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| **Lesson Title/Focus** | **Lesson 3 –Throw In’s** | **Date** | April 22 2015 |
| **Subject/Grade Level** | Physical Education 10 | **Time Duration** | 86 mins |
| **Unit** | Soccer | **Teacher** | Miss. Collier |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | | | | |
| **General Learning Outcomes:** | | | **Specific Learning Outcomes:** | |
| **General Outcome A:** Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment, e.g., aquatics and outdoor pursuits.  **General Outcome C:** Students will interact positively with others. | | | **A10-5** apply and refine manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance  **A10-10** adapt and improve activity-specific skills in a variety of games  **C10-3** demonstrate etiquette and fair play. | |
| **LEARNING OBJECTIVES (Students will)** | | | **ASSESSMENTS** | |
| * **Demonstrate proper throw in techniques.** | | | Daily Participation  Observation  Class Discussion / Question & Answer  Skill Assessment | |
| **LEARNING RESOURCES CONSULTED** | | | **MATERIALS AND EQUIPMENT** | |
| * Teaching Cues for sport skills for secondary school students – Hilda Fronske * Internet | | | * **10-15 soccer balls** * **Pinnies** * **Cones** | |
| **SAFETY GUIDELINES REFERENCED** | | | **SPECIFIC SAFEY CONSIDERATIONS** | |
| **Supervision-** On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.  **Instructional Considerations –** Slide tackling should not be used in activity. Tackling from behind should not be allowed.  **Equipment/Facilities -** Playing field and surrounding area should be level, well-groomed, and free from obstacles such as protruding sprinkler heads, obstructions and debris. Holes, ruts and severely uneven surfaces should be brought to the attention of the students. Supervisors should monitor weather conditions and postpone or modify the activity to ensure safety of all individuals. | | | * **Keep Head and Eyes Up** * **Be aware of surroundings and other classmates** * **Time spent on heading drills should be limited.** | |
| **PROCEDURE** | | | | |
| **Introduction** | | | | **Time** |
| ***Transition to Body*** | | Students will change and meet in Gymnasium. We will grab equipment and head outside. Take attendance and then students can begin warm up | | 10 mins |
| ***Attention Grabber*** | | Similar to yesterday, we will be working in groups of two-four, but today we will be working on throwing in’s. | |  |
| ***Expectations for Learning and Behaviour*** | | 1. Students will be changed in appropriate clothing and footwear. 2. Students will actively participate throughout the activities. 3. Students will demonstrate respect, responsibility and leadership. 4. Students will help collect equipment at end of class. 5. 1 whistle: stop where you are and listen; 2 whistles: Hustle in to teacher | |  |
| ***Advance Organizer/Agenda*** | | 1. Warm Up / Dynamic Stretches 2. Throw in’s 3. Skill testing 4. Game (if we have time) | |  |
| **Body** | | | | **Time** |
| ***Learning Activity #1*** | **Warm Up**: Have students run a lap of the field.  **Dynamic Stretches:** Have students line up on the goal line and spread themselves out. Have students complete the following to a finishing point, and complete on their way back to the goal line:  High Knees, Butt Kicks, Lunges, High Kicks, Karaoke, Side Shuffle. | | | *10 mins*  *(9:10-9:20)* |
| ***Learning Activity #2*** | **Ask students**: Does anyone know when you would throw in the soccer ball in a game?  Ask a student to help demonstrate proper throwing techniques.  **Cues:**  Both hands over and behind your head.  Both feet stay on the ground  One toe drags  Bring arms forward and release the ball over your head.  **Activity:**  Send students off in groups of 2-4 to practice throwing the ball to each other.  ***Challenge:***  Increase the distance between partners. | | | *15 mins*  *(9:20-9:35)* |
| *Assessments/ Differentiation* | Observe students, give feedback and encouragement as necessary. | | |  |
| ***Learning Activity #3*** | **Skill Assessment:**  Set up 3 stations (Dribbling, Passing and Throwing). Divide students up amongst the three stations. Give each student a skill assessment form and a pencil. Have them get into partners and/or groups of three. Have students complete the stations and peer assess each other according to the rubrics. Discuss with students the importance of accountability and honesty.  ***Assessed according:***  Dribbling: Can complete 2 successful laps through cones dribbling the ball how they want (inside of foot, outside of foot, both, one foot or two feet)  Passing: 3 chances to make successful passes through a set of cones  Throwing: Students will make 3 attempts to throw the ball towards a target while demonstrating the correct form. | | | *40 mins*  *(9:35 – 10:15)* |
| *Assessments/ Differentiation* | Students will be peer assessing each other based on a rubric and peer evaluation sheet. | | |  |
| ***Extra Time Activity*** | Game of soccer | | |  |
| **Closure** | | | | **Time** |
| ***Assessment of Learning:*** | | Skill assessment. Observation. | |  |
| ***Feedback To Students*** | | Give students feedback on their efforts and participation throughout class. | |  |
| ***Transition To Next Lesson*** | | Tomorrow we are going to combine all the skills we have learnt this week and apply them in game situations! We’re going to have a world cup tournament so be here or you’re going to miss out! Someone please grab soccer balls, pinnies and cones and bring them in. When we get back inside you can get changed. | | *1 min* |

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| **Reflections from the lesson** |  |