**Indian Land High School**

**Physical Education/Health**

**Lesson Plan**

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| **Grade Span/Level:**  **Time Frame:****1st Unit:** **Cooperative Games** **Activity:** **Mission Impossiblel Objective:** **The student will be able to demonstrate the ability to work cooperativelyin teams during a Mission Imppossible Game as it relates to the skills of tossing, jumping, walking, communication, teamwork, sportsmanship, and cooperation.**  |
| Physical Fitness Goals**:** **Throwing and eye-hand/eye-foot coordination. Flexibility, coordination, balance and agility.**Fitness Gram: **Yes [x]  No [ ]**  | **PE** **Standards Addressed:** **1-6****Health Standards Addressed:**  |
| Equipment Needed: Jump ropes, hula hoops, spots, pucks, mats, sponge balls, bowling pins, scarfs, scooters, beach balls, trash cans, and frisbees.. |  Space Requirements: Gym |
| Essential Skills: Balance, coordination, flexibility, agility, tossing, jumping, walking, squatting, communication, cooperation, teamwork, sportsmanship. Essential Content Knowledge: Cooperation, teamwork, sportsmanship, flexibilty, tossing, jumping, walking, squatting.. |
| **Activity** | **Description/Process** | **Time** |
| Warm-up | **Jog/sprint, line jumps, shuttle run, push-ups, sit-ups, squats, high knees, a-skip, power skip, bounding, speed rope.** | **5 minutes.** |
| Teacher Demonstration | **The teacher will demonstrate the following: group teams, team strategy, show how to work the equipment across the floor (mine field), inform what to do in case a group has to start over, complete the challengiing levels across the gym floor, and give directions once group is finished. Demonstration of safety andre etiquette.** | **5 minutes** |
| Practice Activities | **Students will work cooperatively in groups of 4 and complete the Mission Impossible Game by going across the gym floor down and back 3 times with their equipment and completing all 3 levels without blowing up in the mine field or having a level become incomplete.** | **45 minutes** |
| Cool-Down | **Superman, standing hurdles, squatted butterflies, sit and reach, trunk lift.** | **5 minutes.** |
| Monitor and Feedback (Formative Assessments)  | **The teacher will walk around the peripheral area giving specific feedback (ex. making positive comments regarding good effort, attitude, teamwork, good communication skills, and fair play. Teacher Observation and Peer Observation.**  | **Throughout the lesson.** |
| Special Needs/Modifications | **Peer buddies, extended time, preferential spacing, colored equipment, smaller equipment, smaller groups, equal groups based on personalities/ethnicity/gender/ability, music-hip hop/Mission Impossible Sound Track.** | **N/A** |
| Integration Elements: | **Literacy Skills:** **Reading and comprehension, interpreting textual information.****Math Skills:** **Counting, angles, geometry, measurement.****Lifetime Appreciation:** **Teamwork, sportsmanship, cooperation, improvement of fitness level, recreational activity, social interaction, family/church/local league participation.** **Health:**  |