

Lesson Plan Template

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| Grade: 9-12 | | Subject: Physical Education | |
| Materials: Golf clubs, Tennis balls, Foam golf balls, Hula hoops | | Technology Needed: Video board, and cell phone | |
| Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list) | | Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: | |
| Standard(s) S1.H3.L1* Demonstrates competency in one or more specialized skills in fitness activities. S4.H2.L1* Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (e.g., respect for self and others, knowledge of rules, avoidance of inappropriate language, anger management, etiquette, fair play). S3.H2.L2 Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. S5.H1.L2* Evaluates the health benefits of a self-selected physical activity and proper nutrition. | | Differentiation Below Proficiency: Walk around and give intervention and enrichment Above Proficiency: Walk around and give intervention and enrichment Approaching/Emerging Proficiency: Walk around and give intervention and enrichment Modalities/Learning Preferences: : Kinesthetics | |
| Objective(s) Students will be able to describe the importance of video aid for swinging a golf club. Students will be able to look at their swing and compare it to a professional golf player. Students will be able to describe the health benefits for the game of golf. Bloom's Taxonomy Cognitive Level: Knowledge, Comprehension, Application, Analysis, and Evaluation | | Classroom Management- (grouping(s), movement/transitions, etc.) Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Student expectation will be the same as it has been all week with the golf equipment. | |
| Minutes | Procedures | | |
| | Set-up/Prep: Put all equipment and set things up before class | | |
| 5 | Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Introduce what we are doing in class today (Record your golf swing, and then golf cornhole) Have students pay attention to video board as their will be a new golf video for them to learn from. Once video is over take class outside and explain to students what is expected | | |

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| 10 | <p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • Have every student pick out a golf club and either three tennis balls or three foam golf balls. • Every group will go to a set of hula hoops I have set up • Sometime during the time outside you will need your partner to video your golf swing • What we are doing is golf cornhole, so you will be on one side of the hula hoop and your partner will be on the other side • It's just like cornhole where you take turns. • Scoring if you make it in the hula hoop you get three points, if you are one to two feet away from the hula hoop it is one point. • Once all the golf balls are hit by both people you walk across to the gather your golf balls and you hit them back. • The video of yourself is homework for the week. You will watch your video and upload it and compare it to a pro golfer. Tell me what similarities you have and what can you improve on. Submit this on google classroom. | |
| 25 | <p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Have students play golf cornhole | |
| 5 | <p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Have students pick up all equipment and put it back • Ask if they have any questions about the video assignment • Go back inside | |
| <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>I will be assessing students through observations.</p> <p>Consideration for Back-up Plan:</p> | | <p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>The video assignment is the summative assessment as they are comparing and contrasting their swing with a professional.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> |
| <p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> | | |