

## SAMPLE LESSON PLAN

### FOCUS OUTCOMES

- ✓ **Standard 1 [M5.6-8]** Throws, while stationary, a leading pass to a moving receiver (6).
- ✓ **Standard 3 [M7.6-8]** Identifies the components of skill-related fitness (6).
- ✓ **Standard 5 [M6.6-8]** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity (6); Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates (7).

### FOCUS TARGETS

- ✓ **Skill:** I will perform a hand-off, a basic rugby pass, and a pop pass following all skill cues.
- ✓ **Cognitive:** I will discuss the importance of purposeful practice.
- ✓ **Fitness:** I will engage in an effort to build skill-related fitness.
- ✓ **Personal & Social Responsibility:** I will cooperate with my teammates by making accurate passes and focusing on clean catches.

### ACADEMIC LANGUAGE

- ✓ Basic Rugby Pass
- ✓ Pendulum Motion
- ✓ Pop Pass
- ✓ Purposeful Practice
- ✓ Skill-Related Fitness

### SELECTED ASSESSMENT

- ✓ Purposeful Practice Plans

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p><b>1</b> INSTANT ACTIVITY</p>	<p>As students enter the activity area they put on a flag belt (any color). Modify Empire Tag – when a flag is pulled that person joins the Empire and leaves flag belt off.</p>	<p>→ Empire Tag →</p>	<p>1: What are the components of skill-related fitness? 2: How does skill-related fitness affect a person's ability to reach physical activity/sport goals?</p>
<p><b>2</b> LEARNING TASK</p>	<p>Set the hook for Rugby with Flag Rugby Highlight Videos from YouTube. (Search "Flag Ruby" and preview/select videos prior to class.) Teach Cage Grip with Skill Cue Chart, then begin Rugby Tag.</p>	<p>→ Rugby Tag →</p>	<p>1: Can you recite the cues for a cage grip? 2: How does grip affect your ability to carry the ball? 3: What facts would you select/identify to support the use of a proper grip? Why did you choose those facts?</p>
<p><b>3</b> LEARNING TASK</p>	<p>Organize stationary passing activity lines. Teach pendulum motion, hand-offs, then passing technique in layers. Display skill cue charts as you layer instruction. Use same group formations to play leader ball (time permitting).</p>	<p>→ Stationary Passing / Leader Ball →</p>	<p>1: What is purposeful practice? 2: Compare and contrast purposeful practice with unfocused participation. 3: How is purposeful practice related to skill development? 4: Develop a rugby practice plan to implement at home.</p>
<p><b>4</b> EXIT ASSESSMENT</p>	<p><b>Purposeful Practice Plan</b> – Use 5 to 7 minutes at the end of the lesson to complete and then collect Purposeful Practice Plan. Encourage students to follow these plans outside of PE. Place finished plans in student portfolios.</p>		