

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- ✔ **Standard 1 [E25.3-5]** Strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement (e.g., hockey sticks) (3); Strikes an object with a long-handled implement (e.g., hockey sticks), while demonstrating three of the five critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through) (4); Combines striking with a long-handled implement with receiving and traveling skills in a small-sided game (5b).
- ✔ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✔ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

FOCUS TARGETS

- ✔ **Skill:** I will use proper grip for striking with a long-handled implement.
- ✔ **Cognitive:** I will provide examples of activities that can enhance my fitness.
- ✔ **Fitness:** I will remain actively engaged in order to increase my heart rate.
- ✔ **Personal & Social Responsibility:** I will identify and discuss safety principles.

ACADEMIC LANGUAGE

- ✔ Invasion Games
- ✔ Strike
- ✔ Health-Related Fitness
- ✔ Skill-Related Fitness
- ✔ Safety Principles

SELECTED ASSESSMENT

- ✔ Self-Assessment for Striking

SAMPLE LESSON PLAN

TRANSITION NOTES

ACTIVITY

DEBRIEF

1
INSTANT
ACTIVITY

Set goals in place for easy transition between the 3 activities. Introduce the activity and the module using a YouTube video of a variety of invasion sports (basketball, lacrosse, team handball, etc.). Group and send students to goal for Fitness Relays.



Fitness
Relay



DOK 1: What activities can you name that enhance fitness?
DOK 2: How would you compare and contrast activities that enhance aerobic strength with activities that enhance muscular strength?
DOK 3: How is physical activity related to good personal health?

2
LEARNING
TASK

Pair students. Number partners 1 and 2. Partner 1 moves to one goal, Partner 2 to the other goal. Pick up a foam noodle and line-up on goal line. Foam balls are scattered behind each goal. Display Long-Handled Striking Cue Chart on the wall. Teaching Striking.



Over There



DOK1: What are the skill cues for striking with a long-handled implement?
DOK 2: How do the concepts of direction and force affect your strikes?
DOK 3: How would you describe a strike intended to go far? A strike intended to go to a teammate a few feet away?

3
LEARNING
TASK

Freeze students, prompt them to return noodles and foam balls to sideline storage stations. Keep Teams 1 and 2, use these groups to set up for the next activity. Yarn balls are waiting inside each goal. Each student walks to pick up 1 yarn ball each.



The Grouch



DOK 1: What is an activity that you enjoy?
DOK 2: Can you summarize the reasons why you enjoy a particular activity?
DOK 3: How does safety impact how well or how little you enjoy an activity?

4
EXIT
ASSESSMENT

Complete the self assessment as an entire group. Review the process of self evaluation and ask students to reflect on how they would rate their striking performance during the activity "Over There." As students to share their rating, along with the rationale for their response.