

Planning Assignment

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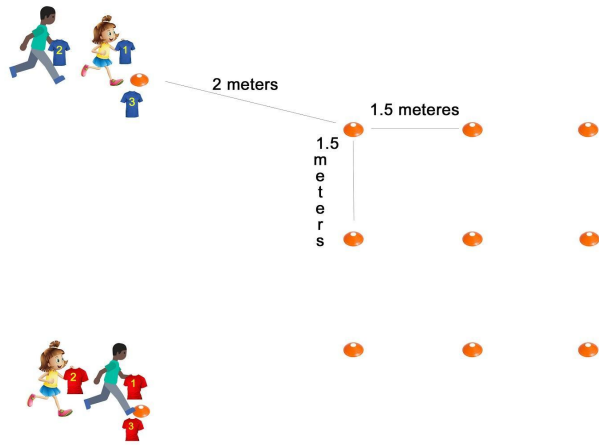
EPHE 310: Physical Education for General Classroom Teachers I

Daniel Geneau

November 30, 2020

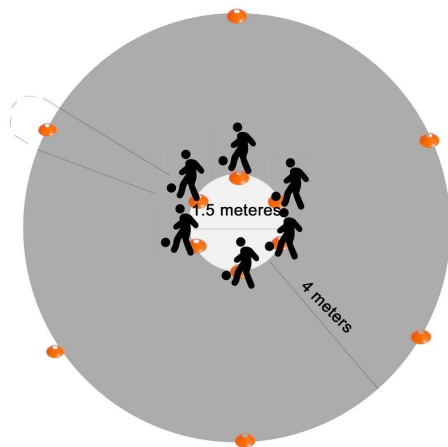
<p>Lesson #: 4 of 8 Topic: Speed, agility, and ball control Grade(s): 4 coed Materials/Resources: Cones, pinnies *bright colours*, balls *bright colours and/or foam*, benches (used as goals)</p>	<p>Learning objectives: TSWBAT...</p> <ul style="list-style-type: none"> - Dribble with ball - Turn with ball - Pass to others with accuracy - Defend and intercept passes - Work together with team 	
<p>Parts of the lesson Set up for me to do before class:</p> <ul style="list-style-type: none"> - Set up several 3x3 grids of cones depending on how many games you will have active at one time. Have extra cones for skill builders - Take out 4 colours of pinnies - Take out ball bin <p>Activities:</p> <ol style="list-style-type: none"> 1) Warm-up 2) Dribbling/turning drill 3) Passing drill 4) Four Corner Soccer 	<p>Time</p>	<p>Teaching Points</p>
<p>Lesson Description Arrival and set-up Warm-up - Cone and Bib Tic, Tac, Toe</p> <ul style="list-style-type: none"> - Class is split into teams of two. - Each team stands behind their start cone, holding pinnies - Each person holds a pinnie. - The first player from each team runs to the cone grid and places down, not throwing, their pinnie on a cone. There can only be one pinnie per cone. - Then the first player then runs back to tag their teammate and they run to the cones, place their pinnie down on a different cone, and run back to tag their teammate. - The cycle repeats with the teams trying to form a line with pinnies just like in tic, tac, toe. - The losing team does a quick body movement (ie five jumping jacks) then one colour of pinnies stays at their grid, the "home" team, and the other colour moves clockwise around the gym challenging the "home" teams - the starting player should switch each game so each students is putting in equal effort 	<p>2-5 min (10:00)</p> <p>10-15 min (10:05)</p>	<ul style="list-style-type: none"> - Group/team building - Watch carefully and plan where to put pinnies - Fast start and stop movements - Communication on where to place the pinnies - Remember to tag but not run into other players - Pick defensive or offensive play style

- Safety concerns - slipping on cones and collisions between students



Skill Builder - Funny Turns

- In groups of 6-8 set up 6-8 cones to mark an inner circle (1.5 meter diameter) and 6-8 cones for an outer circle (4 meter diameter)
- All students will have their own ball. Call on one student to dribble to an outer cone, do a silly turn, and dribble back to the middle
- Then all students take 1-2 minutes practice dribbling doing the silly turn around the cones until each student has had a turn.
- Safety concerns: tripping over balls, students looking down instead of up

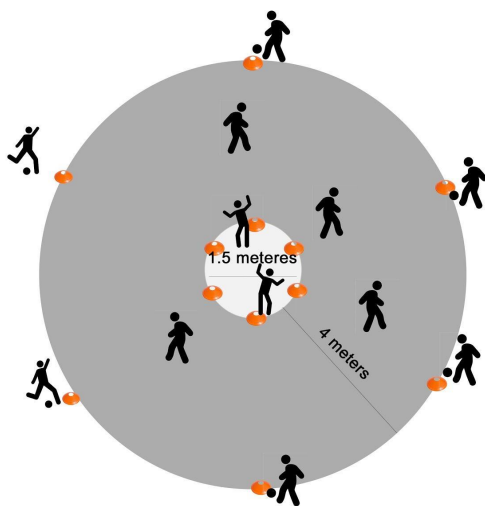


10 min
(10:20)

- Ball control
- Turning
- dribbling

Drill - Don't feed the monkeys

- 2 monkeys start in an inner circle *monkeys will wear pinnies* (the monkey cage), 4 zookeepers in the middle circle guard the monkeys, 6 zoo visitors each have a ball and start on cones marking the perimeter of the zoo
- Visitors goal is to get their ball to the monkeys, and the monkey must control and pass the ball back for a point
- Monkeys, zookeepers, and visitors must stay in their play areas at all times
- Allow time to switch positions
- Safety concerns: students kicking too hard, balls hitting students, balls from nearby games coming into play or hitting students



Shooting drill (Extra)

- Set up benches *with brightly coloured pinnies on each end for visibility* in each corner of the gym, laying them on their sides
- In groups of 4-6 set up 3 cones in a triangle to one side (switch between right and left for different days) of bench
- With one player at the bench and each cone have player at cone one pass to player at cone two, that player passes to player at cone 3 who sets the ball with a prep touch and takes a shot

15 min
(10:30)

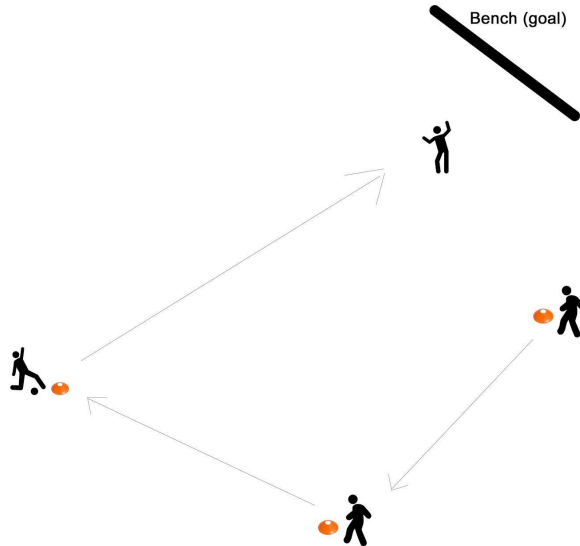
- Passing with accuracy
- Ball control
- Defensive interceptions
- Play area awareness
- teamwork

8-10 min

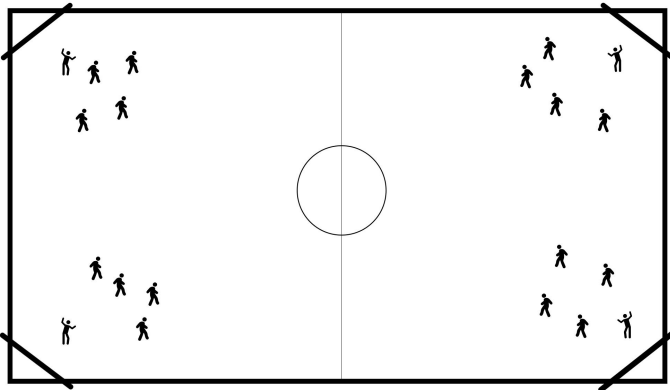
- Passing with accuracy
- Ball control
- Shooting

(2 touch). Player 4 defends the 'goal' then moves to cone 1 and the activity repeats.

- Safety concerns: students kicking too hard, balls hitting students, balls from nearby games coming into play or hitting students



Culminating Activity - Four Corner Soccer



- Set up benches *with brightly coloured pinnies on each end* in each corner of the gym on their sides. Or leave them from the shooting drill
- Divide class as evenly as possible into 4 teams with pinnies
- Designate 1 goalie for each team, goalie changes when they are scored on *Classes with students that have problems with shooting, either at others or towards themselves will play with no goalies*
- Players all start by their goals

10-15 min
(10:45)

- Build teamwork skills
- Passing during game, calling for passes
- Making space/being open for passes
- Looking up while dribbling
- Maintain possession while dribbling
- Shooting at the goal with accuracy

<ul style="list-style-type: none">- The game starts when the ball is tossed into the centre- Add in extra balls for more movement- A score tally isn't necessary but can be used		
<p>Closure</p> <p>Movement:</p> <ul style="list-style-type: none">- Be ready to follow the ball - athletic stance- Quick movements and direction change - agility check- Accurate passing makes more opportunities for goal scoring- Stay ready and aware, what can we do to stay aware of the game? <p>Teamply:</p> <ul style="list-style-type: none">- Set up you teammates - no need to hog the ball if you can't score, make a play- Call for a pass if you are open- Watch the field/gym to see your team and play with them		

References

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Appendix

Universal Design for Learning

For this lesson I have added adjustments for students with poor vision by using brightly coloured pinnies and balls (UDL 1.3). In the culminating activity I added in a change so that if there is a problem with a student being scared of being in goal, or if a student was a bit too aggressive when taking shots to have no goalies (UDL 7.3).

Task Analysis: Dribbling

1. Use the athletic stance (knees bent, hips back, straight back) to keep the body close to, and protecting the ball.
2. As you move forward, use inner or outer edges of feet to dribble, not toes.
3. Gently push or in soccer terms “touch” the ball. The more soft touches with the ball the more control you will have over the ball.
4. Be sure to keep the ball close to feet with soft touches.
5. Arms bent at the elbow and out for balance.
6. Head up to see where you are going.

Assessment Tool (for a class of 32 students)

To fill in the assessment tool in the spaces next to the numbers I will use this rubric;

Level 1 (entered as “1”) Very Limited/ Seldom or Never

Level 2 (entered as “2”) Limited/ Occasionally

Level 3 (entered as “3”) Accomplished/ Frequently

Level 4 (entered as “4”) Strong/Usually

Level 5 (entered as “5”) Outstanding/ Consistently

Name	Dribbling:	Passing:	Shooting:
	1- Maintains control of ball while moving forward at moderate pace 2- Keeps head up, looking forward while moving with the ball 3- Maintains control of the ball while turning. Wide and tight turns	1- Stops ball and sends it to teammate with accuracy 2- Looks up and around gym/field for opportunities to pass the ball 3- Passes the ball through obstacles (opposing team) to get ball to teammate	1- Has control of the ball before taking a shot at the ‘goal’ 2- Moves into a good position (not too far, not too aggressive/close) when trying to shoot 3- Keeps the ball on or within 6inchs of the ground when shooting

Example Student	(1) <u>3</u> (2) <u>2</u> (3) <u>2</u> Comments: Great start with dribbling but needs reminders to look up	(1) <u>3</u> (2) <u>4</u> (3) <u>1</u> Comments: Love to pass the ball Practice passing around opponents	(1) <u>3</u> (2) <u>4</u> (3) <u>4</u> Comments: Is respectful of class rules around shooting (no hard kicks at goalies faces)
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Resources used in diagrams

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