

PHYSICAL EDUCATION PRAC: LESSON PLAN

The following lesson plan is an example of how I conduct lessons outside of the classroom in a practical class. This particular prac was directed at a year 7 class.

Year 7 PE Prac – Lesson Plan

Date of Lesson: Wednesday 14 th March	Duration Of lesson: 68 minutes	Class size: 18	Year Level: 7	Location: Oval
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Topic: Athletics

Focus: Javelin

Student Learning Objectives:

- Gain an understanding of the technique specific to javelin, and how this differs from a normal throwing technique.
- Develop javelin throwing skills to the point where they are comfortable and confident to perform this event outside of a physical education class (e.g. school/district/zone athletics competitions).
- Engage in a variety of different activities (including team activities) that act as progressions towards correct javelin throwing technique as well as maintaining moderate-vigorous levels of physical activity.

Personal Learning Objectives:

- Ensure maximal participation and involvement by catering for students of all abilities.
- Get to know students – abilities, backgrounds, interests (as this will be first time teaching them).
- Establish class expectations and ensure students and teacher are carrying out their behavioural roles in the class.

Connection to VELS

<u>Level</u>	<u>Strands</u>	<u>Domains</u>	<u>Dimensions</u>
5	Physical, Personal and Social Learning	<ul style="list-style-type: none"> ➤ Health and Physical Education ➤ Interpersonal Development 	<ul style="list-style-type: none"> ➤ Movement and Physical Activity ➤ Working in Teams

Key elements of standards to which lesson is focused:

- Students proficiently perform complex movement and manipulative skills.
- They maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity.
- They combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance.
- They reflect on individual and team outcomes and act to improve their own and the team's performance.

Assessment Criteria and Method of Evaluation

Standards

They combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance.

Assessment Criteria

Students demonstrate improvement in throwing distance as a result of skill development activities.

Evidence

Recordings of throwing distances before and after skill development activities.

Other Assessment Strategies

- Direct observation
- Checking for understanding
- Peer assessment

Equipment

- 40 cones (10 white, 10 yellow, 10 red, 10 blue)
- 8 tennis balls
- 20 beanbags
- 10 javelins (different weights for boys/girls)

<i>Stage Of lesson/ Diagrams</i>	<i>Task</i>	<i>Time</i>	<i>Teacher Action/ Key Teaching Points</i>
Stage 1- Introduction	<p>Introduction to lesson will take part in the gym before the commencement of practical activities on the oval. During the introduction, the teacher will inform students of the following:</p> <ul style="list-style-type: none"> - Outline of today's lesson structure and objectives. It may also be beneficial to identify students' prior knowledge and experience in athletics (javelin in particular). - Reiterate rules and expectations – i.e., appropriate uniform, whistle means?, participation from everyone, etc. - Outline safety considerations – i.e., javelins can be very dangerous, must follow instructions – there will be no warnings! 	5mins	<p>Check students' uniform and follow through with uniform policy for PE.</p> <p>Assess student prior knowledge and experience in athletics.</p> <p>Ensure students are familiar with the outline, expectations and objectives of today's class.</p> <p>Check for understanding.</p>

	<p>Put students into pairs and line up along line in centre of oval. Stick a javelin in the ground in front of each pair and ensure they do not touch javelin until asked. Take student through the following progressions for learning javelin technique:</p> <p>1/ Face forward, stand with one foot in front of other (opposite foot to throwing arm) and hold javelin beside ear (angle the javelin towards the ground). From this position, throw the javelin into the ground, getting a feel for how the javelin sticks into the ground.</p> <p>2/ Complete same process but with arm further back and tilt the javelin upward on a 35 degree angle. Aim to stick javelin into ground.</p> <p>3/ Stand side-on, throwing arm held behind chest (with arm straight), keep tip of javelin at eye-level. From this position, work sequentially through body to produce maximal force (i.e. turn hips, chest, shoulder, elbow, and hand respectively).</p> <p>Ensure both partners have had at least 5 throws with each step before moving on to the next progression.</p> <p>Activity 3 – Javelin run-up relay:</p> <p>Split students into 3 groups of 6 (same students as in warm-up relay). Each group should have 3 members lined up on the start line, and 3 members lined up on the finish line facing each other. When the teacher yells ‘go’ students must run forwards to the half-way line (marked by cones) and then from the half way line to the finish line they must run sideways with their legs crossing over (like the run-up for a javelin throw).</p>	<p>12mins</p>	<p>Reiterate rules about safety – reinforcing that no warnings will be given (students will simply sit out if not using javelins properly).</p> <p>Ensure all students throw javelins at the same time and that no one is to retrieve their javelin until all javelins have landed.</p> <p><u>Key Teaching Points:</u> Ideally release javelin on 35 degree angle.</p> <p>Arm held out <i>straight</i> behind body.</p> <p>Keep elbow high</p> <p>Follow through in throw</p> <p>Activate all body parts sequentially (hips, chest, shoulder, elbow, hand).</p> <p>**Ensure feedback is provided ** Ask students to provide peer assessments or feedback on technique (as they are working in pairs).</p> <p>Demonstrate correct running technique for javelin run up.</p> <p>Provide feedback throughout relay.</p> <p>Ensure all students are performing correct side-run in the second half of their leg.</p> <p><u>KTP's:</u> Keep legs straight in side-run. Long strides in side run.</p>
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	<p>Once at the finish line, they must tag their partner who will complete the same process on the way back to the start line. This pattern will continue in the relay until all team members have run and are sitting in a line.</p> <p>Activity 4 – Adding run to javelin throw:</p> <p>Line up along centre of oval in same pairs as ‘activity 2’. Ask pairs to take turns to practice run-up one more time before doing it with javelin (except this time pretending they are holding a javelin). After practicing the run-up they will then be asked to perform the whole run-up and throw with the javelin. All students must complete this run-up/throw at the same time before retrieving their javelin and passing it to their partner. Rough distances can be measured by the different lines of cones on the oval (i.e. white cones = 10m, yellow = 15m, red = 20m, blue = 25m). Compare these distances to initial throws.</p>	10min	<p>Ensure students are coordinating run-up and throw together.</p> <p>Provide feedback on KTP’s:</p> <ul style="list-style-type: none"> - Side run = long strides, straight legs. - Straight arm held behind body before throw. - Elbow kept high. - 35 degree angle of release. - Follow through <p>Ensure students are providing assessment and feedback on their peer’s performance.</p> <p>Ensure students are performing activity safely.</p>
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