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| Class/Grade/Period  **Middle School** | Lesson Focus: Lesson Number: \_\_\_\_\_ Date:  **Manipulative** |
| # of students:  **25** | Safety considerations:  **Gym Floor, free of lability, no high sticks** |
| Context of teaching:  **Floor Hockey** | |
| Equipment/Materials: Primary teaching model or method:  **Hockey sticks, hockey pucks Direct and Visual** | |
| Objectives: (What will your students know and be able to do by the end of the lesson?) (3.c and 3.b)  **The student will be able to: (SWAT)**  Psychomotor: **TSWBAT demonstrate the skills of floor hockey with 80% proficiency as observed by the teacher.**  Cognitive: **TSWBAT understanding of the rules of floor hockey with 80% proficiency on a written test.**  Affective: **TSWBAT show sportsmanship during floor hockey 100% of the time observed by the teacher.** | |
| Summative assessment of one objective (5.a, 5.b):  **The student will be able to dribble, pass and shoot with 80% proficiency**. | |
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| How are you teaching biomechanics in this lesson? (1.c) | How are you teaching physiology in this lesson? (1.c) | What motor learning technique are you using in this lesson? (1.d) | What aspects of motor development are addressed in this lesson? (1.e) | What forms of communication are you including? (Task sheets, visuals, etc.) (4.a) |
| **How the body is moving when playing floor hockey** |  |  |  | **Direct & Visual** |

**\*\*Please highlight in yellow the standards from each box that your lesson addresses:**

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| **National Content Standards (SHAPE, 2017) The physically literate individual**   1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction | **Virginia Standards of Learning (2015)**   1. Demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. **(Motor Skill Development)** 2. Apply knowledge of the structures and functions of the body and how they relate to and are affected by human movement to learning and developing motor skills and specialized movement forms. **(Anatomical Basis of Movement)** 3. Achieve and maintain a health-enhancing level of personal fitness. **(Fitness Planning)** 4. Demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives. **(Social Development)** 5. Explain the importance of energy balance and nutritional needs of the body to maintain optimal health and prevent chronic disease. **(Energy Balance)** |

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| **Time** | **Learning Activities/Tasks/Transition** | **Organization** | **Skill & Behavior Cues (extensions (3.c), refinements (3.b) applications)** | **Assessment – 5.b** |
| **10:00am** | Anticipatory set:  **Student will learn skills rules and strategies** | **X**  **Xxxxxxxxxxxx**  **Distraction** | Cues (1.c, 4.b)  Extensions (3.c) Modifications  Applications and Feedback |  |
| **10:10am** | **Demonstrate Dribbling; Drills**  **Safety: No high stick** | **X**  **Xxxxxxxxxxxx**  **Distraction** | Cues (1.c, 4.b)  **Stick on floor, Slide the stick, Slide hit slide hit**  Extensions (3.c) Modifications  **Cones closer together**  Applications and Feedback |  |
| **10:20am** | **Demonstrate Passing; Drill** | **X**  **Xxxxxxxxxxxx**  **Distraction** | Cues (1.c, 4.b)  **Stick on floor, follow through to target**  Extensions (3.c) Modifications  Applications and Feedback |  |
| **10:30am** | **Demonstrate Shooting; Drill** | **X**  **Xxxxxxxxxxxx**  **Distraction** | Cues (1.c, 4.b)  **Stick on floor, follow through to target**  Extensions (3.c) Modifications  **Smaller target**  Applications and Feedback |  |
| **10:45am** | **Demonstrate Steal the Bacon (Activity)** | **X**  **Xxxxxxxxxxxx**  **Distraction** | Cues (1.c, 4.b)  **Number given, freeze-stop**  Extensions (3.c) Modifications  **2 people playing at one time**  Applications and Feedback |  |
| **10:55am** | Closure:  **Ask specific questions repeat teaching cues** | **X**  **Xxxxxxxxxxxx**  **Distraction** | Summative assessment  **Verbal** |  |