O'BRIEN GROUP ARENA

HEALTH AND PHYSICAL EDUCATION LESSON PLAN

YEAR LEVEL & SUBJECT: 7 & 8 Health and Physical Education

NO. OF STUDENTS: 15 - 25 LESSON DURATION: 60 minutes TOPIC/FOCUS: Movement and Physical Activity:

Moving the body, Learning Through

Movement

GOALS AND OBJECTIVES:

Students will be able to:

- Skate forwards, slow down and turn on ice

- Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations
- Practise, apply and transfer movement concepts and strategies with and without equipment
- Modify rules and scoring systems to allow for fair play, safety and inclusive participation
- Modifying rules, equipment or scoring systems to allow all participants to enjoy and succeed

RESOURCES REQUIRED: Skates, Helmets, Football, Bibs

LESSON PROCEDURE

TIMING		STEPS OF THE LESSON	EXPECTED STUDENT REACTIONS OF RESPONSES	TEACHER RESPONSES TO STUDENTS (Including consideration of the need to adapt,	GOALS AND METHODS OF EVALUATION (Including informal and/or formal assessment links to
Event	Tota1		KESI OKSES	reteach or extend)	VCAA)
		Opening:			
2	2	Off - Ice Introduction Once students have their skates on, students are directed to skaters lounge			"Who has skated before?" "Who's been skiing/inline skating before?"
		Coaches demonstrate marching, squatting and stride path off the ice			skating before?

5	7	On - Ice Introduction Students get onto the ice and get comfortable before moving to specified location			
3	10	Coaches demonstrate how to fall down and get back up safely Students practice safely falling down and getting back up with proper procedure	Students will be anxious, scared, excited to go on the ice.	Reinsure students of safety	Goal: Students to be comfortable standing on the ice and minimal falling
2	12	Coaches then get students to practice marching, squatting and stride path on the ice.	Scared, hesitant and uncomfortable	Coaches help students one on one	Goal: Students to fall down and get back up
3	15	Coaches demonstrate how to stop using the snow plough technique.	and uncomfortable	and reassure	safely and independently
		Lesson Development:			
		Activity One:			
2	17	Gather students at one end of the rink on the goal line.			
2	19	Coaches explain and demonstrate two foot snow plough, to teach the students how to stop.	Students should be gaining confidence but	Coaches demonstrate skills; if any students are	Goal: Skate forwards, slow down and stop.
5	24	Students then skate towards the other end of the rink practising this technique, stopping at all of the blue and red lines. Repeat up and back to the original starting position. Activity Two:	still apprehensive.	struggling give one on one assistance.	
		Skid Challenge	Students will be	Encourage students	Goal: To teach students
2	26	Gather students on the goal line.	excited to try this skill. The weaker	to give it a try.	edge control to assist in stopping and turning.
2	28	Coach explains and demonstrates the activity.	skaters may be slightly nervous		stopping and tanning.
5	33	Have students skate forwards towards the other end			

2	35	of the rink. Once they reach the middle red line, students use both skates to slide across the ice creating a skid line in the ice. Red Light, Green Light Students gather at one end of the rink at the goal line. The Coach goes to the opposite goal line.	Students will be excited to play a game on the ice.	Coaches will need to ensure all students are abiding by all the	Goal: Students will be able to practise, apply and
3	38	The Coach then explains the activity. One person (the light) stands at the opposite goal line, facing the rest of the students. When the 'light' turns around with their back to the group, (Green Light) students skate forward. Once the 'light' turns around to face the group (red light) all students have to come to a stop. Those who do not stop immediately have to return to the starting point. Objectives: To reach the 'light' as fast as you can whilst staying in control and stopping.		rules. You may need to repeat yourselves until students understand rules correctly.	transfer movement concepts and strategies with and without equipment
7	45	The student who reaches the 'light' first, trades places to become the new 'light'. Repeat activity if time permits.			
		Closure:			

15	60	Ice Touch Rugby Split students into two teams. Rules: If students are tagged by the other team, they lose possession. Students are limited to three strides when in possession of the ball; gliding is permitted instead of coming to a complete stop. Students must pass the ball after three strides. If they fail to do so the Coach will blow a whistle and they lose possession. No kicking the ball	Students will be excited to incorporate a game they already know into a different environment.	Coaches will need to be firm on the rules to ensure the game runs smoothly.	Goal: Modify rules and scoring systems to allow for fair play, safety and inclusive participation
		If the ball touches the ice, team loses possession. No goal tending. In order to score a goal, the student must perform a handball. Game Modifications: Stop the game after 5 minutes, students are permitted to make changes to rules to allow for fairer play. Examples: - Add an extra ball - Can only pass backwards - Only girls can score - Alternating passes between genders - Students have to come to a complete stop before passing.	Students will be enthusiastic in helping make modifications to the game.	Coaches should assist and recommend game modifications depending on the student's skill levels.	