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| **Lesson Title/Focus** | **Lesson 4 – World Cup Tournament** | **Date** | April 23 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  **C10-5** develop and apply practices that contribute to teamwork. | |
| **LEARNING OBJECTIVES (Students will)** | | | **ASSESSMENTS** | |
| * **Apply the skills they have learnt throughout the week into a variety of game situations.** * **Demonstrate fair play and teamwork within game situations.** | | | Daily Participation  Observation  Class Discussion / Question & Answer  Self Evaluation | |
| **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 classmates** | |
| **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*** | | Today we are going to do a round robin tournament! | |  |
| ***Assessment of Prior Knowledge*** | | What are some of the basic rules that we went over throughout this week that should be implemented into our tournament today? | | 5 mins |
| ***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. Explain rules of tournament 3. Play in tournament | |  |
| **Body** | | | | **Time** |
| ***Learning Activity #1*** | **Warm Up**: Have students run half 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*** | **BGHS World Cup Tournament:**  (Set up 3 fields while students are warming up)  Explain to students the rules that will be used within the tournament (No hands, No goalies, 5 VS 5. If a ball goes out on the sidelines – just kick it back in, if the ball goes out on the goal line – kick it in, if a goal is scored, begin back in center)  -Number students off 1-6. Have one team on each field take a set of pinnies. -Explain that when we rotate, leave the pinnies on the field for the next team.  -Teams can “rock, paper, scissors” to decide who will wear pinnies. Pinnie team will start with the ball.  -Games will be approximately 8 mins long  -One person from each team will report the score of the game to the teacher.  \*\*If we move inside (Weather Depending), have 3 mini games going, 4 vs 4, and have other teammates sub in after a couple of minutes. \*\* | | | *50 mins*  *(9:20-10:10)* |
| *Assessments/ Differentiation* | Observe that students are demonstrating fair play and teamwork within the game. Make sure everyone is being an active participant. | | |  |
| **Closure** | | | | **Time** |
| ***Feedback From Students:*** | | Did you guys enjoy the tournament/unit of soccer? | |  |
| ***Feedback To Students*** | | I appreciate the effort and participation throughout this unit! I hope you guys learnt something and can apply what you’ve learnt to the game of soccer. Remember to fill out your self-evaluations on D2L for the unit. You will have a week to do this, but the sooner you do it, the better. | | *2 mins* |
| ***Transition To Next Lesson*** | | Tomorrow is line dancing in the gym. Please come changed and ready to participate! Someone please grab the soccer balls, pinnies and cones and bring them inside. You can go get changed once we get back in. | | *10 mins* |

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| **Reflections from the lesson** |  |

**BGHS Grade 10**

**World Cup Tournament**

Circle the winner of each game and tally below:

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| **Round 1** | **Round 2** | **Round 3** | **Round 4** | **Round 5** |
| 2 vs 1 | 3 vs 4 | 6 vs 4 | 4 vs 1 | 5 vs 6 |
| 3 vs 6 | 6 vs 1 | 2 vs 3 | 5 vs 3 | 1 vs 3 |
| 4 vs 5 | 2 vs 5 | 1 vs 5 | 6 vs 2 | 4 vs 2 |

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| --- | --- | --- | --- |
| **Team** | **Wins** | **Losses** | **Ties** |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |
| 6. |  |  |  |