**EPE Lesson Plan**

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| **Lesson Title:** EPE Lesson Plan **- Four Corner Soccer Course: EPE 317**  **Designers:** Erin Zinger and Raegyn Fulmek | |
| **Learning Outcomes/Intentions** | |
| **Formal Unit Outcome(s):**  **PE7.8** Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in:   * net/wall games (e.g., badminton, volleyball, tennis, table tennis, pickleball, paddleball)   **PE8.7** Analyze the situational decisions, of self and others, while under the pressure of game play in target games, net/wall games, striking/fielding games, invasion/territorial games, and low-organizational, inventive, and cooperative games to determine the effectiveness of the decisions and to propose options for improvement. | |
| **Understandings:**   * Students should understand what tactics/strategies are and how tactics/strategies contribute to enhance individual and team performance * How strategies can be changed to enhance improvement * That games can enhance understanding of skills | **Modifications:**  - Add more balls to increase challenge  - Use smaller ball to improve challenge of focus on a smaller object such as a tennis ball, etc  - Make square area bigger/smaller, may have to adjust number of players accordingly too  - One student in each of the four corners, acting as a goalie and player.  - Give students more tries to make goals  - Change how students (goalies or other players) contact the ball(s) - with inside of foot, outside of foot, with knee, will fist, with elbow  - Keep score or not. The team that allowed the least amount of goals, wins.  - Make teams accordingly to a variety of methods determined by students.  - Playing area can be marked with chalk or pylons  - Score can be set that players seek to reach. For example, the first team to 10 points wins  - Switch out players to be goalies  - Could use target vs. goalie increase activity level |
| **Variations:**  - Goalie stays at the net but players can move around crossing over ‘sides’  - Students could replace soccer ball with a more bouncy ball and play regular Four Corners  (dribble ball into opponent’s square to force ball to bounce outside of their area)  - Pair teams so that there are two teams working together | **Skills:**   * Kicking a ball with the inside of your foot - **Sending** * **Receiving** ball from peer * **Teamwork** with peers to work towards scoring * Offense and defense practice |
| **“I can . . .” statements:**   |  | | --- | | **PE7.8 indicators? a. Communicate, with clarity and correctness, the terminology associated with the tactics of selected net/wall and striking/fielding games while participating in practice and game situations.** | | **I can use correct words related to the game situation to describe strategies used in games.**   |  | | --- | | **b. Express reflective insights in response to questions such as "What does it mean to "read the situation" in the context of participating in movement activities?" and "What tactics will be most beneficial to take into consideration in any type of game that involves striking an object?"** | | **I can reflect on my game tactics by answering questions about strategies.** |  |  | | --- | | **PE8.7 indicators? a. Discuss and practise options for strategic choices to use in specific game situations, whether real or created (e.g., what shot to call in a particular curling situation, what team offensive play to use against a one-on-one defence in basketball).**  **I can practice different strategies during game play.**  **c. Practise providing positive critiques of the application of tactical and strategic decisions on the performance of others using pre-communicated self-created and class-created specific criteria (eg., type of serve return used for short serves in badminton, positioning of players on the field based on where the opponents are located on the bases in slo-pitch, when to try to free a prisoner in prisoner’s based, when to play with the feet as opposed to the hands in speedball).**  **I can use positive language when using strategies and playing in games with self and others.** | | | |
| **Assessment Evidence** | |
| **Formative Assessments (Assessment for Learning):**   * Observations of students * Circulating around to students | |
| **Summative Assessments (Assessment of Learning):**  N/A | |
| **SAFETY** | |
| Students should be aware of personal surroundings and where others are in relation to oneself. | |
| **Materials** | |
| - At least one ball for Four Corner Soccer, but can use more as modification  - warm up activities require 10 soccer balls  - Chalk is optional to outline the court area (if outside), otherwise use gymnasium with lines on floor  - 4 Nets or pylons  - Pinnies may be used to differentiate teams | |
| **Learning Plan** | |
| **Set: 3 mins**  Welcome to soccer! Last class we worked on proper handling of a soccer ball and how to pass. How do you pass a soccer ball? Now that we know how to pass, today we are going to start with two activities about offence and defensive strategies, which will lead us into four corner soccer at the end. Who is excited? I know I am!  What’s a tactic?  What’s a strategy? Example.  **Development: 25 minutes**  **Offense game:**  Soccer tag.  Pick 3 people to be it.  Every has a ball except taggers.  Run around within set boundaries. Taggers tag by playing defense. Taggers have to ‘tag’ others by taking the ball away.  Add people to be ‘it’ throughout game to increase challenge.  Tell students to keep in mind the strategies and tactics they use as offense (with ball) or defense (without the ball) because we will briefly discuss afterwards.  **Defense game:**   * [**https://www.youtube.com/watch?v=r-Mbr3Rr1Qc**](https://www.youtube.com/watch?v=r-Mbr3Rr1Qc) Watch 1:15 to 2:30 to get the idea. **Not a relay.**   Students find partner based on month of birthday (January with January) to mix up usual pairings. If more than two people in that month, find someone else to go with from a different month.  Use cones to show the boundary lines of the playing field. Objective of the person without the ball is to get the person with the ball to kick it out of bounds/lose control. No contact is allowed. Objective of the person with ball is to keep ball in bounds and get it past the defense - simulates scoring a goal.  If there’s a group of 3 - the third person, pick if you want to offend or defend. Switch role next time.  When students aren’t playing (changing location, fetching the ball) they should be outside of the boundaries to allow others their space.  \*\* **OR** can do this game twice by having offense focus on their role and discuss it, then defence focus on their role and discuss it. Two perspectives.  Observe for strategies/tactics used and if they work.  What strategies were used? What worked? What didn’t work? If conversation needs prompt, point of observation of strategy used and ask student why they chose to use it and why it worked or not. How did it improve your performance?  **Four Corner Soccer**  How are we feeling about offence and defence? - thumbs up, middle or down.  This is a fun soccer-like game! This game requires a court that is made up of 4 squares. Can use 2 courts. Use cones to mark boundaries. Make sure the players have at least one ball to play with, but you can add more.  The objective of this game is to score goals.  Determine 4 teams. Determine four equal square areas (court). Place a net (or pylons) in each of the four areas.  Goalie defends net and other players try to score on opponent’s net.  Rules:  - Establish court with four equal squares  - Place net/pylons in each of the four areas.  - Decide who is in each corner.  - Start game when everyone is ready.  - Players must kick/etc the ball into an opponent’s net/pylons to score a point.  - Only 4 teams on the court at a time.  - Ball should stay below knee level at all times, unless players agree to use higher body  parts to contact the ball.  During 4 Corner Soccer - have students pause to ask questions about strategies and tactics. What worked well? What strategies did not work well? How did the strategy used improve your performance?  **Closure 4 minutes**  What strategies worked well?  Were the strategies individual, partner or team strategies? What strategies didn’t work well? How could you improve the strategy or successfulness of?  How did others’ instructional strategies help your performance? | |
| **Reflection** | |
| Questions to consider for each teacher:   * What did I do well? * What can I improve on? * What were my professional or personal challenges that I experienced? * What goals do I have going forward related to PE? * How can I improve on my weaknesses with practical solutions? * How does the activity/lesson align with my principles and values? * What may some future PE teaching challenges be? How can I prepare for these? How can I overcome them when they occur? * What sets the tone for the PE class? * Did I use the number of students in a purposeful way? (this one confuses me from my notes) * How did I gauge students’ interest and/or fatigue? What did I do to adjust my instruction accordingly? How did it help/not help? * Was there more play time than teacher instruction time? If not, how can i improve upon this? * Was the content, activity and instruction time appropriate for the skill level of students?   \*Remember to incorporate class readings/ideas in answers | |