

PE lesson plans

Social (life) skills



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Erasmus +

O.S.M.F.-ESL project

1st Training Meeting [Cordoba, January 2015]

“It should be just as natural for a Math teacher to use MOVEMENT in the classroom, as for a Physical Educator to have students skip count”

Eric Jensen (2000)

*Learning with the Body in Mind.
Corwin Press: USA, California*



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1st Training Meeting [Cordoba, January 2015]
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Life change 1...



...isolated



ESPAÑA

ITALY

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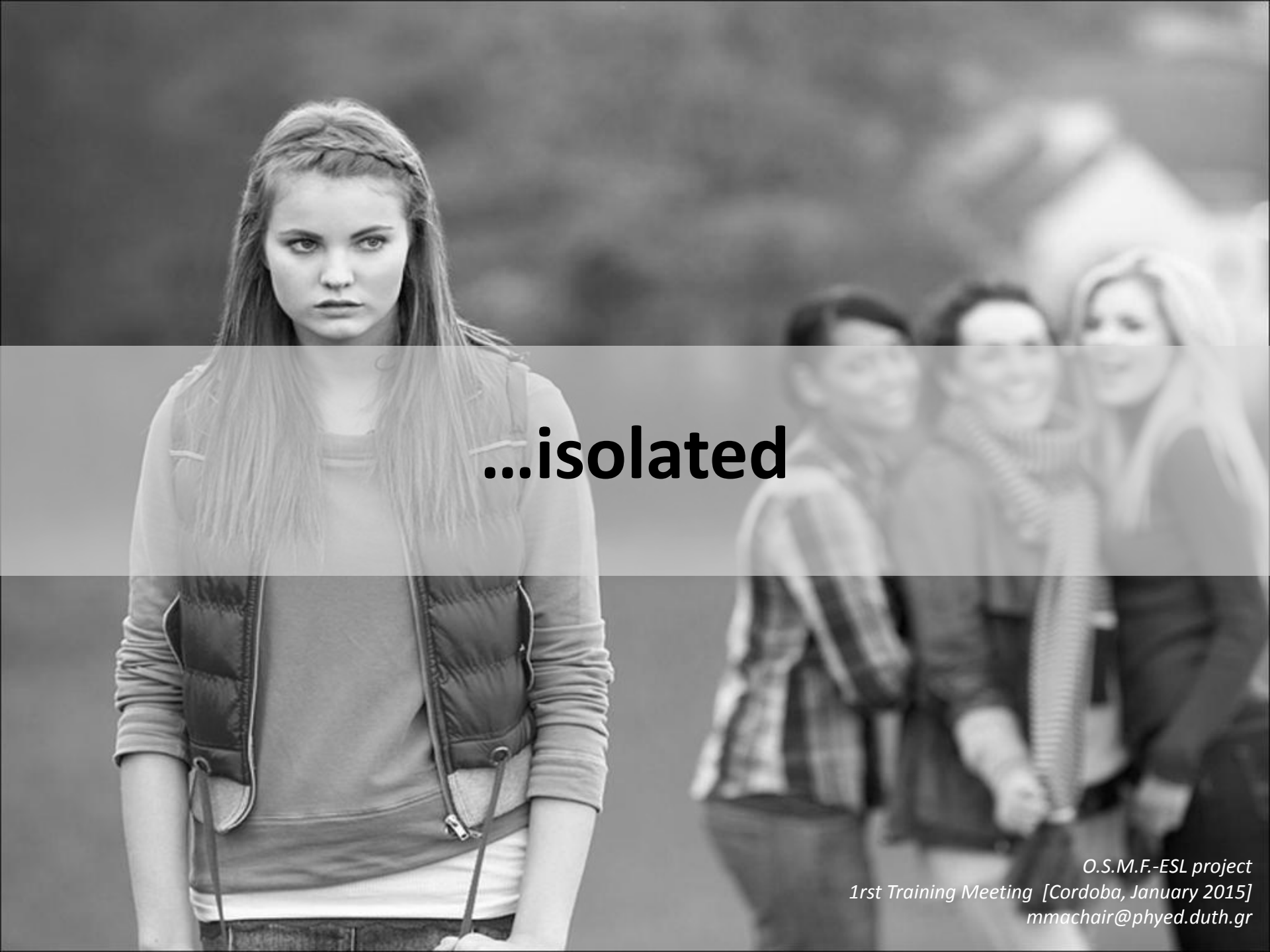
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Life change 2...

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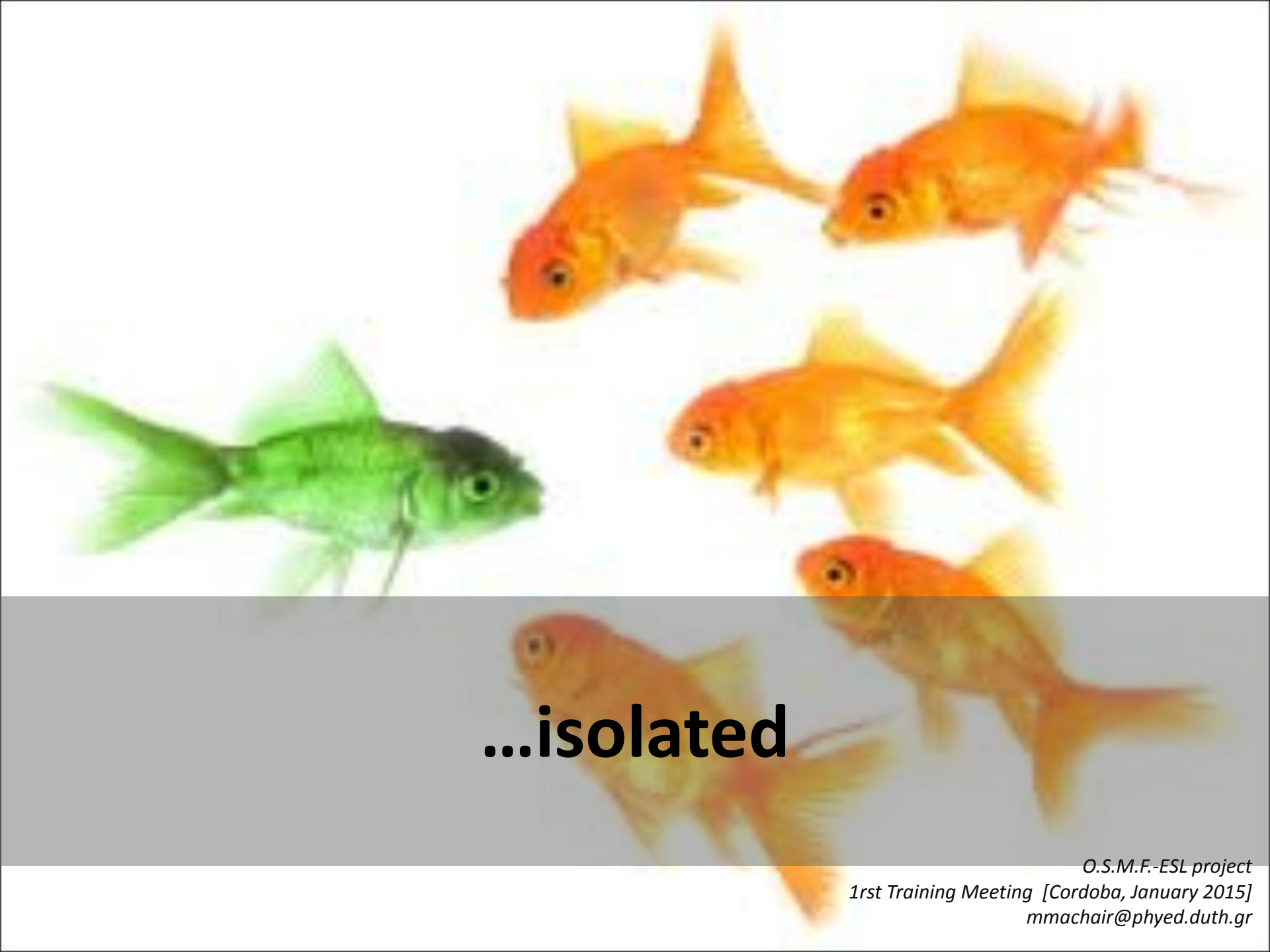
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Life change 3...

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THE GAME HAS CHANGED.



New way of life, new teaching!

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A close-up photograph of two mice. On the left is a brown mouse, and on the right is a white mouse. They are both looking at a single slice of orange carrot that is being held between them. The white mouse is on the right side of the frame, and the brown mouse is on the left. The background is a plain, light-colored surface.

Cooperate & share
Learn about diversity
Accept & respect the difference
Equal opportunities
Self achievement
Bulling

The background of the slide features a close-up photograph of a target with concentric circles. A dart with a gold-colored barrel and blue flights is in sharp focus, hitting the center red bullseye. Two other darts with blue flights are visible in the background, slightly out of focus.

Focus on life skills

Lesson plan 1



Adobe Acrobat
Document

Lesson plan 2



Adobe Acrobat
Document

Lesson plan 3



Adobe Acrobat
Document



*Dr. Judy O' Connell (2012)
Charles Sturt University*

**Release a passion
for learning...**

Lesson: The “Our School, My Future” (OSMF) Game – Find a friend in every station!

Grade level: 1st (12-13y)

Subject: Physical Education

Prepared by: Maria Maheridou (Machairidou)

Overview & Purpose Developing social (life) skills. Knowledge acquisition about the cooperating EU countries and their culture. Understanding and respect people’s diversity and cooperation with all.	Teaching Method Cooperative learning. Teaching style Style B--the Practice Style (modified)*.
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Objectives/targets	Cognitive: Gathering information about, and get familiar with, other EU countries. Physical: Practice running (tempo/form/ direction).	Emotional/moral/ethical: Joyance and feeling of achievement. Cooperation with no exclusions.	Materials & Resources
Activity and Method Description	<i>At the end of the previous PE lesson...</i> Students are forming 4 teams, each consisting of 5-7 players. Every team represents a partner country of the OSMF Erasmus+ project, with the exception of their own country. PE teacher provides each team with a “Question List”, an EU map and some small colored papers (same for all). <i>At home (or at the ICT class)...</i> Students’ teams use the Web to gather special information about the countries they represent in order to find all answers to the “Question List” (e.g. capital city, special food, traditions etc) and they write down each answer in separate colored paper. <i>During the PE lesson...</i> PE teacher creates “Answer Stations” in different places of the school working area (gym, backyard etc) and places a different colored box to each of them. The number of the stations/boxes depends of the number of questions at the list. The papers of all team’s written answers are randomly (but equal in amount) shared		•Colored boxes. •European maps. •Colored paper. •Web.

	and putted in to each station's box. A starting point is placed and each team decides its play order. The player that will run last keeps the team's EU map. In the PE sign one player of each team starts to run to the station he/she likes, find the paper with the first right answer about the his/her team's country, returns to the starting point and give the paper to the player that is responsible for the EU map, in order to be putted to the right place/country of the EU map. As soon as the answer is putted to the map, the second player can start running to the next station etc. The player that is responsible for the map has to run after he/she deliver it to the player that has returned last from a station. The game stops when a team announces that has gathered and placed all answers about the country it represents. PE teacher ask the question of the "Question List" and the players has to give the right answer, according to the information (answers) they have placed to their EU map. If all answers are correct, the team wins the first place of the race. The game continues, in the same way, with the other teams playing. In case that a team has not gathered one (or more) right answer/s from the stations and announce at least one incorrect answer the game stops and there is no winner. The team's players have to return the paper/s with the incorrect answer/s to any station/box and continue playing till they (or some other team) find all their answers correct. The game ends when all the teams have completed their EU maps. The winning team is the one that has first gathered and placed correct all answers about the country they represented.	
Assessment	<i>Cognitive:</i> Repeat the game with the assignment of different countries to the student teams. Do the students remember information that was gathered by the other teams/countries? <i>Physical:</i> Are the students able to demonstrate differential running "qualities" in terms of tempo, movement form (forwards, turn, backwards), direction pick? <i>Emotional/moral/ethical:</i> Which were student's views about the game? Which were their emotions during it? If any, can they recognize their tactical slips during the cooperation? Can they propose possible actions they should have made in order to effectively cooperate?	Additional Notes •The preparation phase can be completed with the cooperation of teachers of ICT and/or Geography. •After the game, set up the completed EU maps in to the students teaching room.

Teacher Guide	•Ensure that, when picked, students are putting back to the boxes papers that contains other team's answers •According to the student's abilities, increase the level of difficulty by a) setting some stations with no answers for each team, b) ask the students to use different forms of movement (e.g. jumping, crawling etc) and c) increasing the number and the difficulty of the questions to the "Question List".	
Summary	This teaching episode refers to a simple, but modified, racing team game. Students' teams are running through different "Answer Stations", trying to gather information concerning the European countries which are cooperating in the OSMF Erasmus+ project and put them together to the each teams' EU map. The teaching is designed to provide the learner opportunities to focus on different attributes along each of the five developmental channels: cognitive, social, emotional, physical, and moral/ethical. It focuses on the acquisition of special knowledge about the EU countries through physical education activities and, at the same time, allows a learner to be an integral part of his/her learning outcomes. The main target is to achieve better understanding and respect to each country's diversities through a pleasant kinetic team game, in order to enchase the effectiveness of cooperation and each student's feeling of achievement to the school team and the OSMF Erasmus+ project's future activities.	
Literature • Hellenic Institute of Educational Policy (2005). Physical Education Studies Programme. Manual for the Physical Education Teacher (Gymnasium, A). O.E.D.B., Athens. • Hellenic Ministry of Education and Religious Affairs (2006). "Kallipateira" Educational Programme. Teacher Manual "All Different All Equal". Multimedia, Athens. • Mosston M. & Ashworth S. (2002), Teaching physical education (5th ed.)-The Spectrum of Teaching Styles*. Benjamin Cummings, San Francisco.		

Lesson: Volley ball for all

Grade level: 2nd (13-14y)

Subject: Physical Education

Prepared by: Maria Maheridou (Machairidou)

Overview & Purpose Developing social (life) skills. Knowledge acquisition about the evaluation of different levels of difficulty. Reinforcement of the decision making skills. Equal exercise opportunity and self achievement. Understanding and acceptance of the difference between peoples' personal ambitions and abilities.	Teaching Method Action (and decision making)-based learning. Teaching style Style D-the Self Check Style (mixed with Style B-Practice and C-Reciprocal)*.
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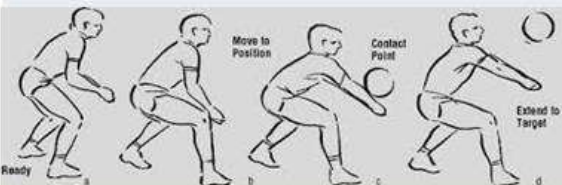
Objectives/targets	Cognitive: Knowing and recognizing (during the exercise) the key-points of the volleyball pass. Physical: Performing (medium level) and exercise the volleyball pass.	Emotional/moral/ethical: Observation and evaluation of personal performance, based on objective criteria. Selection of the most self-suitable level of difficulty when exercise. Fair evaluation of other student's performance. Self achievement (ambition VS ability).	Materials & Resources ●Volley balls. ●Plastic hoops. ●3 kinds of exercise cards/sheets.
Activity and Method Description	PE teacher creates three “Exercise Stations” in different places of the school working area (gym, backyard etc) and places a cone and the proper exercise cards/sheets to each one of them. In each station a different kind of exercise is practiced. At the first station exercise cards n.1 are placed, at the second n.2 and at the third, n.3. [See: figure 1]. The teacher presents the lesson's subject, demonstrates the exercises in each of the three cards/sheets and recommends the way of their use [See: Exercise cards/sheets]. Moreover, he/she explains student's tasks (decide about the difficulty level, try and adjust the level, perform the exercise, self evaluate, peer-evaluate). Students are forming equal 3 groups. Each group starts the exercise from a different station and has to complete the exercise at all three. They move to the next station with the teachers signal.		

	Figure 1. Exercise stations <pre> graph TD S1((Exercise Station 1 - Pass (card n.1.))) --> S2((Exercise Station 2 - Pass [peer exercise] (card n.2.))) S2 --> S3((Exercise Station 3 - Pass [peer exercise] (card n.3.))) S3 --> S1 </pre>	
Assessment	<i>Cognitive: During and at the end of the lesson...</i> Do the students remember the key-points of the volleyball pass? Can they recognize the right forms of movement and propose the necessary corrections? <i>Physical:</i> Are the students able to demonstrate the volleyball pass at an acceptable level (medium)? <i>Emotional/moral/ethical: During and at the end of the lesson...</i> Are the students able to observe and evaluate their personal and others performance at a fairly way? Can they propose possible corrections in order to enhance theirs and others performances? Are they satisfied of their achievement during the exercise, according their abilities in the volleyball pass?	Additional Notes •Motive the students to search the web and find and watch carefully videos of top athletes performing the skill. •Notice the importance of being able to objectively evaluate personal and other's abilities. •Motive students to think about other applications in their everyday life.
Teacher Guide	Move from station to station and... •Observe each student's performance. •Give a fair amount of time for their first attempts and then verify that have choose the most suitable level of exercises' difficulty.	

Teacher Guide	•In case of incorrect performing and/or unsuitable difficulty's level choice, ask to re-read the key-points of the skill to the exercise card/sheet and/or adjust the level of difficulty. •Re-demonstrate the skill when necessary. •Ensure that all students of each team have completed their exercise in one station before giving the signal to move to the next.	
Summary	In this teaching episode students' groups are working at three different "Exercise Stations" (Style B-Practice) that are designed by the PE teacher in order to learn and practice the volleyball pass. In each station, students have to decide and choose their starting personal level of exercise's difficulty (Style D- Self Check). Depending on the station, the exercises are given in a single-working or a peer-working form (Style C-Reciprocal). The teaching is designed to effect learner in each of the five developmental channels: cognitive, social, emotional, physical, and moral/ethical. It focuses on the acquisition of knowledge about the taught skill, the ability to fairly evaluate (self and others) different levels of difficulty and the reinforcement of learner's decision making skills. The main target is to achieve better understanding and acceptance of the difference between peoples' personal ambitions and abilities and to provide all learners equal opportunity to gain the satisfaction of high self achievement.	
Literature • Byra, M. (2006). Teaching styles and inclusive pedagogies. In D. Kirk, M. O'Sullivan, & D. Macdonald (Eds.), Handbook of research in Physical Education (449-466). SAGE Publications, London. • Hellenic Institute of Educational Policy (2005). Physical Education Studies Programme. Manual for the Physical Education Teacher (Gymnasium, A). O.E.D.B., Athens. • Mosston M. & Ashworth S. (2002), Teaching physical education (5th ed.)-The Spectrum of Teaching Styles*. Benjamin Cummings, San Francisco. • Papaioannou, A., Theodorakis, I. & Goudas, M. (2007). Towards a better Physical Education. Christodoulidi Publications, Thessaloniki.		

Exercise cards/sheets

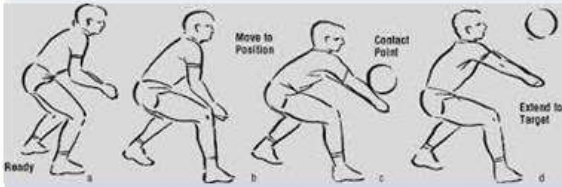
Exercise Station 1 – Pass (card n.1.)

Name:					
Attention to...		Which exercise are you going to perform first? Decide!			
		LEVEL OF DIFFICULTY			
Foot position Place one foot slightly in front of the other, a little more than shoulder-width. Have your knees apart & slightly bended.		1	2	3	4
Hand placement Place one hand "into" another. Have your thumbs lined up, side by side and arms together, straight and away from the body.		Throw the ball overhead and then pass it to yourself, 1 m high (self pass). Complete 10 tries. Note the number of your successful tries.	Throw the ball overhead and then continuously pass it yourself without dropping it (self pass). Complete 10 tries. Note the number of your best try.	Throw the ball high, overhead and 2 m in front of you. Move and pass it to your self (self pass). Complete 10 tries. Note the number of your best try.	Throw the ball to the wall and pass it to your self (self pass). Complete 10 tries. Note the number of your best try.
Ball contact & pass Contact with the ball about 20 cm above your wrists. "Follow" the ball with your hands, foot and body.					
					
I think I can successfully perform ...times		1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
 I've successfully performed ...times		1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

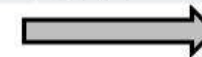
Go to station 2



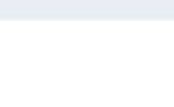
Exersice Station 2 – Pass [peer exersice] (card n.2.)

Names:	Student A:	Student B:		
Attention to...	Which exercise are you going to perform first? Decide!			
	LEVEL OF DIFFICULTY			
Foot position Place one foot slightly in front of the other, a little more than shoulder-width. Have your knees apart & slightly bended.	1	2	3	4
Hand placement Place one hand "into" another. Have your thumbs lined up, side by side and arms together, straight and away from the body.	Student A throws the the ball to the student B. Student B pass the ball to himself (self pass). Role change after 10 tries. Note the number of both student's successful tries.	Student A throws the the ball to the student B. Student B pass the ball to student A. Role change after 10 tries. Note the number of both student's successful tries.	Student A throws the the ball to the student B. Student B first pass the ball to himself (self pass) & then to student B. Role change after 10 tries. Note the number of both student's successful tries.	Student A throws /sets the ball (finger selfpass) to/for the student B. Student B pass it to himself (self pass). Role change after 10 tries. Note the number of both student's successful tries.
Ball contact & pass Contact with the ball about 20 cm above your wrists. "Follow" the ball with your hands, foot and body.				
				
I think I can suucesully perform ...times	A: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 B: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	A: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 B: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	A: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 B: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	A: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 B: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
I've suucesully performed ...times	A: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 B: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	A: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 B: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	A: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 B: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	A: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 B: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Go to station 3



Exersice Station 3 – Pass [peer exersice] (card n.3.)

Throw the ball overhead and then pass it to yourself...	Name of student A			Name of student B			
Control key-points:	Yes	Some times	No	Yes	Some times	No	
1. Foot position One foot is placed slightly in front of the other, a little more than shoulder-width . Knees are apart & slightly bended.							
2. Hand placement One hand is placed "into" another. Thumbs are ined up, side by side . Arms are "together", straight and away from the body.							
3. Ball contact Contact with the ball about 20 cm above wrists.							
4. Pass He/she "follows" the ball with hands , foot and body.							
Info! -Observe the photos carefully and recognize the key points of the exersice. -Evaluate your peer's performance, based on the observed key points. -Note your evaluation under his/her name.							

Go to station 1



Lesson: I've Got the "Power"

Grade level: 3nd (14-15y)

Subject: Physical Education

Prepared by: Maria Maheridou (Machairidou)

Overview & Purpose Developing social (life) skills. Preventing bullying at school environment. Recognition and understanding its possible long-lasting negative consequences.	Teaching Method Inquiry-based learning. Teaching style Role play.
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Objectives/targets	Emotional: Feel the sense of being "powered" and "non-powered".	Moral/ethical: Get emotionally loaded about bullying issues in school environment.	Materials & Resources •Colored brassards (green, red, blue).
Activity and Method Description	<i>1st lesson phase...</i> Students are forming 3 equal groups (green, red, blue) and were the different colored brassards. <u>Step one</u> The green group has all the "power". Students are comfortably seating on chairs, maybe a bottle of water is served to them etc. The green groups' students order the red ones to stay still, all together, having their noses to the wall. Moreover, the green group forbids them to speak, look around etc. At the same time, the students of the green group give several, different orders to the blue ones, as well (e.g. jump in one leg, get us more water etc). <u>Step two</u> After a few minutes the PE teacher stops the action and asks the student's groups to change roles. The "power" goes to the blue group, the green ones are standing still with their noses to the wall and the reds are obeying orders.		

	<u>Step three</u> Group's roles are changing again. The "power" goes to the red group, the blue ones are standing still with their noses to the wall and the greens are obeying orders. <i>2st lesson phase...</i> Students are seating squat round the PE teacher who holds a small ball. A discussion starts on by throwing the ball by the teacher to the first student's hands. When having the ball each student starts to talk about what happened to the game, how he/she felt when he/she had (or not) the "power", how he/she would like to react etc. PE teacher ensures that every student has the opportunity to talk and gives a special focus on student's expression of feelings. <i>3nd lesson phase...</i> Students continue seating squat and one of them holds the ball and starts to talk. When finished he/she throws the ball to a student of one of the opposite groups. The ball is passing form student to student and the discussion continues the same way before, focusing on more practical issues like: Do something similar happens in our everyday school life? Are relationships in the school environment based on "power" and in what extent? Which are the characteristics of students that are likely to feel isolated from the others? Which are the characteristics of students that are likely to act like the "powered" ones acted during the game? How do they propose to deal with such actions? Who is responsible to deal with it? etc. PE teacher ensures that every student gets the ball and providing guidance by "feeding" the discussion with key-questions, when necessary.	
Assessment	<i>Emotional/moral/ethical:</i> Through the discussion during the 3rd phase of the lesson.	Additional Notes •The discussions' conclusions (3rd phase) can be written down and form an "anti-bullying" code. •Set up the "anti-bullying" code in to the students teaching room.

Teacher Guide	•Start the lesson with a statement like “We are going to play a role play-game in which there is no winner” and explain the purposes of the lesson. •During the 1st lesson phase, set the frame of the acceptable level of “orders” to obey for the needs of the role-play game. •During the 2nd and 3rd phase, act as facilitator of the lessons’ procedures. Before starting the discussion, explain that it is not always easy to express our views and opinions, and, moreover, to positively deal with school bullying. But, when present, there are some basic actions we can remember and do (the RAR code: Recognize, Avoid to do, Report).	
Summary	The teaching episode refers to role-play game that aims to help learners to recognize and understand some forms of bullying to the school environment and its possible long-lasting negative consequences to their school mates. Students’ groups are changing roles from “powered” to “un-powered” to the game, in order to get the sense of different feelings. In the final lesson phases, a student-centered discussion is taking place, during which feelings, opinions etc are expressed and conclusions and/or decisions are inferred and/or taken. The teaching focuses on student investigation and hands-on learning. The teacher’s primary role is that of a facilitator, providing guidance and support for students through the learning process. Learners play an active and participatory role in their own learning process.	
Literature • Banchi, H. & Bell, R. (2008). The Many Levels of Inquiry. Science and Children, 46 (2), 26-29. • Hellenic Institute of Educational Policy (2005). Physical Education Studies Programme. Manual for the Physical Education Teacher (Gymnasium, A). O.E.D.B., Athens. • Hellenic Ministry of Education and Religious Affairs (2006). “Kallipateira” Educational Programme. Teacher Manual “All Different All Equal”. Multimedia, Athens. • Teak-Make a Difference. Teaching Methods. Retrieved December 15, 2014 from http://teach.com/what/teachers-teach/teaching-methods		