah Borth Co-Teaching Strategy: (Component: 3.c)</p>
<p>UNIT (Long-Term) Objective(s): (Pair with a National/State Standard(s) as well as the Common Core Standard(s) met): (Component: 3.a, 3.b, 3.e):</p>	
<p>Today's LESSON (short-term) Objective(s): (Pair with a National/State Standard(s) and Domains & Common Core Standard(s) met): (Component: 3.a, 3.b, 3.d, 3.e) (5 pts)</p> <ul style="list-style-type: none"> • TSW demonstrate the skills needed in the game of hanet ball (psychomotor). Standard 1 (movement): The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. • TSW list the cues for shooting a ball into the pen (cognitive). Standard 2 (biomechanics): The physically literate individual applies knowledge of concepts, principals, strategies and tactics related to movement and performance. • TSW demonstrate good sportsmanship by high fiving the opposing team after the game concludes (affective). Standard 4 (character): The physically literate individual exhibits responsible personal and social behavior that respects self and others. 	
<p>Facilities: (Component 3.c) (1 pt) ROTC gym</p>	
<p>Equipment (books, equipment, website, music, etc.): (Component: 3.c) (1 pts)</p> <p>Warm Up</p> <ul style="list-style-type: none"> • 20 Cones • Deck of cards (10's, J's, Q's, K's, Aces) • 4 Poly Spots <p>Main Activity</p> <ul style="list-style-type: none"> • Hanet ball pens (2) • Poly spots (40) • Pennies (9 total: 5 one color, 4 another color) • Koosh ball (9) - for individual practice • Cosmo ball (1) • Oval ball (1) • Small kickball (1) • Volleyball (1) • Soccer ball (1) • Nitro ball (1) 	

- Spike ball (1)

Safety Concerns (physical and emotional):
(Component 4.d) (1 pt)

Spacial awareness - make sure students are watching where they are running

- Make sure teammates are looking before passing the ball
- Do not physically touch the person you are guarding, keep an arm's length distance
- Goalkeepers need to keep an eye on the ball at all times
- Try to avoid poly spots so you do not slip

Modifications/Accommodations for special needs/diverse learners (what plans and accommodations will you implement to ensure that all student can become physically educated):

(Components: 3.b, 3.d) (2 pts)

Warm Up

- Switch teams after a team has won
- Switch the locomotor skills when going to the cones
- Switch the goal of the game
 - Assign a team a number to try to get all 4 of

Main Activity

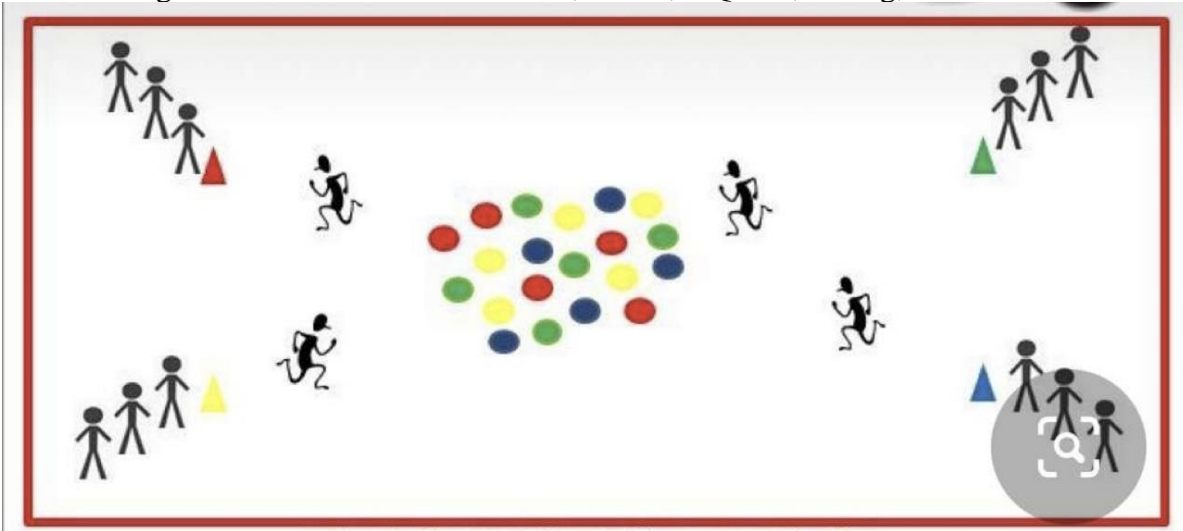
- Special needs/diverse learners:
 - Choose to work on skill with a partner or individually
 - Use equipment specific for that need (example: hearing impairment uses a ball that makes noise)
- Odd numbers for teams, so make one team 5 and the other team 4
- Change the teams after individual practice
- Make shooting circle smaller or larger (depending on how students are doing shooting the ball into the pen)
- Make the boundaries smaller or larger (depending on how hard the students are working)
- Change the goalkeepers (so each player gets the chance to be goalie)
- Change the ball being used (cosmo ball, oval ball, small kickball, volleyball, soccer ball, nitro ball, and spike ball)

Warm Up and Introduction of Skills (warm up and/or review of activities previously learned, tie to prior learning, what students already know/can perform):

(Component: 3.b) (2 pts)

- Full House (10 minutes)
- Split class into four groups of two
 - Each team is a different suit: hearts, diamonds, spades, clubs
- Have teams stand on poly spots in the corners of the gym

- There are cones in the middle with flipped over cards under them
- Students must take turns running (or doing whatever locomotive we say) to the middle of the gym to flip over one card at a time.
- If the card is not their suit, they must put it back and come tag their teammate to go.
- If the card is their suit, they can take it back to their team.
- The goal is to have a full house: 1 10, 1 Jack, 1 Queen, 1 King, and 1 Aces



Main Lesson Focus: Content, Organization, Procedures, Management

This is the presentation of the lesson, including all parts of the lesson (as well as a co-teaching model or teaching model from physical education) being used. Complete description of parts listed below. This section must clearly present the components of the lesson, as well as an indication of the amount of time you plan for each component. Include Directions, Cues, Diagrams, Safety, and Management (be detailed)

(Components: 1.a, 1.b, 3.b, 3.f, 3.e, 4.c, 4.d, 4.e, 5.a, 5.b, 5.c)

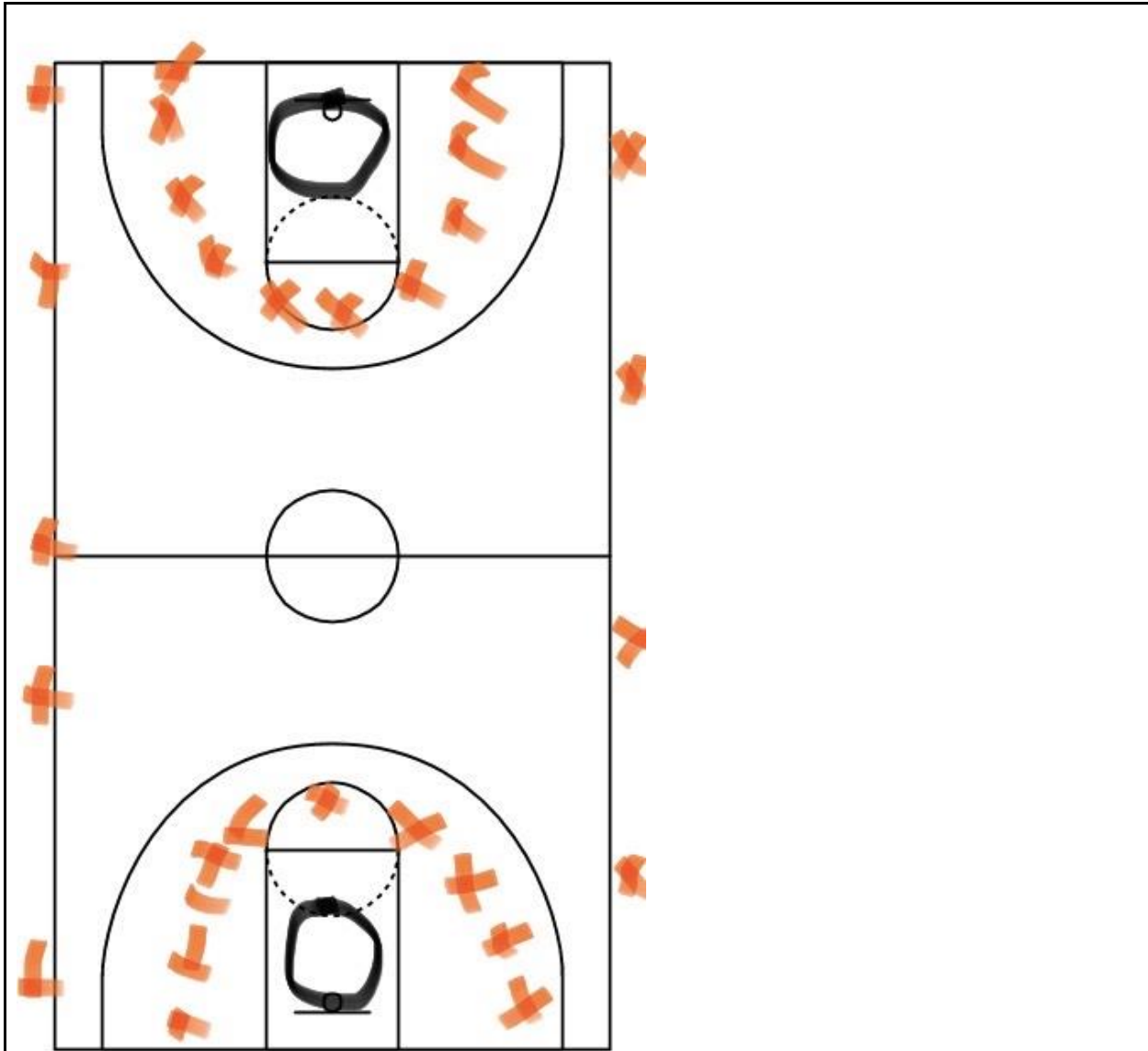
1. Presentation of previously learned content/skills/cues (1 pt)

- Starter questions
 - Has anyone ever played hanet ball?
 - Has anyone ever watched hanet ball?
 - How many of you have played basketball?
 - Well, hanet ball has similar concepts.

2. Presentation of new content/skills/cues (2 pts)

- Directions
 - There are two teams (an offense and a defense at all times)
 - The goal is to get the ball to touch the ground in the pen by shooting it.
 - The hard part is that there is a goalie whose only job is to make sure the ball does not hit the ground while in the pen.
 - You may not shoot the ball inside the boundary line (poly spots)
 - You may only pass the ball by bounce passing to a teammate.
 - You can only take four steps with the ball before either shooting it into the pen or passing it off.

- We will start the game by jumping the ball in the middle of the court.
- The boundaries are the basketball court.
- Cues
 - Cues for approach:
 - Right hand: right, left, right-left
 - Left hand: left, right, left-right
 - Step, step, quick-step, jump, shoot
 - Cues for shooting:
 - Elbow up
 - Point to the target
 - Eyes on the target
 - Follow through
- Demonstration
 - Have students that are listening the best help me demonstrate.
 - Have one student in the pen
 - Have another student bounce pass the ball to me
 - I will shoot the ball into the pen
- After demonstration questions
 - So, how many steps can you take with the ball?
 - What is the only way we can pass the ball to our teammates?
 - What is the purpose of the poly spots?
- Divide students into two teams by assigning them to go put on a specific color penny.
Let students begin playing hanet ball.
- 3. Feedback and correctives (1 pt)
 - Walking around to give corrective feedback
 - Praise for doing something correct
 - Explain why it was correct
 - Explain why a student is doing something incorrect
 - Use cues to correct
- 4. Independent/Continued practice (1 pt)
 - Independent practice
 - Each student goes to a poly spot on the perimeter of the gym
 - Each student has a koosh ball
 - Students can not pass the volleyball line
 - Imagine the volleyball line is the shooting boundary
 - Imagine the poly spot is the center of the pen
 - Students will work on their approaches leading up to shooting the ball at the poly spot
 - Each student will practice their approaches 5 times, then come back to the middle of the gym
 - Continued practice
 - Switch teams and ball, then continue same game
 - Switch ball two or three more times



Key:

Black circle	Pens
Orange X's	Poly Spots

Closure:

(Components 5.a, 5.b, 5.c) (1 pts)

- What are some skills needed to play the game of hanet ball?
- List and demonstrate the cues of an approach leading up to shooting a ball into the pen with a partner.
- What are the cues of an approach leading up to shooting a ball into the pen?
- If you haven't already, high five the players from the opposing team.

Assessment (how will you be assessing the objectives and students?):
 (Components: 3.f, 5.a, 5.b, 5.c): (1 pts)

- Informal assessment on the students understanding the skills needed in the game of hanet ball.

Resources:

(Component: 3.c) (1 pt)

www.pinterest.com/dj_jazzybrown/pe-warm-ups/

- “Hanet ball info” (D2L, Skills & Fitness Based Competencies: Tactical Games, Table of Contents, History test info, Hanet ball info)
- www.teacherspayteachers.com/Product/Fit-Dice-Great-instant-warm-up-PE-activity-3630722

Evaluation/Reflection: Did you meet your lesson objectives? How do you know? What evidence do you have of student learning? What changes did you/will make to this lesson as a result of the changing environment/classroom and student responses?

(Components: 5.a, 5.b, 5.c)

PE 220's Skill & Fitness Based Competencies: TG/LT/Fitness

Physical Education Lesson Plan Form

Class & Grade: Middle/High School	Instructor: Preston Nelson (Max Anderson)
Lesson Topic: Street Racket	Co-Teaching Strategy:
Unit: Day _1_ of _1_	(Component: 3.c)
Length/Time: 30 minutes	
(Component: 3.c)	
UNIT (Long-Term) Objective(s): (Pair with a National/State Standard(s) as well as the Common Core Standard(s) met): (Components: 3.a, 3.b, 3.e):	
Today's LESSON (Short-Term) Objective(s): (Pair with a National/State Standard(s) and Domains & Common Core Standard(s) met): (Components: 3.a, 3.b, 3.d, 3.e): (5 pts)	
<ol style="list-style-type: none"> 1. The Students will know how to play Street Racket by remembering the directions. (cognitive) Standard/Goal 5. The students will remember how to play the game by paying attention. 2. The students will demonstrate correct hitting form by being able to show the cues. (psychomotor) Standard/Goal 2. The students will have proper form when hitting the ball. 	

3. The students will show sportsmanship by cheering on their opponent or teammate. (affective) Standard/Goal 4. The students will cheer on each other regardless if they are on the same team or not.

Facilities: (Component 3.c) (1 pt) ROTC Gym

Equipment: (books, equipment, website, music, etc.) (Component: 3.c) (1 pts)

5+ eclipse balls, 5+ tennis balls, 5+ tennis rackets, 5+ Pickleball rackets, 5+ foam balls, 5+ bouncy balls, 5+ Ping Pong Paddles, 5+ Ping Pongs, Music

Safety Concerns (Physical and Emotional): (Component 4.d) (1 pt)

Watch out for balls flying across the gym, Be careful swinging rackets, Spatial awareness

Modifications/Accommodations for special needs/diverse learners (What plans and accommodations will you implement to ensure that all student can become physically educated): (Components: 3.b, 3.d) (2 pts)

Different Balls (shapes and sizes), Different Rackets, Different Partners, Different courts to play on, Different ways to play game (2 balls instead of one) (moving around)

Warm Up and Introduction of Skills (warm up and/or review of activities previously learned, tie to prior learning, what students already know/can perform): (Component: 3.b) (2 pts)

Street Racket Ping Pong:

2 partners will find a table to play street racket ping pong on. There will be an X spot with boundaries in the middle of the table where the ball can't hit. The partners will have to keep the game going by having a continuous motion of the ping pong ball. Players will do this by hitting the ping pong ball back and forth, letting the ping pong hit the table first before hitting it back. It's a good warmup for the game because it is the game just on a smaller scale.

Main Lesson Focus: Content, Organization, Procedures, Management

This is the presentation of the lesson, including all parts of the lesson (as well as co-teaching model or teaching model form physical education) being used.

Complete description of parts listed below. This section must clearly present the components of the lesson, as well as an indication of the amount of time you plan for each component:

Include Directions, Cues, Diagrams, Safety, and Management (Be detailed) (Components: 1.a, 1.b, 3.b, 3.f, 3.e, 4.c, 4.d, 4.e, 5.a, 5.b, 5.c)

1. Presentation of previously learned content/skills/cues (1 pt) **Has anyone ever played ping pong? Pickleball?**

2. Presentation of new content/skills/cues (2 pts) **Athletic stance (wide feet, arms in front holding paddle or racket , Knees bent, light on your toes) track ball with your eyes, soft swings (light tap), forehand and backhand hits**

3. Feedback and correctives (1 pt) **If you're having trouble hitting the ball try to keep your body in front of it and follow it with your eyes.**

4. Independent/Continued practice (1 pt) **Knowing how to play the game properly, Easy to set up at home with chalk (No downplays, No volleys)**

Game

Questions

Skills (practice)

Game

Street Racket - First to 5:

Students will get into groups of two or three depending on if there's an odd number and play street racket. They will do this by going to spots or stations set up around the gym and play the game with the different balls and rackets. The first person that gets to five points, to receive a point the partner you're against has to hit it off of the safe square, you get a point. The first partner to five points wins the game.

Skills Practice (Play the wall):

Everyone will come up and grab a ball and racket (challenging the students to grab a different ball and racket they know is difficult) they will go to a spot against the wall around the gym and practice hitting the ball off of the wall. They will do this by hitting it in the safe square area and avoiding the "X" area. It's a good skills practice because the students are getting more reps in by playing the game by themselves.

Street Racket (accommodations for "first to five")

Students will go back to playing street racket first to 5, this time I will be throwing in 2 balls instead of one for certain groups. I might make certain groups rotate around there spots while playing, I might make certain groups play against the wall where they practiced.

Closure (1 pts) (Components 5.a, 5.b, 5.c):

- What was one cue we learned today?
- What was one way we showed sportsmanship?
- How can we continue to play this game outside of class?
- Can someone show an athletic stance

Assessment (How will you be assessing the objectives and students?): (Components: 3.f, 5.a, 5.b, 5.c): (1 pts) The instructor will be assessing students informally by walking around outside. The instructor will do this by listing cues and giving feedback after the cues and skills have been listed.

Resources: (Component: 3.c) (1 pt) <https://www.amazon.com/Street-Racket-Player-Set-Versatile/dp/B096V7F96P>

<https://www.streetracket.net>

Physical Education Lesson Plan Form

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Class & Grade: Shape SD Lesson Topic: Volley pong Unit: Volleyball Day 3 of 4 Length/Time: 30 minutes (Component: 3.c) Over-all lesson write up points will be deducted if not written in a manner that conveys respect and sensitive to all learners:(component 4.a)	Instructor: Riley Kaul Co-Teaching Strategy (Component: 3.c)
Long Term (Unit) Objective(s) (that will be met in this unit or curriculum) Pair with a National/State Standard(s) as well as the Common Core or Next Generation Science Standard(s) met (Components: 3.a, 3.b, 3.e): (Include Elements for Standards; need 2, remember technology & assessment) (4 points)	
<ol style="list-style-type: none"> 1. TSW participate in various volleyball skills and games. Standard 1 Movement: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1) 2. TSW understand and demonstrate rules of volleyball. Standard 2 Biomechanics: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) 	
Short Term (Lesson) Objectives (that will be met in this lesson) Be sure to write the National/State Standard(s) number met from above (Components: 3.a, 3.b, 3.d, 3.e): (Include Elements for Standards, need 3, remember technology & assessment) (4 points)	
<ol style="list-style-type: none"> 1. TSW participate in a game of volley pong. Standard 1 Movement: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1) 2. TSW understand and demonstrate all the rules and strategies of volleyball/volley pong. Standard 2 Biomechanics: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) 3. TSW show good sportsmanship by encouraging their teammates and following the rules of volley pong. Standard 4 Character: The physically literate individual exhibits responsible personal and social behavior that respects self and others. Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1) 	
Facilities (Component: 3.c): DEC	
Equipment/Resources (books, equipment, music, technology) (Component: 3.c): (2 points) 6 Tables, 6 volleyballs, 6 nets or tape for middle of tables	
Modifications/Accommodations for special needs/diverse learners (What plans and accommodations will you implement to ensure that all students can become physically educated) (Components: 3.b, 3.d): (2 points) Nitro balls instead of volleyballs, can remove the net from the table, students do not have to volley the ball.	
Technology (student and instructor)- authentic incorporation of technology into lesson taught, not only by instructor; main focus is with K-12 student use of the technology as part of the student learning objectives to be met (Components: 3.e, 4.e): (2 points) Student phones to watch Olympic volleyball	

Warm/Up and/or Introduction of Skills or Activities Previously learned (Component: 3.b) Introduction/Warm Up, tie to prior learning (what students already know/can perform): (2 points)

Train Tracks

TSW form a big circle and lay down on their stomachs. One student will start the train by getting up and running over the students (stepping between, not on). Once the person next to you goes over you, you can then get up and join the train. Once students get back to their original spot they will lay back down. We will do two times clockwise and one time counterclockwise. This will last about 5-7 minutes

Main Lesson Focus: Content, Organization, Procedures, Management (Components: 1.a, 1.b, 3.b, 3.f, 3.e, 4.c, 4.d, 4.e, 5.a, 5.b, 5.c) This is the presentation of the lesson, including all parts of the lesson (as well as co-teaching model or teaching model from physical education) being used. Complete description of parts listed below; as well as Directions, Cues, Diagrams, Safety (physical & emotional), and Management. *Be Detailed. This section must clearly present the components of the lesson, as well as an indication of the amount of time you plan for each component: (7 points)

1. **Review of Previously learned material**

I will bring the students together after the warmup. We will talk about our first two days of the volleyball unit to remind the students what we are doing and what to think about.

What are our cues we have covered?

Pass cues: athletic stance, thumbs together, straight arms, move up and down with hips not arms

Setting cues: athletic stance, window with hands, extend hands

Serve cues: step, toss, hit, follow through

Student demonstrations for class.

2. **Presentation of new content/skills/cues**

After the review, the students will be told the rules on volley pong.

Volley Pong rules:

- Two players per team
- Players will take turns serving the ball
- Teams do not need to serve to score
- Each team can touch the ball three times before returning it to the other side
- Ball must hit the table
- If the ball touches the ground or bounces on the table twice, it is a point for the team that hit it across
- Players can not cross over the middle of the table or enter the other teams half of the table space

Demonstration!

3. **Initial student practice (including student engagement in metacognition: thinking and analyzing their own performance results)**

TSW chose a partner to play with and find a table to play on against another pair. The students will play rock paper scissors to determine who serves first. The students will then play against that team for around 5 minutes. Everyone will then rotate clockwise to another table.

After three games, I will bring the students together again. They will then take out their phones and watch some videos on Olympic volleyball.

What do you notice about their game? Are they using some of our cues? Which ones?

What have we been struggling with during the game? How can we improve? (CUES!)

What are the rules of volley pong again?

The students will then go back with their partner and continue playing the game.

4. **Feedback and correctives**

I will be walking around giving the students specific feedback involved with the cues and rules of the game.

5. **Closure**

What are the cues of passing, serving, setting?

What are the rules of volley pong?

How did we show good sportsmanship today?

Assessment (How will you assess the objectives and students?) (Components: 3.f, 5.a, 5.b, 5.c): (1 points)
Informal assessment on volleyball skills (pass, serve, set)

Resources (Component: 3.c): (1 points)

Watertown PE

Evaluation/Reflection/Comments (Components: 5.a, 5.b, 5.c): Did you meet your lesson objectives? How do you know? What evidence do you have of student learning? What changes did you/will you make to this lesson as a result of the changing environment/classroom and student responses?