

BLOCK PLAN

Preservice Teacher: _____

LESSON 1	LESSON 2	LESSON 3
Teacher: Ryan Blakeslee	Teacher: Ryan Blakeslee	Teacher: Ryan Blakeslee
Teaching Date:	Teaching Date:	Teaching Date:
Lesson length: 55 minutes	Lesson length: 55 minutes	Lesson length: 55 minutes
# of students: 5-6	# of students: 5-6	# of students: 5-6
<u>PSYCHOMOTOR</u> National standard: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. GLO: Strikes an object with a long-handled implement (e.g., hockey stick, bat, golf club, bat, tennis or badminton racket) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow through). (S1.E25.4) <u>Lesson Objective</u> Behavior: Strike an object Condition: towards a target Criteria: from a variety of distances SWBAT: Strike an object towards the target from a variety of distances.	<u>PSYCHOMOTOR</u> National standard: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. GLO: Strikes an object with a long-handled implement (e.g., hockey stick, bat, golf club, bat, tennis or badminton racket) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow through). (S1.E25.4) <u>Lesson Objective</u> Behavior: strike an object with a golf club Condition: towards a target Criteria: from a variety of distances with the correct club	<u>PSYCHOMOTOR</u> National standard: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. GLO: Strikes an object with a long-handled implement (e.g., hockey stick, bat, golf club, bat, tennis or badminton racket) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow through). (S1.E25.4) <u>Lesson Objective</u> Behavior: strike an object with a golf club Condition: over a barrier towards a target Criteria: from the correct distance SWBAT: Strike an object with a golf club over a barrier towards their target from the proper distance.

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	SWBAT: Strike an object with a golf club, towards a target from a variety of distances using the correct club.	
<u>COGNITIVE</u> National standard: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. GLO: Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b) <u>Lesson Objective</u> Behavior: strike an object Condition: towards a target Criteria: from a variety of different distances and directions SWBAT: Strike an object towards a target from a variety of different distances and directions	<u>COGNITIVE</u> National standard: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. GLO: Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b) <u>Lesson Objective</u> Behavior: Strike an object with a variety of golf clubs Condition: towards a target Criteria: from a variety of different distances and directions with the correct club SWBAT: Strike an object with a variety of golf clubs that require different uses of force and direction towards a target from several distances that require a specific club.	<u>COGNITIVE</u> National standard: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. GLO: Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b) <u>Lesson Objective</u> Behavior: Strike an object with a golf club Condition: over a barrier towards a target Criteria: with the correct force and direction from the proper distance SWBAT: Strike an object with a golf club, over a barrier towards a target, with the correct force and direction from the proper distance.
<u>AFFECTIVE</u> National standard: Exhibits responsible personal and social behavior that respects self and others GLO: Works safely with peers and equipment in physical activity settings. (S4.E6.4)	<u>AFFECTIVE</u> National standard: Exhibits responsible personal and social behavior that respects self and others GLO: Works safely with peers and equipment in physical activity settings. (S4.E6.4)	<u>AFFECTIVE</u> National standard: Exhibits responsible personal and social behavior that respects self and others GLO: Works safely with peers and equipment in physical activity settings. (S4.E6.4)

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<u>Lesson Objective</u> Behavior: Strike an object Condition: towards a target from multiple distances Criteria: using the correct cues to remain safe in the PE environment SWBAT: Strike an object towards a target from multiple distances, using the correct cues to remain safe in the PE environment.	<u>Lesson Objective</u> Behavior: Strike an object with a variety of golf clubs Condition: towards a target from multiple distances Criteria: using the correct cues to safely use equipment in a PE setting SWBAT: Strike an object with a variety of golf clubs towards a target, from multiple distances, using the correct cues to safely use equipment in a PE setting.	<u>Lesson Objective</u> Behavior: Strike an object with multiple pieces of equipment Condition: over a barrier towards a target Criteria: following the gym rules and safety considerations to properly use equipment without endangering others SWBAT: Strike an object with multiple pieces of equipment over a barrier and towards a target, following the gym rules and safety considerations to properly use equipment without endangering others
Assessment (what skills or concepts would you assess your students on during the lesson): The skills students will be assessed on is their ability to be cognizant of their personal space within general space and their ability to move an object towards a target from a variety of distances, with their hands and a club.	Assessment (what skills or concepts would you assess your students on during the lesson): Students will once again be assessed on their ability to move throughout general space while being aware of their personal space. They will also be assessed on their ability to safely practice golf swing cues without a golf ball and with a golf ball in their own personal space and hitting towards a target. They will also be assessed on their ability to use different clubs in the correct scenarios.	Assessment (what skills or concepts would you assess your students on during the lesson): Students will be assessed on their ability to recognize the different uses of the various golf clubs in terms of distance and force. Students will also be assessed on their ability to use the correct ABC cues to strike the ball towards the target. Finally Students will be assessed on their ability to strike the ball over a barrier towards a target to mimic a wedge shot.
Instant activity / Warm up activity (name or brief description): Move and freeze warmup	Instant activity / Warm up activity (name or brief description): Move and freeze warmup	Instant activity / Warm up activity (name or brief description): Identifying different golf club scenarios

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Open space with safe zones spread throughout the gym. These safe zones are tee mats or hoops. When the music plays, students need to move throughout the gym. When the music stops students need to find a safe zone and stop on either a tee mat or a hoop. This makes students recognize the safe zones that will be used throughout the following lessons. After this, students will take turns moving out into general space with a partner, one at a time, trying to acquire the most balls possible before time expires.	Open space with safe zones spread throughout the gym. These safe zones are tee mats or hoops. When the music plays, students need to move throughout the gym. When the music stops students need to find a safe zone and stop on either a tee mat or a hoop. This makes students recognize the safe zones that will be used throughout the following lessons. After this, students will take turns moving out into general space with a partner, one at a time, trying to acquire the most balls possible before time expires.	Have multiple stations set up throughout the gym with multiple different distances from the starting point to the target. Have students go from station to station with a partner trying to decide which distances should require which golf club. This will prepare them for this lesson and the following lessons where they will need to use different golf clubs for different scenarios of where the object is.
Brief outline of tasks to teach skills/concepts – What will you do with the students to be sure they meet your lesson objectives? Psychomotor learning domain: We will set up 4 stations, each with a starting point and a target. At each of these stations, students will receive a golf ball and be instructed to roll, bounce, or throw the ball towards the target. Students will do this in	Brief outline of tasks to teach skills/concepts – What will you do with the students to be sure they meet your lesson objectives? Psychomotor learning domain: We will set up 4 stations, each with a starting point and a target. At each of these stations, students will receive a golf ball and be instructed to roll, bounce, or throw the ball towards the target. Students will do this in	Brief outline of tasks to teach skills/concepts – What will you do with the students to be sure they meet your lesson objectives? Psychomotor learning domain: Students will begin by practicing their golf swings and getting comfortable with the motions. After this Students will be given a tennis racket and a golf ball and be instructed to strike the golf ball over a barrier towards

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repetition at all the stations (which will have a variety of distances). After each student has had multiple reps at each station, the lesson will end with a bowling activity where students will need to incorporate the skills they just learned to knock down a target from a distance and begin getting a feel for the golf clubs. Cognitive learning domain: At each station, students will need to use different amounts of force to reach their target. With longer distances, students will be reminded to increase the amount of force they need to use to reach their target and vice versa for shorter distances. Students will also begin to focus on aim and direction with that activity as well as the bowling activity. Here students will need to use aim cues in order to hit the bowling pins and knock them down. Affective learning domain: Students will begin the lesson by playing a move and freeze game where they will need to move amongst their peers and find safe zones. After this, students will need to work with a partner to acquire the most golf balls and return them to their shared safe zone.	repetition at all the stations (which will have a variety of distances). Those who are not actively participating in the station will be using this time to get a feel for the clubs associated with each distance at the stations. Cognitive learning domain: At each station, students will need to use different amounts of force to reach their target. With longer distances, students will be reminded to increase the amount of force they need to use to reach their target and vice versa for shorter distances. At the shorter distance stations, students will be given putters, and at the medium and longer distance stations they will be given wedges. Students will begin to understand the difference in force needed when using a putter and a wedge by associating each club with the station's distance. Affective learning domain: Students will begin the lesson by playing a move and freeze game where they will need to move amongst their peers and find safe zones. After this, students will need to work with a partner to acquire the most golf balls and return them to their shared safe zone. Students will be reminded about the danger of golf balls and why they need to be used	their target. With enough reps, students will start locking in the motions and they will then be given actual golf clubs and be instructed to do the same activity. Students will also begin to get a feel for the chip shot's needed distance. Cognitive learning domain: Earlier in the lesson, students will begin by partnering up, going from station to station and discussing which golf clubs they think each station should require (based on distance). After this, students will get a chance to participate in each station, deciding which golf club they should use for each. Through trial and error, students will begin to gain an understanding of which golf club is best for the force and direction needed to reach the target. Affective learning domain: Students will begin the lesson working cooperatively with others to get an understanding of the golf clubs and how they should be used. As the lesson progresses, students will need to be reminded of the safety considerations when wielding a golf club and always being cognizant of peers as they swing. When striking the golf ball with
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Students will be reminded about the danger of golf balls and why they need to be used carefully.	carefully. When at the stations, students will be reminded of the safety considerations for the golf clubs. Students will be instructed to spread out and make a circle around themselves with the golf club to mark their own personal space. Students will need to keep an eye on their peers to make sure they do not enter their personal space when practicing their golf swings.	the tennis racket, students will need to be reminded of the power that the tennis racket can generate and be warned not to use too much force with that piece of equipment.
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