**Lesson Plan**

Grade/Subject: 10 Unit: Floor Hockey – Fitness Friday Lesson Duration: 60 mins

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**  | **LEARNING OBJECTIVES**(2-3, clear, and measurable)**Students will:** | **Formative & Summative ASSESSMENTS (How will you know they met learning objectives?)**(Observations, Key Questions, Products/Performances) |
| **B10-2** | LO 1 (B10-2): use their heart rate to analyze physical fitness | * **Heart Rate Checks**
* **Observation**
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| **C10-3** | LO 2 (C10-3): demonstrate fair play, follow rules of activity, and shows proper etiquette | * **Daily PACE mark (OF)**
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| **C10-6** | LO 3 (C10-6): demonstrate positive behaviour that shows respect for self and others |
| **D10-3** | LO 4 (D10-3): follow routines, rules, and procedures of safety in a variety of activities  |
| **LEARNING RESOURCES CONSULTED** |
| **Resource #1: Program of Studies** |
| **MATERIALS/ EQUIPMENT/ SET UP** |
| * Music
* Fitness Letter Exercises
* Volleyball
* Cones
* Hula Hoop
* Popsicle Sticks
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| **PROCEDURE** |
| **Introduction** (5 min.)**:** |
| ***\*Students change then sit in attendance rows******Attention Grabber****:* What did you think of the stations last class? Did they help you improve your skills? Explain my expectations with FREEZE. What does it look like? ***Expectations for Learning and Behaviour:***Follow rules of the gym and rules set in place by Mrs. Dodgson ***Safety:*** * Do not go on the bleachers
* No obstructions in playing area
* Check equipment (is it damaged or broken?)

***Advance Organizer/Agenda****:* Attendance/Warm up, Heart Rate, Chaos, Buffalo, Rock paper scissors race, cool down walk***Assessment of Prior Knowledge****:* Warm up: Kate Andrews Warm up, heart rate – what is it? Why do we need to keep track? ***Transition to Body****:*  Explain target heart rate. Ask students to take their heart rates; is it in the target heart rate zone? 15 = 143.5-184.516 = 142.8-183.617 = 142.1-182.7 |
| **Body** (45 min.)**:** |
| ***What is the teacher doing?******Learning Activity #1:* Warm up** (8:45 – 9:00)* Kate Andrews Warm up
* Fitness Name Exercise

*Formative & Summative Assessments:* Observation, Daily PACE*Specific Learner Considerations:* Have students modify the exercise if they are injured, sick, etc. *Transition to Activity #2:* Awesome job everyone! Have you played Chaos before?***Learning Activity #2:*  Chaos** (9:00 – 9:15)* Since students have played before I will ask them what the rules are. I will correct them or add in rules they missed.
* Explain expectations – I want to see everyone moving, being active, if I see you standing around or not running for your team you have to do a fitness activity of my choice.
* Split students into teams 🡪 get into partners; number off 1 and 2, 1’s on that side, 2’s on this side.
* At first I will observe the students to ensure they are following the rules and participating. Once I see a team dominating or lacking motivation I will join their team and participate with the students.
* Have students check their heart rates after the game. Did you reach your target heart rate? Why?
* Lets make a goal to keep it within the target heart rate

*Formative & Summative Assessments:* Observation, Daily PACE, Heart Rate*Specific Learner Considerations:* If I see students standing around not participating I will ask them to do a fitness activity *Transition to Activity #3:* Freeze! (Check to see if everyone followed rules of freezing), Bring it in! ***Learning Activity #3:* Buffalo Run** (9:15 – 9:25)* Explain game
* Have students get into partners and sit back to back around the volleyball court (red lines)
* Start and stop music
* Tell students the fitness activities (push ups, sit ups, burpees, floor jacks)

*Formative & Summative Assessments:* Skill Observation, Daily PACE, *Specific Learner Considerations****:*** Students can work in partners they choose, Switch up the locomotor skills to give students a break (ex. running, jogging, skipping, walking, karaoke) *Transition to Activity #4:* FREEZE! (Check to ensure students are frozen). Have students face me. (Leave cones where they are) ***Learning Activity #4:* Rock, Paper, Scissors Race** (9:25 – 9:30) * Explain the race
* Set out a hula hoop with popsicle sticks
* Have students al start at the first cone
* When I say go, students need to win a game of rock, paper, scissors to progress to the next cone

*Formative & Summative Assessments:* Skill observation, Daily PACE *Specific Learner Considerations:* Be aware of student’s fitness level. Allow students to walk in between cones to rest then jog the next time*Transition to Closure:* FREEZE! Great job grade 10s!  | ***What are the students doing?**** Students go through the Kate Andrews warm up (4 laps, dynamic stretching)
* Fitness Name Exercise: Students spell there name out with exercise activities. Need at least 8 letters, if your name is not long enough you have to use the letters in your last name
* I will do the exercises to my name to motivate students and ensure they are doing the full 8 exercises (they should not be done way before me)
* Students are split into two teams. One team starts with their backs against the wall on one side of the gym. The other team then rolls the ball towards them for someone to kick it. Once in the air the field team tries to catch the ball, if successful they drop the ball and run to the wall to be safe. While this is happening the team that kicks it sends at least two players (could be more) to run to the other side of the gym. If the ball is not caught the field team needs to retrieve the ball and throw it to hit a running player. If safe, the running/kicking team stays against the wall and play starts again. If they are hit with the ball the field team races to touch the wall to become safe and become the running/kicking team. They other team then becomes the field team. This cycle continues throughout the game.
* After the game students will take their heart rate and put thumbs up if they are in their target heart rate or thumbs down if they are not.
* Students start sitting back to back with a partner. When the music starts students get up and move (use a locomotor skill) around the volleyball court. When the music stops students run around the court until they meet up with their partner, then they sit down back to back. Students are not allowed to back track or cut corners. The students that are last have to do a fitness activity (push ups, sit ups, tuck jumps, mountain climbers, skipping ropes)
* Students start on the first cone, they find a partner and complete a game of rock, paper, scissors. The student who wins progress to the next cone, the student who loses stays at that cone until they have won a game
* Students will run, jog, or walk to the cones
* Once students complete a lap they will pick up a popsicle stick
* The students with the most popsicle sticks at the end of the race are the winners
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| **Closure** (5 min.)**: \* Connect your closure with learning objectives\*** |
| *Consolidation/Assessment of Learning:* Observations, Daily PACE mark*Feedback From Students:* Cool Down: Walk around the basketball court, be aware of your heart rate, I want you to make sure your heart rate is slowing down because we are doing a cool down. Take deep breaths. *Feedback To Students:* Good job today everyone! *Transition To Next Lesson:*  Have a great weekend! I will see you Tuesday!  |
| Lesson Reflections (After you teach):What went well:What can be improved upon:Describe how the students met your lesson objectives: |

**N** = 5 Burpees

**O** = 30 Jumping Jacks

**P** = 25 Calf Raises

**Q** = 30 Crunches

**R** = 15 Push-ups

**S** = 5 Burpees

**T** = 20 Squats

**U** = 20 Toe Touches

**V** = 30 Mountain Climbers

**W** = 15 Crunches

**X** = 10 Push-ups

**Y** = 40 Toe Touches

**Z** = 10 Burpees

**A** = 25 Jumping Jacks

**B** = 15 Crunches

**C** = 15 Squats

**D** = 15 Push-ups

**E** = 30 Mountain Climbers

**F** = 10 Burpees

**G** = 20 Calf Raises

**H** = 20 Squats

**I** = 30 Jumping Jacks

**J** = 15 Crunches

**K** = 10 Push-ups

**L** = 40 Mountain Climbers

**M** = 10 Burpees

**Fitness Alphabet Exercises**