Lesson Planning

PE452 - 2005
Why plan

- Lesson plan
  - Teacher plan
  - Content progression
  - Reminder of purpose
  - Organizer of thoughts
  - Wording of critical tasks/questions
The parts of a lesson plan

Part 1: The Introduction
The introduction of a lesson plan
- should prepare the body mentally and physically
- should be vigorous
- should serve as a review
- should stress continuity of action
- should stress continuous movement
- should include both movement on the spot and throughout the space
- should be individual or in pairs

Part 2: Concept and Skill Development
The concept and skill development of a lesson plan
- should introduce/review concept
- should include discussion to clarify concept if it is new
- should involve application of concept
- should stress continuity of action
- should include exploration, discovery, selection
- in games always includes working with others

Part 3: Culmination
The culmination of a lesson plan
- should stress a consolidation of material covered
In games,
- should stress utilization of games skills and concepts
- should include equipment if it was used in concept development
  - may include students observing others
  - should include relaxation
  - may include putting equipment away
Lesson plan has...

- Task progressions - game, cues, questions
- Management tasks - grouping, roles, routines
- Organization of equipment and space (diagram)
- Phases of a lesson - Intro, skill/concept, culmin.
- Objectives (TSWBA) - CAPS learning domains
- Administration - Register, jewelry, announcements
- Evaluation (Outcomes) - Closure, question CAPS.
What else does a lesson plan need?

- Grouping strategies
- Use of space – diagram
- List of Equipment and materials

- Teaching Style – Command, Practice, Reciprocal, Self-Check, Guided Discovery, Problem Solving
How can you get students to understand key concepts?

- Consistency and positioning - Badminton
  “Where do you go after sending the birdie?”

- Keeping Possession - Basketball
  “Where do you go after passing the ball? (Space)”
  “Where do you go when your team has the ball?” (Space)
  “When do you pass the ball?” (Time)
  “How do you send the ball for partner to receive?” (Force)
Final elements of a lesson plan

- Objectives (CAPS)
  - Psycho-motor (Movement)
  - Cognitive (Active lifestyle)
  - Affective (Personal and Social responsibility)
- Administration
- Evaluation (Outcomes) - Closure
Lesson Plan Formats

- Multiple formats
- Teacher Preference
- Professional record of progress
Summary - lesson plan has...

- Phases of a lesson - intro, skill/concept, culminating.
  
  **Movement tasks**
  Task progressions - game, skill cues, refinements questions.

- **Management tasks**
  - Management tasks - grouping, roles, routines.
  - Organization of equipment and space (diagram).
  - Administration - register, jewelry, announcements.

- **Learning intents**
  - Objectives (TSWBA) - CAPS learning domains.
  - Evaluation (outcomes) - closure, closing questions.
Teaching Behaviours

- Time on Task
- Management and Organization
- Demos
- Feedback

Web Resources
http://www.educ.uvic.ca/Faculty/thopper/WEB/452/PE452web.htm
# Peer Teaching Feedback Sheet – PE452

<table>
<thead>
<tr>
<th>Hints</th>
<th>Hurrahs</th>
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<tbody>
<tr>
<td><strong>Organization, use of space and Groupings</strong></td>
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<td><strong>Task Progression</strong></td>
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<td><strong>Refinements (B, S, E, &amp; R) and feedback</strong></td>
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<td><strong>Teacher Presence and Positioning</strong></td>
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<td><strong>Pace, time on task and other thoughts</strong></td>
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<td><strong>How were my learning domains challenged?</strong></td>
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Systematic Observation - Time Management

<table>
<thead>
<tr>
<th>KEY</th>
<th>Teacher Talk</th>
<th>Management/Organization</th>
<th>Student Engagement</th>
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<tbody>
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<td>Min. 0</td>
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**NOTES**
- Intro: Easy
- Management: 1
- Warm-up: Organization
- Warm-up: Running
- Game Explanation
- Game Explanation
- Game Explanation
- Game Explanation

**TOTAL TIME** = 20

**Talk Time** = 6 1/2 min. 35%

**Management/Organization** = 3 min. 15%

**Student Engagement** = 10 1/2 min. 55%
**Systematic Observation - Time Management**

**KEY**
- T = Teacher Talk
- M = Management/Organization
- S = Student Engagement

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<td><strong>S- 70%</strong></td>
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**NOTES**
- Object: avoid hand passes
- Responsibility of ball holder: patience, don't force pass, communicate with receivers
- T - receiver, off-ball movement, te create high % passing lane
- M - moment of who has ball
- S - communicate with passer
- The above should facilitate decision making.

**TOTAL TIME = 115**

**Talk Time**
- Management/Organization = 12 min. 28%
- Student Engagement = 30 min. 66%

Next progression had students apply these concepts using a variety of different implements: sticky stick, frisbee, soccer ball, basketball. Good done of new spatial aspects of supporting passer, finding space & quick off-ball movement. Transfer between several invasion games. 15% T 5% M 80% S.