5 mins.	5 mins.	mins.
Practice Task 3: 3v2 <i>Teacher will gather students to explain and demonstrate the next practice task, with the help of 10 students.</i> -two goals set up about 30 yards apart -two teams, one on offense and one on defense to start -three lines of offense behind each goal and a line of defense on the side	 -one stands about 10 yards in nonr of the goal with his/her back to the goal line of students stands 10 yards from the target person facing the goal, they will start with the balls -first person in line will pass the ball to the target person - target person will pass the ball to his/her right or left side, returning it to the passer - person that started with the ball will then receive the pass and take a shot on goal -rotation: shooter, target person, back of line Practice Task 2: 1v1 <i>Teacher will blow whistle to get attention of students and explain and demonstrate the transition to the next practice task with the help of one group</i>. -line of students l8-20 yards away facing the goal (offensive players) -first defensive player will pass the ball to the first person in line of offensive players -once pass is received, the defensive player will come out and play passive defense on the person receiving -offensive player tries to beat the defender and take a shot on goal -rotation: switch lines after each turn - progression: make defense active 	Teacher will explain and demonstrate with the help of 3 students.
Key: = defensive player = ball (flip page for task 3 diagram)	 student -soccer ball -path of ball -path of student 	~
4 PUGG goals 10 soccer balls 15 pinnies	4 PUGG goals 20 soccer balls 4 cones	20 soccer balls 8 cones
	see it the students are completing shots. Teacher will provide feedback to students to aid them in increasing their accuracy if needed.	will monitor each group to

1-C	3-A
min.	mins.
Game 2: Black Kiwis v. Undecided Who v. No Names Refs: Gregory's Conclusion: <i>Teacher will gather students to recap the lesson focus.</i> -ask what part of the foot should never be used for a shot and what part should be used for accurate placement of a shot -ask what strategies worked during games to create open shots	 -first two defenders will go in, while the first three offensive players will try to advance the ball and take a shot on goalwhen a goal is scored or ball goes out of play, the offenders will get in line behind the other goal and the defenders will get back in line -two new defenders will come in while the first three offenders on the other side will attack -offense and defense will switch after several minutes -offense and defenses to split them up into their sports education teams and then explain where each team is playing. -teams will play 5v5 for 4 minutes -1 point for a shot between the cones and the side of the goal, 2 points for a goal made in the goal SNO Names v. Undecided Refs: Who
T T SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS	Key: = offensive player = defensive player = ball
	4 PUGG goals 15 pinnies 2 soccer balls
1-C: Teacher will call on students to provide a strategy that was used during game play.	3-A: Teacher will monitor all games to ensure that students are cooperating with their teammates and getting along nicely.

1-P min						2-C min	1-P 1	Obj. Time	Perf. Est.	Standard s	Standard S	Standard : fitness and	PA Standa	3- A: TLW	2-C: TLW \	1-P: TLW \	Student B	Unit Title:	Grade:
Modified Game 1 4v4 drill					then introduce the first modified game.	n The teacher will an over the importance of creating space and	Introduction	ie procedures, cues, etc.		Standard statement: Identify and apply practice strategies for skill improvement.	Standard Statement: 10.5.9.C	Standard statement: Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goal.	PA Standard: 10.4.9.A	3- A: TLW work cooperatively and respectfully with their classmates during the drills and game.	2-C: TLW will understand why creating space is important.	1-P: TLW will be able to move to create space 2 out of 3 times.	Student Behavioral Objectives:	Soccer Lesson Topic: Creating Space	No. in class: <u>26</u> School: <u>Lock Haven University</u>
	0 0 0 0			1	◆ = Ball	= Teacher	Student	Diagrams	Class organization, Formations,	ent.		pmentally/individually appropriate		e drills and game.				Date:	Teacher:
13 pennies	cones	balls	26 Soccer					References	Materials &			and support a						-	Co-op Initials:
Can students move to create space.				space.	we can create	have an idea how	See if students	Objective	Evaluation of Each			chievement of person						Time: <u>30 minutes</u>	nitials:

				3-A	1-P							3-A	- 1-P				
					10							7	min				
	 The other teammate will move to create space 	 The defender will be active trying to get the ball 	 Student will call for the ball and receive a pass from teammate 	 Student will move towards teammate and receive a pass. 	2v2 drill	Practice Task 2	The teacher will gather students and introduce the second practice task.	pass the ball to them	 The student will open their body up by turning to look for the other teammate who is open and 	 Student will receive a pass from teammate with a passive defender coming from behind. 	 The student will call for the ball running towards the teammate with the ball to create space 	 The students will get into 4 separate lines 	2v1 drill.	Practice Task 1	The teacher will gather students in a circle to introduce the first practice task.	 Student will try to draw the defender away from the ball to create space for teammates. 	 Student will move away from the ball after they pass.
10		•		••					•		••				•	•	
					Cones	Soccer ball								Conec	Soncer hall		
			в	away trom defenders.	space by moving	able to create						defender.	and how well they get away from their	to look for a pass	Will students turn		

	2-C			1-р	
	1 min			8 min	
Why is it important to create space when playing soccer?	Conclusion The teacher will gather the students one last time and discuss what the students learned	 Students can receive a bonus point if they can successfully complete a give and go or a 1-2 combination 	 Students will by to score as many bound or posses Students must complete at least 3 passes before they can score and you must pass backwards to a defender and then move away from him to create space at least 	Modified Game 2 4v4 drill	trying to get away from his defender The teacher will gather students to go over what they just practiced and implement into the second modified game
		•	•		
			4 Nets	Soccer ball Cones	
understand how to create space.	Receive feedback from students and see if they		format.	Can the students implement what they learned and	

			P-1students split up into their sport ed groups. Students areC-1to first dribble in the space and get used to movingA-13around while controlling the ball. Once students are
			 Practice task 1 Possession in space: 3 squares will be made with
	COLICS		
	12 Turtle		min
	6 orange traffic cones		 Warm up game: Team handball will be played as the warm up game. Handball will have the same rules as ultimate frisbee. Students are to focus on maintaining
	4 pug goals		up game.
	25 soccer balls.	T	 The teacher will gather students around and introduce min the new topic to them before explaining the class periods agenda. The teacher will then explain the focus for class and split students up into teams for the warm
Evaluation of Each Objective	Materials & References	Class organization, Formations, Diagrams	st. Teach me procec
ievement of personal	ind support achi	nentally/ individually appropriate a	Standard Statement: Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.
			PA Standard: 10.4.9 A
veriod	nd of the class p	tain possession of the ball by the er	C1: The learner will learn and commit to memory 2 of 3 ways to properly maintain possession of the ball by the end of the class period
			period.
uring the whole class	ks and games d	vhile completing group practice tas	A1: The learner will cooperate and communicate respectfully with classmates while completing group practice tasks and games during the whole class
		class. (unless physically unable.)	P1: The learner will participate in all practice tasks and games during the whole class. (unless physically unable.)
			Student Behavioral Objectives:
Time: 10:00 a.m.	T	ssession Date: 9/6/18	Unit Title: <u>Soccer Unit 1 lesson 4</u> Lesson Topic: <u>Maintaining Possession</u>

Grade:

No. in class:

25

School: Lock Haven University

Teacher:

Co-op Initials:

	P-1 A-1 C-1	P-1 A-1 C-1	
2 min	6-8 min	min 4	
- Closure/debrief The teacher will gather students around to close the period out by reviewing what the focus of the class period and provide last minute feedback to students.	- End game Modified game where the teams are now in their sport ed groups. Teams must pass the ball 3 times before they score to get a point. The goal is to keep possession of the ball before the team tries to score.	 Fractice task 2 Team keep away: students will be in sport ed groups. Students will use the squares from the last practice task to play keep away. 1 team will start with the ball and the other team will provide 2-3 defenders. Keep away will be played for 1 minute. The defenders will keep count of how many times they get the ball. Once the minute is up the teams will switch roles. Players who are not defending will keep count of the amount of times the defender wins the ball (not just touch it). Goal is for the team to keep possession of the ball for the full minute or as much as they can within a minute. The defending team with the highest amount of take aways will win and the team that lost will do 8 jumping jacks. 	
T Sssssssssssssssssssssssssssssssssssss		1 **** 	



Modified Game: King of the Hill The teacher will have students play a customized modified game of King of	 The teacher will have students understand that the following situations lead to starts and restarts over the course of play". When possession of the ball or puck changes When the ball or puck is intentionally dumped into the corner of the playing field After a faccoff ensues When ensuing players are getting into position The teacher will have students understand different strategies that can be used when starting or restarting a play, such as: "Break-out pass" (will be practiced in the practice task portion of the lesson) D-to-D passing which helps with getting players into proper position Select formations such as the 3-2, 2-1-2, or 1-3-1 **The teacher will ask students if they understand the concept of starting a play.** 	Statute States (S. 1997)	Perf. Est. Teaching Content: each activity explained in detail, teacher Class organization, Formations, Obj. Time procedures, cues, etc. Diagrams New Skill: Understanding the nurnes of Starting/Restarting a play in scccccccccccccccccccccccccccccccccccc	andard: 10.5.9 ard Statement: Identify and apply practice strategies for skill improvement.	Student Behavioral Objectives: 1-C The students will be able to perform the practice tasks and modified games by identifying where to go and what to do during various situations when starting/restarting a play. 1-P The students will be able to determine where to run to and where to pass the ball to make a break-out pass effective.	Unit Title: Floor Hockey Lesson Topic: Starting/Restarting Play (Lesson 3) Date: No
8 cones 2 Hockey Nets (large)		No references, prior knowledge	ations, Materials & References	- 1	ig various situations when	November 8, 2018 7
1-C: The students will be able to work			Evaluation of Each Objective	-	starting/restarting a play.	Time: 35 minutes

			nin 10
 New Skill: Break-Out Pass The teacher will have students come to the whiteboard and take a knee with their sticks on the ground. The instruction will begin a brief visual on what a break-out pass looks like on the whiteboard before having students demonstrate and practice the new skill. The teacher will draw on the board the scenario when a breakout pass would be used. Occurs when a player dumps the ball/puck into the opposing team's zone. 	** The teacher will blow whistle at the end of the activity and have students go to the far side of the gym to the whiteboard where the teacher will explain the break-out pass. **	The teacher will then check for understanding and split students into three different teams (depending on how many people are present in class). The students will be counted off by 3's and will wait for teacher's cue to disperse students. Team one (1) will wear red/green pinnies, team two (2) will wear yellow/purple pinnies, and team three (3) will wear no pinnies. Once the teams are given, Team two and Team three will begin play with teacher's instruction.	 <i>looking for good passes and constant movement by the students.</i> The teacher will ask for two sports education teams to come up and demonstrate the activity. The teacher will have team one stand on one half of the gym where goal one (1) is and the other team stand on the other half of the gym where goal one (1) is and the other team stand on the other half of the gym where goal one (1) is and the other team stand on the other half of the gym where goal one (1) is and the other team stand on the other half of the gym where goal one (1) is and the other team stand on the other half of the gym where goal one (1) is and the other team stand on the other half of the gym where goal one (1) is and the other team stand on the other half of the gym where goal on (1) is and the play off with a faccoff on the side of net on the center line in attempt to win the ball backwards to another teammate and have play ensue. Once a team has won the ball, they will cooperatively work with one another to score a goal on the net that is facing the opposite side of the gym that they start on. The students will try and enter the zone of which their opponent is on and score a goal on the net that is on that sideline will come in and play for whoever allowed the goal. The team that allowed the goal will then come off and wait until the next goal is scored to come back on. The teacher will instruct the students on the following rules: there must be at least three passes before shooting the ball/puck, there will be NO goalies allowed (speeds up the game process), if the ball/puck goes out of bounds then the possession will change, and lastly they will have one minute to score a goal (if they fail to do this, then the teacher will blow whistle and have the team that is on the sideline come in and replace one team).
SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS			O O O O O O O O O O O O O O O O O O O
One dry-erase marker One dry-crase eraser			ball 24 hockey sticks
			determine what to do in order to start or restart a play.

min [®]	4	
 volus stand on the other suc of the net and want for the passing play to begin and move forward with the play. The offense will have the center move down the middle and swing to ownlarever side the ball is being played to. If the ball is played in the right corner, the left wing player will stand ballway into the zone. The other wall and wait for the pass to be completed and them move forward with the play. The tacaber will then show the passes that are made during the break-out pass and show the passes that are made during the service the playes to the right side of the gym, the left defenseman will retrieve the ball/pack and pass it to the left wing player receives the ball, all playes move up the playing field. Once the center that is swinging to their side. Once the center that is swinging to their side. Once the center that is swinging to their side. Once the center that is swinging to their side. Once the center that is swinging to their side. Once the center that is swinging to their side. Once the center that is swinging to their side. Once the center that is swinging to their side. Once the center that is swinging to their side. Once the center indices as well when the ball is in the right the ball's player that is on the wall. Practice Task: Executing a Break-Out Pass Her table will allow the students to help demonstrate the proper execution of the break-out pass. The tacher will the students to use their knowledge and practice the play will start when the tacher and will terrieve the ball so yous played down so students know where the play sight of the the students. The tacher will allow the students to help demonstrate the proper execution of the break-out pass. The tacher will have have defensemen playing for the defense. Provide: The defenseman who is closest to the ball will retrieve the ball may pass it to the winger that 	 on the offensive team would go as where as where the forwards would go. One defenseman would play the ball while the other 	The teacher will have students understand where the defensemen T
4 poly spo 1 hockey b 24 hockey r 2 hockey r (large)) N N	S
4 poly spots 1 hockey ball 24 hockey sticks 2 hockey nets (large)		
1-P: The students will be able to show teacher that they are able to perform a break-out pass by knowing where to run to and which teammates to pass to at the right time.		

Γ

nin 1	10 min
 Conclusion: When the students are at the baseline at the end of class, the teacher will do a short review based off of what they just learned in this class period. The teacher will ask three random students to answer the following questions: When can a start or restart of a play occur? During a face-off, when there is a change in possession, when the ball is intentionally dumped into the corner, etc. What was the name of the pass play that we learned today in class? 	 They will start to move backwards defending the goal as soon as the center receives the pass and begins rush. Once the ball reaches the offensive zone, the offensive team will try and score a goal. It will be their choice to see how many passes they would like to execute before shooting the ball/puck. **Note: The teacher will flip the ball into any corner of the gym so that the forwards and defensemen waiting on opposite sides of the center line will come on to the court and wait for the drill to be finished. This will allow the drill to run smoothly and quickly so that there is little wait time. The students will be practicing this drill for 5-7 minutes in hopes of executing the break-out pass efficiently at least 5 times in that span. The teacher will conduct the drill by having students split off into offensive and defensive lines and will have them practice the break-out pass. At the conclusion of the drill, the teacher will have students come back to the baseline to be introduced to the next modified game. Modified Game: Scrimmage using the Break-Out Pass The teacher will have students play a modified game of floor hockey emphasizing a breek-out pass. The modified game will determine if the students are able to understand what to do to make the break-out pass efficient. The teacher will explain the rules of the modified game as follows: rules are the same as a regular floor hockey game but will start by having the teacher throw the ball into a team's corner and play will start by each out pass, and have your team score without forcing a turnover will reast the the source as a regular floor hockey game but will start by neak-out pass will switch opponents after 2-3 minutes of play depending on time.
SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS	Red Square: Offensive forward Red Circle: Offensive defenseman Blue Circle: Defensive defenseman Basketball: Ball/puck Straight Line: Path of ball (when not handled before/after pass) Dotted Line: Alternate path Blue marker with white dot: poly spot
	24 hockey sticks 2 hockey balls 8 cones 4 hockey nets
	1-C: Using the skills just performed, the students will be able to present their knowledge by showing that they can make a break-out pass effective in a game like situation by determining where to go and who to pass the ball/puck to.

T T o the he next	 Break-out pass When does the break-out pass start? When the ball is dumped into the corner The teacher will conclude by giving positive feedback to the students and allowing them to get a water break before the next lesson.
	T T the he next

		Obj.	Perf.	PA Star	l-Þ	1-C	2	Uni	Gra
	12 min.	-	-	Standard: 10.5.6 ndard Statement:	Studen	Studen	- 1	Unit Title:	Grade:
0. 1		0	Est.	ard: 1 State	ts will	senav ts will			6
Lesson on new skill: Stick-Lift The teacher will briefly demonstrate and explain to students the importance of the stick-lift.	 puck: The teacher will introduce the concept of winning the ball/puck in different situations and how the students are able to take away the ball. The teacher will inform the students where they would want to wir the ball. Off an ensuing faceoff When a player on the opposite team has possession of the ball When a player on the opposite team has possession of the ball When the ball is in your defensive zone The teacher will have students understand why it is important to win over the puck because they would want to play more offensively, with more chances to score a goal, rather than defensively, where they are more at risk for allowing a goal. The teacher will introduce different strategies to being able to win the ball/puck such as: Executing proper faceoff technique Reading passes and intercepting the ball/puck 	procedures, cues, etc.	Teaching Content: each activity explained in detail, teacher	PA Standard: 10.5.6 C Standard Statement: Describe the relationship between practice and skill development.	1-P Students will be able to demonstrate the proper skills that are needed to win the ball/puck in floor hockey through various drills and circumstances.	Student Benavioral Objectives: 1-C Students will be able to identify the necessary skills needed in order to win the ball/puck for floor hockey.		Floor Hockey	No. in class: 24
ift strate and explain to student.	 her will introduce the concept of winning the ball/puck in different s and how the students are able to take away the ball. The teacher will inform the students where they would want to win the ball. Off an ensuing faceoff When a player on the opposite team has possession of the ball When the ball is in your defensive zone The teacher will have students understand why it is important to win over the puck because they would want to play more offensively, with more chances to score a goal, rather than defensively where they are more at risk for allowing a goal. Executing proper faceoff technique Stick-Lift Reading passes and intercepting the ball/puck acher will check for understanding on the importance of winning the puck and what they should do in order to win the puck.** 		ctivity explained in deta	onship between practice	oper skills that are needed to	ary skills needed in order to v		Lesson Topic:	School: Lock Haven Middle School
s the importance	fferent t to win n of the nt to nt to ming			and skill develop	win the ball/puck in 1	win the ball/puck for		Winning the puck (Lesson 6 of	iddle School
	SSSSSSSSS Bas T	Diagrams	Class organizat	ment.	floor hockey throu	floor hockey.		7)	Teacher:
	(Baseline) T T	20	Class organization, Formations,		gh various drills and o			Date: November 29, 2018	·
	No references, prior knowledge	References	Materials &		vircumstances.				¹² Co-op Initials:
		Objective	Evaluation of Each					Time: 25 Minutes	itials: Dr. Everhart
]						

min. 8	min.
 The teacher will begin by asking the students if they understand what happens during Pac-Man. If there are any students that do not, the teacher will explain the general rules of the game of Pac-Man that the students are going to play. The teacher will have students understand the following basic concepts to the game of Pac-Man. The teacher will explain the general rules of the game of Pac-Man. There are three Pac-Man that will start in the center of the gymnasium Anyone who is not a Pac-Man will have a ball and will spread out to seperate parts of the gym. When instructed by the teacher, the students will move around and avoid being "captured" by the people in the center who will attempt to take away the ball The students who have a ball must have their feet on a line in the gymnasium at ltimes The Pac-Man who started in the center must stick-lift the ball from anyone who as a ball and swat the ball away from them must sit where they had the ball swatted away from them, they must students to understand what they must do correctly. After the students demonstrate the activity the teacher will go over some rules before they disperse: Whether the student is a Pac-Man or not, all students must stay on a line at all times If the student loses the ball at any point on accident, they may retrieve the ball but must stay on a line in order to get to the ball 	te t
Circle=Players who have puck and avoid Pac-Man Square=Pac-Man players that will try to stick-lift and swat the puck away from other players	
sticks 20 hockey 4 red colored pinnies	24 hockey
1-P The students will be able to demonstrate to the teacher the proper use of the stick-lift as well as other skills necessary for winning the ball/puck.	1-C The students will be able to understand the new concept of the stick-lift as a resource to when they play the scrimmage at the end of class to use this skill to win the ball/puck.

mi 4	min 5
 Practice Task: Face-Off Once the students have had some practice with face-offs, the students will be able to put this into practice and the teacher will observe the students progress. The teacher will have students split off into groups of three (3) or four (4) and practice the face-offs they just learned and have a member from each group grab a ball/puck. The teacher will have students split off into different parts of the gymnasium and have them work on the face-offs they just learned. For groups of three: One student will drop the puck and have the other two students take the face-off. 	 No student is allowed to go around another student that is string or walking. **The teacher will reiterate the rules pertaining to what happens if they Pac-Man gets the ball and then mandomly select who will be the Pac-Man. As the game is being played, the teacher will look for proper stick-handling to have all students are following rules. When all students the gauls to have all students are following rules. When all students the gauls to have all students be Pac-Man so that they are all able to effectively use the stick-lpf. New Skill: Face-Off The teacher will now show students how to take an appropriate face-off. The new skill we ble to be used for the remainder of the class period as well as other classes in the future. The teacher will remind students of how they are formally taught on the note classes in the future. The teacher will show students where to properly put their hands on the bockey stick and the position they must stand in. The teacher will then students will do by themselves) The teacher will the students face-off to writ the ball/puck backwards. (The students the following different types of face-offs: Sitek-Lift Face-off Win-Li-Dr Pace-off Win-Li-Dr Pace-off In between each face-off being taught, the teacher will alow the students to practice each of the face-off the students to practice each of the face-off the student stop yus the student stop partice face of the face-off the student stop part taget of the face-off
24 hockey sticks 8 hockey balls	24 hockey sticks
1-P Students will be able to use the new skill learned on face-offs to practice adequately and efficiently for upcoming classes and games.	

3	. <u>n</u> 5
nin.	. min
 Conclusion: The teacher will have students put their equipment and pinnies away and have them stand on the baseline of the gymnasium to review the main concepts of today's lesson. The teacher will have students raise their hands and answer the following questions to the best of their ability: What type of face-offs did we learn about today? Tie-up, Stick-lift, Win-it-forward What are some ways that a player can win the ball? 	 the face-off will switch with the person who dropped the puck and proceed to drop the puck. For groups of four: One student will drop the puck and have two other students take the face-off The loser of the face-off will switch with the person who dropped the puck and the player who was watching the face-offs** they will be doing and if there are any questions with any face-offs** they will be doing and if there are any questions with any face-offs** they will be doing and if there are any questions with any face-offs** they will be doing and if there are any questions with any face-offs** they will be doing and if there are any questions the gymnasium and will have a member from each group get a hockey ball and begin the activity. Modified Game: Scrimmage The teacher will allow the students to play a modified game of floor hockey with the concepts of face-offs and stick lifts. The teacher will allow the students get with their sport education teams and get their pinnies for the modified scrimmage of floor hockey. When students are back on the baseline, the teacher will explain the game of floor hockey that they will begin with a face-off as well as after each goal is scored (not when the puck leaves the playing field). One referee from a sport education team sitting out and refereeing will drop the puck to begin play. If a team is able to score off of a turnover then they will receive an extra point (this must include either a turnover or a stick lift to take possession away from the puck). **The teacher will check for understand by asking random students various rules to the game of floor hockey they are about to play. The teacher will split teams off to their respected court by naming the match-ups that are produced as the score off of a turnover then they will be on the face off or a target by a game of floor hockey.
<u>SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS</u>	Square= Player dropping the puck
	24 hockey sticks 2 hockey balls 4 hockey nets 2 gymnasiums
	1-P1-C Students will be put into a game-like scenario where they will identify and demonstrate the skills used in class to win the ball/puck so they are able to help their team score a goal.

12			 ball? Face-off, when the ball is in your defensi when the opposite team has the ball The teacher will conclude the lesson by giving the class po feedback and answer any questions the students may have. 	 Face-off, sti passes What are some circur
	2	μ	 ball? Face-off, when the ball is in your defensive zone, when the opposite team has the ball The teacher will conclude the lesson by giving the class positive feedback and answer any questions the students may have. 	 Face-off, stick-lift, reading and intercepting passes What are some circumstances where you need to win the