Physical Education Lesson Plan #3

Title:

Big Idea: Fit for Life

6-8 Unit Cluster Enduring Understandings

- ☒ Physical activity involves using movement and motor skills throughout your life.
- ☒ Movements, concepts, principles, strategies and tactics are used in physical activities.
- ☐ We need to be physically active.
- ☐ Physical fitness is essential to health throughout life.
- ☐ There are personal and social behavioral expectations in physically.
- ☐ Physical activity provides a variety of opportunities for enjoyment, challenge, and self-expression. interaction.

Lesson Essential Question(s)

What ways can I use physical activities throughout my life? (St. # 1)
What are the concepts, principles, strategies and tactics used in physical activity? (St. #2)

Delaware Physical Education Standards

- ☒ **Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**
- ☐ **Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**
- ☒ **Participates regularly in physical activity.**
- ☐ **Achieves and maintains a health-enhancing level if physical fitness.**

- ☐ **Exhibits responsible personal and social behavior that respects self and others in physical activity settings.**
- ☐ **Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.**

Lesson Summary

This is the third of three lessons on rhythms, movement, and motor skills. Using the rhythms, movement, and motor skills learned in the previous lessons, students will demonstrate how these skills are used in life. This lesson falls in the psychomotor domain of complex overt response from Bloom's Taxonomy.

Students will know…	Students will be able to…
how rhythms, movement, and motor skills are used in sports.	create a sports dance using rhythms, movement, and motor skills.

Materials and Preparation

Floor masking tape
Poster with color-coded assigned groups for the activity
Dance cards or teacher created sports cards
If dance cards are not available, create dance cards such as grapevine, scissors, bell hops, ski jumps, criss-cross feet, can can, turn, etc.
If sports cards are not available, create sport cards by writing a sport on index cards (baseball, track and field, karate, basketball, etc.).
The teacher will place tape on the floor creating dance paths. Each path will be color-coded to match the group coding.
Prior to class, the teacher will place masking tape -coded grouping.

Resources and Web Links

Building Dances – A Guide to Putting Movements Together
Susan McGreevy-Nichols and Helens Scheff
Human Kinetics, Champaign, Illinois, 1995

http:://artsedge.kennedy-center.org/contest/2328
http://sports.espn.go.com/esp/page2/sportskills

htt://www.pevideo.org
http://www.sportplan.net/

Teaching Dance Skills: A Motor Learning and Development Approach
Marilese Kimmerle and Paulette Cote-Laurence
J. Michael Ryan Publishing, Inc., Andover, New Jersey, 2003

JOPERD – The Journal of Physical Education, Recreation & Dance
January, 1, 1994, Bennett, John P.
Using Skill Transfer in Sports

Teaching Steps

1. The teacher will show the poster and reads the names of the group members to the students. Each group is also assigned a color-coded dance path.
2. The students will move to form their group.
3. The teacher will review rhythm, movement, and motor skills.
4. A member of each group will select a dance and sport card. The group will demonstrate to the class the rhythm, movement, and motor skills along with the selected sport skill.
5. Students will stay in the same group, and move to their colored-coded dance path.
6. The students will create a dance following the dance path, using the learned and demonstrated rhythm, movement, and motor skills.

Assessment(s) for Lesson

The teacher will assess students by using informal observations of the demonstration of the public performance of a sports dance using the taught rhythm, movement, and motor skills.

Teacher Notes

1. **Keep the number of participants in each group under four.**
2. **Emphasize that each member must perform.**
3. **Check sound equipment**