

Elementary Lesson - Teaching Outline

This session is intended to show how using best practices can help you achieve the updated standards. An emphasis will be placed on using quality pedagogy and content development to improve student's physical, cognitive, and affective goals.

Step 1: Start by unpacking the standards. Begin by reading through the standards and benchmarks, and identify which activities will best help your students achieve each one. Not all standards can be met at once, however, it is common that multiple benchmarks can be achieved in a unit.

Step 2: Following the selection of activities that best meet each standard and benchmark, you must develop a yearlong scope and sequence. Your scope and sequence should list each activity/unit you plan to teach, when you plan to teach it (this should be the relative time and order of activities), the standards/benchmarks you hope to achieve in the unit and how you plan to assess the benchmarks targeted.

Step 3: After deciding what you are going to teach and the relative time and order that you are going to teach it, you must begin unit planning. Plan each unit by first stating the goal/objective for the completion of the whole unit. This should align with the benchmark(s) selected. Unit length and the number of skills learned must be developmentally appropriate. Students must be provided with a reasonable amount of time to demonstrate proficiency for each skill addressed in a unit. At the elementary level, skills and movement concepts will need to be revisited several times within a year or cluster for proper development.

Step 4: Teachers must then start writing individual lessons. It is no longer appropriate to teach a basketball unit and have dribbling lesson 1, passing lesson 2, shooting lesson 3, defense lesson 4, and tournament for the next 5-6 lessons. Content progression, scaffolding, and repetitions are important for all three learning domains. In every lesson we develop content (psychomotor, cognitive, and affective) through the use of **I, E, R, A**. **Instruction** includes providing key skill cues, a demonstration, motivational goal, and an optimal challenge regarding a skill. **Extensions** are any time a skill must be made more challenging or made easier. Based on teachers 70-70 rule, extensions should be anticipated and pre-planned. Practice tasks and goals should be specific to the extension. **Refinements** do not change the task, but are used to improve the quality of the task. This means that the ability of the student to complete the task needs to be improved with feedback and corrections specific to quality. **Application** tasks are used when the students have spent time practicing, extending, and refining a skill, and they now need to apply it in an authentic situation. This does not mean playing the parent version of the game form or even a modified version because most students are not ready for the full parent game, and full sized games are no longer developmentally appropriate. The purpose of the application task is to master the skill in an open situation, and this can be achieved by simply changing rules, space, goals or equipment.

Step 5: While planning the lesson, teachers need to also consider their management. This includes the pre-planning of routines and procedures, transitions, feedback, and equipment. Management techniques are used specifically to maximize learning and practice time throughout the lesson for each of the three learning domains. Routines should be established in the first two weeks and teachers are responsible for taking students through the task

progression (I-E-R-A) to teach students the rules, routines and procedures. It is extremely beneficial to have the students create the rules, expectations, and consequences on the first day. This helps them take ownership of their own behavior when the rules are broken. Once students have been taught and learned the rules, routines and procedures, it is beneficial to get them moving as soon as they enter the gym. However, this movement should be purposeful, going beyond two laps, push-ups, sit-ups (unless you have a focus on fitness). The initial activity should be directed to increase the practice of a skill specific to the task/unit goal. Throughout the rest of the lesson, teachers should pre-plan the equipment set up, count downs, start and stop signals, what students do with equipment when frozen, how to group students, the three learning goals (physical, cognitive, affective). Finally, positive pin-pointing, positive practice, and knowing student names are all more beneficial than punishment, and physical activity should never be used as a punishment.

Physical Education Lesson Plan Format

School Louisiana Elementary

Teacher _____ Grade(s) 3rd Period(s) 4th Date _____

Lesson Title/Activity Handball: Passing and Moving to Open Space

Benchmark/ GLE	Content Standards
X	1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
	GLEs: 1.3-2.2 Catch a variety of objects in dynamic conditions using the critical elements. 1.3-2.6 Send an object to a target using critical elements in a stable environment.
X	2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
	GLEs: 2.3-1.1 Modify movement to meet the demands of a task
	3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
	GLEs:
X	4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.
	GLEs: 4.3-1.2 Identify and follow equipment-specific safety rules. 4.3-2.1 Work cooperatively with a partner or small group during class activities.
	5. The physical literate individual recognizes the values of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
	GLEs:

UNIT OBJECTIVE: Students will be able to: (a) demonstrate and explain the major skill cues related to throwing, catching, and finding open space in an invasion game setting (b) while demonstrating developmentally appropriate socially responsible behavior through teamwork.

LESSON OBJECTIVE: Students will be able to:

Cognitive: TSW with a partner be able to identify the 3 skill cues for passing and moving by the end of the lesson.
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Affective: TSW individually move safely and try to avoid running into others throughout the lesson.
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Psychomotor: TSW individually demonstrate the 3 skill cues for passing and moving 3 out of 4 trials of the time or more during the practice activity.
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Assessment/Evaluation: _____

Cognitive: TSW identify/share the 3 skill cues for passing and moving with a partner.
Affective: TSW individually identify their ability to move safely and avoid others with their thumb (up/mid/down).
Psychomotor: TTW observe individual student performance to check to see at a minimum that 2 of the 3 cues are being used 3 out of 4 trials during the practice activity.

Integration of Skills with Core Area Subjects: _____
 3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

LESSON PROCEDURES/ACTIVITIES:

Time	Instant Activity/Task	Skill/Teacher Cues
30 sec.	<p>Instant Activity Instruction: Good morning, we will be starting with the game we played last class. With a partner, you will practice throwing for accuracy by throwing back and forth while standing on poly spots. You are working together to try and get 10 points. You get one point for throwing above the head, two points for throwing to the chest, and one point for throwing below the waist. Remember that you must keep one foot on the poly spot when catching the ball. After you and your partner score 10 points, you will find a new partner to play with. The partner with the ball will hold it up in the air and stay of their spot, while the partner who doesn't end up with the ball will go look for a new partner.</p> <p>Extension: Increase the number of points that they must achieve (20).</p> <ul style="list-style-type: none"> Refinement: Choose a cue from the overhand throw that you see students consistently omitting or incorrectly performing. <p>Stand elbow to elbow with a partner. When I say go, play rock paper scissors, winner gets the ball, the other finds two poly spots to play on. Choose two poly spots at a distance that you feel comfortable throwing from and can be successful. Once you both are to your area, you may start your game. Ready, go.</p>	<p>Cues: SAFETY: Review procedures of going into another group's game.</p> <p>Skill Cues for Overhand Throw: Step with Opposite Foot L-Shaped Arm Follow Through to Target</p> <p>Skill Cues for Catching: Hands Ready Eyes Looking</p> <p>Goal: Get to 10 points as quickly as possible and find a new partner. How many partners can you have in 3 minutes?</p>

Transition: 10 sec.

Freeze. Thank you " _____ " for remembering to put your equipment down when you hear the freeze command. When I say go, I need each ball placed in its correct hoop. If your ball is red, it goes in the red hoop, purple balls go in the purple hoop and so on. When all the balls are put away, I need everyone along the black end line. You have 5 seconds. Ready, go.

Time	Introduction	Skill/Teacher Cues
1 min 30 sec.	<p>Today, we are going to be focusing on passing and moving. Because we will be moving around much more than we did yesterday, I am going to be checking thumbs today to see if you moved safely and tried to avoid running into others. We are going to begin with a quick game called PAMO! In this game you and a partner are going to be trying to get your three (depending on equipment) balls from one end of the basketball court to the other as accurately and as quickly as you can. One partner will begin with a foot in the hula hoop, and the other will find a poly spot to stand on in the basketball court. When you hear the go signal, the partner with the foot in the hoop will grab 1 ball, throw it to their partner on the poly spot, and then immediately move down the court to stand on a new poly spot. You and your partner must be standing on poly spots when you throw and catch the ball, however, you may pick any poly spot to stand on. When one of you nears the hoop on the other side, that partner will place their foot in the hoop to receive the ball, place the ball in the hoop, and then both of you will run back to complete the same task for your other two balls. You may only take one ball at a time. When you have moved all 3 balls, they can try to bring them all back using the same rules! DEMO!</p>	<p>Cues: SAFETY: Watch for others. If a poly spot is taken, find a new one. Keep eyes up and looking.</p> <p>Goal: Gain 90% of student's attention and provide a relevant example for the purpose of this task.</p>

Transition: 10 sec.

Toe to toe with a partner (or group of 3 depending). When I tell you your hoop color, I need you to all go to your colored hoop, have one partner with a foot in the hula hoop, and the other(s) on a poly spot near the hula hoop. (Point to each group giving them a hoop color) Green (point), Blue (point) etc.....You may begin in 5 4 3 2 1.

Time	Introductory Task/Skill	Skill/Teacher Cues
5 min.	<p>Students will begin by playing PAMO, attempting to get all of their balls from one end of the court to the other accurately and in the shortest amount of time.</p> <ul style="list-style-type: none"> • Extension: If the ball is dropped, they must start back at the beginning hoop with that ball. • Refinement: follow through to partner, shorter passes will be more accurate • Refinement for groups of 3 or more: After a pass, the partners who are not passed to must move. One person should not stand and wait for the ball if they are not the one passed to. In team handball, you need to always be moving to stay open. 	<p>Cues: SAFETY: Work cooperatively with your partner. Watch for others. If a poly spot is taken, find a new one. Keep eyes up and looking.</p> <p>Skill Cues Look for space Move quickly to open space Call for the ball</p> <p>Goal: Be as accurate as possible and throw so partner can catch. Try and successfully get all balls to the other side in 2 minutes.</p>

Transition: 30 sec.

Freeze. When I say go, I need EVERY person to pick up 2 poly spots, place them in your team's colored hoop (make sure it's in the hoop with the balls in it), and then have a seat behind their hoop. " _____," can you tell me what you need to do? You have 5 seconds. Ready, go. 5, 4, 3, 2, 1.

Time	Practice Task/Skill	Skill/Teacher Cues
7 min.	<p>We are now going to practice how to pass and move. Each group is going to make a large square with the cones in their hoop and place their 5 to 6 poly spots in their square. Once set up, each partner will begin on a poly spot, one partner starting with the ball. The passer will throw the ball to a partner, and then both the passer and anyone who was not thrown to will immediately move to a new poly spot in the square. DEMO!</p> <ul style="list-style-type: none">• Refinement: Show hands/make hands ready to receive the ball. Reduce speed to make an accurate pass (student trying to go fast tend to throw less accurately).• Extension: Challenge groups to see how many passes they can make in a minute. Add/Reduce the number of poly spots to decrease/increase the challenge. <p>When I say go, each group needs to put out their square, poly spots, and grab a ball for their pass and move practice. When you have everything set up, you may begin. You have 10 seconds to get started. Ready, go.</p>	<p>Cues:</p> <p>Pass and Move to Open Space: Look for space Move quickly to open space Call for the ball</p> <p>Throwing: Side to Target L-shaped Arm Step with Opposite Foot Follow Through</p> <p>Catching: Eyes up Hand up Call for ball</p> <p>Goal: Make as many successful catches and throws as you can in 2 minutes. Move to a new space as fast as you can after your throw.</p>

Transition: 20 sec.

Freeze. When I say go, I need each group to put their cones, poly spots, and same colored balls back in their group's hoop. When you are done, have a seat behind your hoop where you can see. You have 10 seconds. Ready, go.

Time	Culminating/Group Activity	Skill/Teacher Cues
7 min.	<p>Culminating Activity/Skill Application: We are playing PAMO again, but this time without poly spots! Partners are going to be trying to get three balls from one end of the basketball court to the other accurately and in the shortest amount of time. One partner will begin with a foot in the hula hoop, and the other(s) will find a place stand on in the basketball court. When you hear the go signal, the partner with the foot in the hoop will grab 1 ball, throw it to their partner, and then immediately move down the court and stand in a new open space. You may not move more than 1 step when they have the ball. When one of you nears the hoop on the other side, that partner will place their foot in the hoop to receive</p>	<p>Cues: Look for space Move quickly to open space Call for the ball</p> <p>Goal: Move all balls as accurately and as quickly as you can. Finding open space where no one is will help you be faster.</p>

	<p>the ball, place the ball in the hoop, and then both of you will run back to complete the same task for your other two balls. You may only take one ball at a time. When you have moved all 3 balls, they can try to bring them all back using the same rules!</p> <ul style="list-style-type: none"> • Extension: Change to a new corresponding hoop for collecting balls, make them go across court to further avoid other teams. • Refinement: shorter passes will be more accurate <p>When I say go, I need one partner with their foot in the hoop, and the rest in an open space in the play area. Ready, go. 5, 4, 3, 2, 1. You may begin in 3, 2, 1!</p>	
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Transition: 10 sec.

Freeze. When I say go, I need three balls in each of the hula hoops. Come sit in front of me when you are done. Ready, go. 5, 4, 3, 2, 1.

Time	Closure:	Cool down
3 min.	<p>Good job today! With a partner, share the three important things that we need to do as soon as we pass in Team Handball. Does anyone want to share their answers? "Look for space, Move quickly to open space, Call for the ball"</p> <p>Show me using your thumb how well you moved safely while trying to avoid others throughout the lesson.</p>	<p>Review: passing and moving, throwing, catching</p> <p>Why keep our eyes up?</p>

Transition to Leave: 30 sec.

Line up in your class order at the door

Equipment/Teacher material needed for lesson/activity:

Location	gym	
Equipment/Materials	Item:	Amount:
	Hula Hoops	11
	Gator Balls	11
	Poly Spots/Markers	45-50
	Cones	20
Teaching Aids		

Activity set up: Gymnasium/Football Field/Baseball Field/Soccer Field

O x x x O O = hula hoops

O x x x O X = poly spot

O x x x O

O x x x O

Notes:

Secondary Lesson - Teaching Outline

This session is intended to show how using best practices can help you achieve the updated standards. An emphasis will be placed on using quality pedagogy and content development to improve student's physical, cognitive, and affective goals.

Step 1: Start by unpacking the standards. Begin by reading through the standards and benchmarks, and identify which activities will best help your students achieve each one. Not all standards can be met at once, however, it is common that multiple benchmarks can be achieved in a unit.

Step 2: Following the selection of activities that best meet each standard and benchmark, you must develop a yearlong scope and sequence. Your scope and sequence should list each activity/unit you plan to teach, when you plan to teach it (this should be the relative time and order of activities), the standards/benchmarks you hope to achieve in the unit and how you plan to assess the benchmarks targeted. A sample of achieving the standards in a one year plan would roughly be 5-6 units, possibly one or two more at the middle school level.

Step 3: After deciding what you are going to teach and the relative time and order that you are going to teach it, you must begin unit planning. Plan each unit by first stating the goal/objective for the completion of the whole unit. This should align with the benchmark(s) selected. Middle and high school physical education should no longer be focused on basic skills. This is not developmentally appropriate and will not allow you to reach the standards, as they call for higher order thinking, responsibility, and action at this level. The focus should be on each game form and their respective tactics and strategies (lifetime activities, fitness, and non-sport related physical activity can still use the principles of team affiliation and progression if they don't have defined tactics and strategies). Unit length and the number of tactics or strategies learned must be developmentally appropriate. Students must be provided with a reasonable amount of time to demonstrate proficiency for each tactic and strategy addressed in a unit. This said, most units should not be the traditional length of two weeks. With an emphasis on the tactics and strategies of each game form, more time is needed for mastery. Additionally, the standards place a higher emphasis on fitness and team work at this level, also increasing the time needed within each unit. Today we will be teaching a lesson as if we were delivering a unit using the sport education model or tactical games approach curriculum model. A sample unit within a sport education model (does not mean you have to play traditional sports or sports at all) is about 16+ lessons.

Step 4: Teachers must then start writing individual lessons. It is no longer appropriate to teach a basketball unit and have dribbling lesson 1, passing lesson 2, shooting lesson 3, defense lesson 4, and tournament for the next 5-6 lessons. Content progression, scaffolding, and repetitions are important for all three learning domains. At this level, rules, equipment, space, and players should all be modified and games should be small-sided. We should no longer play the full version of the game. Small-sided and modified games even the playing field by combining high and low skilled players, they increase practice opportunities for all students, and are much easier to manage. Content can be developed in a lesson through the use of Play – Practice – Play. This style provides more activity time, less management time, and is appropriate for students at this age as they must be more autonomous and accountable. The teacher begins the lesson by directing attention to the goal and how the game and practice are specific to

improving students' abilities (cognitive, affective, and physical). Students are then given game parameters as they enter the gym. They first engage in a warm-up (planned, taught, and practiced first by the lead of the teacher, and then placed on the students as the year progresses), and following warm-up the first game is played. After the initial game, teams go back to their practice areas to discuss what went well and what needs to improve in the game. The teacher provides information on a tactic/strategy used in the game form and designs a practice task for the small groups/teams. The students fulfill their roles (coach, referee, trainer, equipment manager, etc.) and participate in the practice in their teams in preparation for the final game. The rules of the game should favor all three domains equally and special attention will rotate (In sport ed. you award points throughout the lesson for different things, i.e. one day more points for positive feedback, more points for sportsmanship, etc.). Games and rules should be modified to help elicit what is worked on in the practice task. Points should be tallied and kept on a board or other device throughout the lesson. Points can be awarded for the first team dressed, warmed-up, and extra points can be given to the team who provides the most positive feedback during a game. Lastly, each team role (just like skills) needs to be taught, practiced, provided feedback, assessed and refined. Therefore, days that specific roles are being practiced, the teacher should provide points to teams whose members are completing their roles as you asked them to.

Step 5: While planning the lesson, teachers need to also consider their management. Management techniques are used specifically to maximize learning and practice time throughout the lesson for each of the three learning domains. Middle and high school teachers should place a focus on building student routines and responsibilities to a degree that the students are making most of the decisions and are in charge of classroom flow. This means there should be no wasted time changing, taking role, or other behaviors that do not help reach learning goals. Team systems, arm bands, team-member roles can include taking role. Setting up a reward system, such as providing points for being active right away is a great way to maximize time. It is important to note that in a student centered classroom, teachers are not just facilitators that sit on the side; they must produce a learning environment. There must be special planning ahead of class to be sure roles are being met and that practices, tactics, and games align based on their rules and progressions. Activities should be directed to increase practice specific to the task/unit goal. Teachers must also give specific feedback to students about their roles, being sure not to take over the student's duties because it will undermine their role. Teachers also need to pre-plan the equipment set up, count downs, start and stop signals, what students do with equipment when frozen, how to group students, the three learning goals (physical, cognitive, affective). Finally, positive pin-pointing, positive practice, and knowing student names are all more beneficial than punishment, and physical activity should never be used as a punishment.

Physical Education Lesson Plan Format

School Louisiana Secondary

Teacher _____ Grade(s) 8th Period(s) 4th Date _____

Lesson Title/Activity Handball Tactics: Creating space in attack

Benchmark/ GLE	Content Standards
X	1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns
	GLEs:
X	2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
	GLEs: 2.HS1-1: Describe principles and tactics (offense, defense, etc.) to participate successfully in at least one team and one individual sports, respectively (invasion, net/wall, field/striking, target, track and field, etc.). 2.HS2-1 Apply tactics and strategies (offense, defense, etc.) in at least one team and one individual sports, respectively (invasion, net/wall, field/striking, target, track and field, etc.).
	3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
	GLEs:
X	4. The physically literate individual exhibits responsible personal and social behavior that respects self and others
	GLEs: 4.HS1-2.2 Accepts others' values, ideas, skill level, body type, and cultural diversity while engaging with others in the physical activity setting.
	5. The physical literate individual recognizes the values of physical activity for health, enjoyment, challenge, self-expression and/or social interaction
	GLEs:

UNIT OBJECTIVE: Students will be able to: (a) demonstrate physical and (b) explain cognitive tactical offensive skills such as maintaining possession, attacking, the goal, and creating space in an attack as well as defensive tactics such as defending space and defending the goal in a 4v4 handball modified game by the end of the unit, lastly (c) students will be responsible for ongoing assessment of personal responsibilities related to team roles.

LESSON OBJECTIVE: Students will be able to:

Cognitive: TSW able to team identify the critical skill cues for creating space in the offensive attack (i.e. cutting to get open and leading the receiver) by the end of the lesson.

Affective: TSW individually complete the PSR self-assessment sheet found in the team folder at the end of the lesson.

Psychomotor: TSW demonstrating skill cues for creating space in the attack through cutting to get open and leading the receiver 3out of four trials successfully during the practice activity.

Assessment/Evaluation: _____

Cognitive: TSW identify the critical cues of creating space in the attack as a group and check for understanding by the end of the lesson.

Affective: TSW individually complete the PSR self-assessment sheet found in the team folder at the end of the lesson.

Psychomotor: TTW observe students individually demonstrating skill cues for both cutting to get open and leading the receiver 3 out of 4 trials during the practice activity and game play.

Integration of Skills with Core Area Subjects: _____

LESSON PROCEDURES/ACTIVITIES:

Time	Instant Activity/Task	Skill/Teacher Cues
30 sec.	<p>Instant Activity Instruction: When you enter the gym, equipment managers need to get the equipment listed in their folders and take it to their home space. Once equipment is set up, trainers please begin the warm up listed in your folders.</p> <p>Safety: Review to enter gym space safely and to set up equipment safely. Review procedures for going into another group's space.</p>	<p>Cues: Provide feedback to equipment managers and trainers on their duties. Provide points for role fulfillment and hustle.</p> <p>Make sure students avoid running into other student spaces.</p>
8 min.	<p>Instant Activity Game Play:</p> <p>Equipment Managers: *Set up cones, *Get pennies, *1 ball</p> <p>Trainers: 1) Start by playing "catch and move" in each team area for 1 min.; 2) Lead team in warm up and stretch: a) pick any type of locomotor movement to do down and back in area, b) high knee pulls down and back in home area as a low body dynamic stretch, c) arm circles as an upper body dynamic stretch, d) trunk twists for 5 to 10 rotations; and 3) Play catch in your team until all other teams are warmed up.</p>	<p>Goal: Teams quickly get in their practice areas and complete warm up within first 8 minutes</p> <p>Keep the ball in your area the best as possible. Be sure to inform other groups if you are coming into their space.</p> <p>Award trainers and equipment managers for fulfilling their duties.</p>

Transition: 10 sec.

Freeze, please leave all equipment in your practice area and meet me on this court in 5, 4, 3, 2, 1.

Time	Introduction Task/Skill	Skill/Teacher Cues
1 min	<p>Introduction: Yesterday we worked on passing and moving which allowed us to keep possession of the ball. It is important to move quickly to create space between you and the defender. But what if your defender is able to read where you are going and covers the space you create? How else can you get open? Passers how can you</p>	<p>Cues: Review Official Duties and Rules</p> <ul style="list-style-type: none"> - Regulate who will begin with the ball (rock paper scissors/coin flip) - Watching for warm defense

	<p>pass the ball so that your teammate has space to receive the ball? Think about these questions as you play your first game today.</p> <p>Today we are going to learn how to cut to get open when we are being covered by a defender. As a passer, we will learn how to lead the receiver so that the ball has less chance of being intercepted or blocked. We are first going to begin class by playing a game, then we will get into our practice activity, and finally we will end class by playing another game to practice what we learned. At the end of class you will self-assess your personal and social responsibility demonstrated throughout the lesson on a PSR Formative Assessment. Things like following directions, listening to others, participating in all activities, demonstrating fair play and not making fun of others will be assessed.</p>	<ul style="list-style-type: none"> - Every team member receives a pass - Person with the ball only holds for 5 seconds - Track score - Award points for behavior goals to other team <p>Goal: Gain 90% of student attention and provide a relevant example for the purpose of this task.</p>
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Transition: 20 sec.

When I say go, you are going to return to your home space, green is playing blue on the far court, and yellow is playing red on the near court. Green and Red, you will use one of your balls. Officials, don't forget how to determine who begins with the ball and your other officiating duties. You may begin your game when both teams arrive at your court. I will award points to the first groups to get started. Ready, go.

Time	Task/Skill	Skill/Teacher Cues
5 min.	<p>Initial game: Focus on tactics from previous lesson and current struggles in game. Students begin a game of team handball. Provide feedback to officials and coaches only to help them regulate their team performances. Award points for role fulfillment and sportsmanship during game.</p> <p>Freeze. I need coaches to report to me with their folders, and everyone else may continue to play until called to your home area. Ready, go. Review practice with coaches, possibly demonstrate and answer questions. Remind them about critical feedback and encouragement.</p>	<p>Cues: Look for space Move quickly to open space Call for the ball</p> <p>SAFETY: Keep the ball in your area the best as possible. Inform other groups you are coming to their practice area.</p> <p>Goal: Work together to score points against the defense in a 4 minute game. Points are awarded for hustle, good sportsmanship, good use of the tactics, good officiating, and coaching.</p>

Transition: Freeze, when I say go I need officials to come tell me scores so I can update team points. Everyone else, you need to be in your practice areas and coaches are coming to run you through a practice. (Teacher sends officials back to home area after score report.)

Time	Task/Skill Practice	Skill/Teacher Cues
5 min.	<p>Coaches lead practice. Teacher feedback specific to coaches. Points to coaches who provide quality feedback. Hustle points for groups that get into their practice activity quickly.</p> <p>Cutting to get open and leading the passer: One partner starts with the ball, looking to pass to their teammate. There will be one defender playing warm defense. The receiver should execute a cut (plant, razor, run) to get away from the defense. The receiver should make quick movements to create space between them and the defender. Their hands should be up looking at passer. The passer should throw quickly and then immediately move to a new space. The goal is to get 4 consecutive successful passes, then rotate team members.</p> <p>Passing Q: When should you throw the ball? A: When the receiver has space between them and the defender. Q: Where should you throw the ball? A: In front of the receiver to lead them away from defense. Q: Where should you aim the ball? A: Towards their hands.</p> <p>Receiving Q: How did you get open? A: Moved quickly and cut away from the defense. Q: How do you signal that you are open? A: Hands up, call for the ball. Q: How did the feeder know when to pass the ball? A: There was an open space (passing lane) between the feeder and the receiver. The receiver watched and made eye contact with the feeder.</p>	<p>Cues: Cutting (plant, razor, run) or a “fake”</p> <p>Skill Cues Passing -5 seconds to throw - Lead the runner - Read the cut</p> <p>Skill Cues Receiving - Move quickly away from defense - Cut to open space - Hands up for pass</p> <p>Goal: Students should all get several practice attempts at each of the three positions. Students should be able to answer all questions from coaching sheet by the end of the lesson.</p> <p>Coaches: Can modify practice if they observe their teammates success 3 out of 4 trials.</p>

Transition: 20 sec.

Freeze. When I say go, place all equipment to the side of the play area and come meet me here. You have 5 seconds. First team to me gets hustle points. Go.

Time	Culminating/Group Activity	Skill/Teacher Cues
7 min.	<p>Culminating Activity Instruction: We are going to play a final game of team handball to practice cutting and leading the passer in an authentic setting. REVIEW THE CUES FOR CUTTING AND LEADING THE PASSER. I will be looking to award points for the following →</p> <p>All students: Praise, hustle, encouraging other teammates. Being Safe.</p> <p>Coaches: Feedback specific to cutting, leading the receiver. Corrective and positive.</p>	<p>Cues: Award points to hustle into game, officials for duties, coaches for any feedback, award students for CUTTING and LEADING THE PASSER, and for sportsmanship.</p> <p>Skill Cues Passing - 5 seconds to throw - Lead the runner - Read the cut</p>

	<p>Officials, you will do/look for the following:</p> <ul style="list-style-type: none"> - Regulate who will begin with the ball (rock paper scissors/coin flip) - Watching for warm defense - Every team member receives a pass - Person with the ball only holds for 5 seconds - Track score - Award points for behavior goals to other team <p>When I say go, each court needs one ball and we will start game play. Blue v. Red on the far court, Green v. Yellow on the near court. You have 10 seconds to play Rock, Paper, Scissors and begin game play. I am looking to see which teams get started first. Ready, go.</p>	<p>Skill Cues Receiving</p> <ul style="list-style-type: none"> - Move quickly away from defense - Cut to open space - Hands up for pass <p>Goal: Play two games in which all students share roles both physically and cognitively.</p>
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Transition: 10 sec.

Freeze. When I say go, the equipment managers need to put the team equipment in the corner. Then I need everyone in front of me and to sit closely with your teams with your folders. You have 10 seconds. Ready, go.

Time	Closure:	Cool down
3 min.	<p>Great job today. First, I need you to complete your PSR sheet on how well you did today working with your team. Be honest. If you did great show me. If you didn't do so great show me, and tell what you could do better next time.</p> <p>Answer these questions:</p> <p>Passing</p> <p>Q: When should you throw the ball? A: When the receiver has space between them and the defender.</p> <p>Q: Where should you throw the ball? A: In front of the receiver to lead them away from defense.</p> <p>Q: Where should you aim the ball? A: Towards their hands.</p> <p>Receiving</p> <p>Q: How did you get open? A: Moved quickly and cut away from the defense.</p> <p>Q: How do you signal that you are open? A: Hands up, call for the ball.</p> <p>Q: How did the feeder know when to pass the ball? A: There was an open space (passing lane) between the feeder and the receiver. The receiver watched and made eye contact with the feeder.</p>	<p>Review: How did the practice help? What else does your team need to work on? Did you complete all your tasks of your role today? Did anyone help you out?</p>

Transition to Leave: 30 sec.

Line up in your class order at the door.

Equipment/Teacher material needed for lesson/activity:

Location	gym	
Equipment/Materials	Item:	Amount:
	Team Folders	1/team
	Gator Balls	10
	Pennies	10-20
	Cones	20
Teaching Aids		

Activity set up: Gymnasium/Football Field/Baseball Field/Soccer Field

