**Lesson Plan**

**Health and Physical Education**

**Unit Topic**: Lifelong Wellness Through Small Sided Activities (i.e. Net/Wall Games)

1. **Lesson Title**: Agility in Small Sided Games
2. **Grade Level**: 10
3. **Standards/Learning Outcomes (Health and/or PE)**
	1. **Standards:** Standard 2
	2. **Outcomes:** Applies critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms.
4. **Assessment**

**Diagnostic, Formative or Summative:** Pre-Post Self Evaluation (Time)

* 1. Self-Reflection Improved Body Position, how cues describe/explain/improve expected outcomes
1. **Instructional Outline**
2. **Introduction:** Welcome 10, grade.
	1. **Connect:** Last class we applied strategies and tactics to improve performance in net wall activities. What are sometimes in your life where you’ve changed a strategy to be more successful?
	2. What were some strategies that you used last class that helped your performance be successful? Were there any strategies that you were using that were not effective?

**Content Outline:** Improving Footwork and Agility in Small Sided Games

1. Proper warm up for small sided activities
2. Proper warm up for cardiovascular physical activity
3. Good athletic position: Weight on the balls of the feet, feet shoulder width apart, knees bent, low center of gravity, facing the correct direction depending on the game situation, balancing while moving side to side
4. Moving feet quickly based on the dynamic changes to the game
5. Why increasing confidence in skills will challenge students to perform increasingly complex movements
6. **Learning Strategies and Activities:**
	1. **Skill Development**
		1. **\*Explain Importance of the Skill**: Proper warm up: Dynamic movements that relate to the specific activity: Small sided games. Shoulder movements, elbow movements, dynamic movements of the joints through their full Range of Motion.
		2. **Demonstrate Skill Steps: Lesson Focus Skill Steps:**
7. Skills steps for athletic position during net/wall activities: Staying agile
	1. Weight on the balls of the feet, feet shoulder width apart, knees bent, low center of gravity, facing the correct direction depending on the game situation, balancing while moving side to side.
	2. **Skill Application**
		1. Students will practice using the skills listed above: athletic position and using lateral movements and agility during a partner drill activity. (T drill). Dot Drills/Agility Ladder
		2. Teacher or a confident student will demonstrate proper athletic stance, movement, and recovering during net/wall drill activities.
		3. **Formative assessment:** Self-Reflection Improved Body Position, how cues describe/explain/improve expected outcomes
		4. **Skill Application during game play:** Applying proper athletic position and using lateral movements and agility.
8. **Closure:**
	1. Why can increasing confidence in agility skills and enhancing fitness help you perform increasingly complex movements during net/wall activities?
	2. Does improving your skill make you more likely to choose to play tennis, pickleball, or badminton for physical activity? Why or why not?
		1. **Modifications/Extensions:** Students are filmed and timed. Potential to use coach’s eye or other app to analyze and provide feedback.
		2. Adapt activity to students’ abilities: Size of the ball, type of ball, racket, activity space to challenge students at their ability level and allow for student choice and autonomy within their learning experience.
9. **\*Vocabulary:** Dynamic warm up, Movement specific warm-ups, Lateral movements,
10. **\*Materials:** Rackets, activity space, balls, music, timer, cones, nets
11. **\*Related & Resources**:

**\***Use as needed