# 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:	Duration Of lesson:	Class size:	Year Level:	Location:
Wednesday 14 <sup>th</sup> March	68 minutes	18	7	Oval

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	➤ Health and Physical Education	<ul><li>Movement and Physical Activity</li></ul>
Social Learning	<ul><li>Interpersonal Development</li></ul>	<ul><li>Working in Teams</li></ul>	

### 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			
<u>Standards</u>	Assessment Criteria	<u>Evidence</u>	
They combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance.	Students demonstrate improvement in throwing distance as a result of skill development activities.	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)

Stage Of lesson/ Diagrams	Task	Time	Teacher Action/ Key Teaching Points
Stage 1- Introduction	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:	5mins	Check students' uniform and follow through with uniform policy for PE.
	- 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).		Assess student prior knowledge and experience in athletics.
	- Reiterate rules and expectations – i.e., appropriate uniform, whistle means?, participation from everyone, etc.		Ensure students are familiar with the outline, expectations and objectives of today's class.
	<ul> <li>Outline safety considerations – i.e., javelins can be very dangerous, must follow instructions – there will be no warnings!</li> </ul>		Check for understanding.

Stage 2 –Warm up	Relay game (Rock, Bridge, Castle): Students are split into 3 teams. Each team lines up next to each other at the start line. When the teacher calls 'go', the first member of each team runs to the first line (marked by cones) and crouches into a tuck shape (to form a 'rock'). The second team member will then run and jump over the 'rock' to the second line and hold a front support position (to form a 'bridge'). The third runner from each team will then jump over the 'rock', crawl under the 'bridge', and run to the third line and stand with their hand in the air (to form a 'castle'). Each team member remaining in the line will then take turns to jump over the 'rock', crawl under the 'bridge' and run around the 'castle' and back to the start line. The first team to complete this relay win.	10mins	Ensure all students are participating in the game  Monitor game – enforcing rules and ensuring there is no cheating from students.  Determine a handicap for round 2 of the relay (based on results from round 1, i.e. winners are held back 10seconds).
Stage 3 – Javelin progressions	Activity 1 – Throwing competition:  Students are split into 2 groups and stand behind designated line (similarly to relay start). From this line, or 'start zone', students will take turns to throw a beanbag into the coned zone (which is marked 20m away from start zone). If the beanbag lands in this small zone (3x3m), they gain 5 points for their team. If the beanbag misses the zone, they are required to throw their beanbag back from that point into the start zone (also 3x3m) to gain 3 points for their team. Whichever team gets the most points wins. Play this activity 3 times.	10mins	Explain the instructions of the activity. Perhaps provide a demonstration.  Check for student understanding.  Tally the team's scores – do not let students tally their own scores, cheating may occur.
	Activity 2 – Javelin basics:  Students to be seated along the cricket pitch. Explain and demonstrate correct javelin throwing technique. Ensure the skill is broken down into segments to make it more achievable for students.	15mins	Check for understanding. <i>Questions:</i> Can anyone think why javelins had to be made heavier at elite level competition?

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:

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.

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.

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).

Ensure both partners have had at least 5 throws with each step before moving on to the next progression.

## **Activity 3 – Javelin run-up relay:**

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.

Reiterate rules about safety – reinforcing that no warnings will be given (students will simply sit out if not using javelins properly).

Ensure all students throw javelins at the same time and that no one is to retrieve their javelin until all javelins have landed.

#### **Key Teaching Points:**

Ideally release javelin on 35 degree angle.

Arm held out *straight* behind body.

Keep elbow high

Follow through in throw

Activate all body parts sequentially (hips, chest, shoulder, elbow, hand).

\*\*Ensure feedback is provided \*\* Ask students to provide peer assessments or feedback on technique (as they are working in pairs).

12mins

Demonstrate correct running technique for javelin run up.

Provide feedback throughout relay.

Ensure all students are performing correct side-run in the second half of their leg.

<u>KTP's</u>: Keep legs straight in side-run. Long strides in side run.

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.

# Activity 4 – Adding run to javelin throw:

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 = 10m 25m). Compare these distances to initial throws.

10min

Ensure students are coordinating run-up and throw together.

Provide feedback on KTP's:

- Side run = long strides, straight legs.
- Straight arm held behind body before throw.
- Elbow kept high.
- 35 degree angle of release.
- Follow through

Ensure students are providing assessment and feedback on their peer's performance.

Ensure students are performing activity safely.