Chapter 4
Planning for Instruction

Probing Questions

1. Yogi Berra once said, "If you don't know where you are going, you will be lost when you get there." How do you think this statement reflects the purpose of planning?

2. What are the steps that teachers take in the planning process, from identifying the content to delivering the content to children?

3. What do you see as the "critical" elements that must be included in a daily lesson plan?

4. In developing the content, what is the difference in the types of tasks (i.e., extensions, refinements, and applications) presented to children?



"Hmmm ... Maybe it's your backswing. Try slowing down your backswing."

"Failure to plan is the same as planning to fail." This old adage is applicable to all walks of life and all professions. The message it conveys is obvious; that is, if you want to achieve success, you must have a plan in place that clearly outlines the steps needed to meet your intended goals. Likewise, any success you attain in the absence of a plan is certain to be a random event. From boardrooms to classrooms, this message has been received loud and clear, as identifying goals and objectives is now common practice. Indeed, there are entire cottage industries established around helping people and organizations develop plans that help them meet their stated goals. These facts underscore two important points: planning is an extremely important exercise, and planning requires thought.

The need to be able to plan is one of NASPE's (2001) nine beginning teacher standards for potential physical education teachers. Standard 6 (planning and instruction) is used to indicate the need for teachers to be able to plan developmentally appropriate

lessons for children. This standard provides the rationale for understanding the importance of planning to improve the preparation of teachers in physical education.

Thus, the purpose of this chapter is to examine issues relating to planning effective physical education instruction. Specifically, we will devote brief attention to observations about planning as well as linking planning with professional standards and state mandates. In the remainder of the chapter, we provide a comprehensive discussion of the components of a daily lesson plan. By the end, you will know and understand all the elements that are required to be an effective planner of physical education experiences for elementary school children.

Reflective Observations about Planning

Effective teachers are good planners. They have an excellent understanding of the content and know how to organize the teaching environment so that students have a good opportunity to learn. Therefore, planning is a skill that needs to be practiced over and over again. Yet, before beginning the process of learning to plan, there are some things to bear in mind while you travel on your journey to becoming an effective planner. In fact, rather than being told what principles or actions to take, or even what checklist of items to have in place before starting to plan, we feel that the planning process begins with the acceptance of reflective observations discussed in the next section.

Time

Learning to plan effectively takes time. Teachers who plan effective lessons did not gain this ability overnight. In fact, like you, they probably struggled for some time before they learned how to account for all the elements that affect the lesson plan and its delivery. The reality is that experienced planners understand where children are developmentally as well as what types of activities will spark or captivate their interest. They understand when partner or group activities will be valuable and when they have the potential to end in disaster. This ability to construct meaningful lesson plans takes time to develop, requires hard work, and a serious commitment to the planning process. Thus, like any skill, you will become a more effective planner with time, practice, and experience.

Flexibility

You must be flexible. Many classrooms resemble organized chaos in that there are multiple activities or events occurring at one time. For example, teachers might have groups of students working on various art, reading, or history projects in different areas of the classroom. Organizing and monitoring these events takes careful planning. Unfortunately, even the most detailed plans often go awry due to circumstances outside the control of the teacher like a fire drill, a weather warning, or simply the mood of the students.

These unforeseen difficulties would pose problems for any teacher, yet inexperienced teachers seem to struggle more than their experienced counterparts. It has been shown that inexperienced teachers find it difficult to adjust their lesson plan

when things do not go according to the plan, while experience teachers are able to make the necessary adjustments easily (Lee, 2003). Thus, you have to realize that you cannot always be "married" to your lesson plan and that flexibility is a necessity in teaching if you want to ensure a successful lesson.

Diligent

You have to be diligent. As we discussed above, sometimes lessons fail to go as planned due to something not in your control. Other lessons fall short as a result of attempting something new with the children. One way creative teachers try to present content to students is to use a variety of teaching styles such as **guided discovery, inclusion,** or **reciprocal** to enhance student learning. Each teaching style is unique because it requires students to take on different roles and responsibilities in the teaching-learning process (See Figure 4-1).



Figure 4-1. Teachers must use a variety of teaching strategies in their planning

Thus, when you attempt something new or different, you have to understand that sometimes even the best-intended plans are not successful. Yet, just because it may not work the first time, we encourage you to be diligent in your planning as you continue to try new and improved ways of presenting content to students. At this point,

it is important to be able to thoroughly reflect on the lesson to determine where planning needs to be modified or altered in the future.

Individualized

You have to be true to yourself. Planning is an individualized process. Simply put, a plan that works for one teacher may not work for another. A teacher not only has to consider the children in the planning process but must also account for their own strengths and weaknesses. Thus, since the purpose of planning is to guide you in helping students learn, the plan must work for you. You must be comfortable with how the content will be molded and presented to children. This is one problem with securing lesson plans from the Internet or from fellow classmates. Although the plan may be solid, it fails to account for your strengths as a teacher and your ability to deliver the plan as intended. So, stay true to yourself and devise a plan that you feel you can teach with confidence and conviction.

Documentation

Planning is a form of documentation. One important aspect of planning that is often overlooked by teacher educators is the use of planning as a means of documenting what students are learning. The lesson plan provides the necessary evidence to show to administrators, parents, and state agencies the content being covered and how it is being delivered in you class. In our litigious society, the lesson plan then serves as a legal document. The plan can be used as a record of the procedures that were followed by teachers to show that they adhered to sound teaching principles and appropriate content progressions.

In physical education, this is especially important since there is an increased potential for student injury due to the subject matter. Thus, if a child was injured while attempting a forward roll, the lesson plan could be used to show that children where taught how to tuck their head and curve their spine properly, prior to any attempt in executing the skill. Additionally, lesson plans can be kept on file for quick access in the future. In the event that the lesson was taught again, the plan is easy to retrieve, to make the necessary adjustments, and to implement promptly.

State Requirements and National Standards

As you prepare to become a teacher, you will realize that the responsibility and power for overseeing the education of children is delegated to the individual states. In this system, each state creates its own legislation that sets forth the framework for outlining the required content that must be covered in schools. Since each state is free to determine its own curricular content, there is a large amount of variability among states in their laws and resources for education.

In fact, state laws governing physical education are typically very weak (See Table 4-1) with some states allowing recess to count as meeting the state requirement.

Table 4-1. Samples of different state requirements for elementary physical education

STATE	Elementary Physical Education Requirement
Alabama	K-8: Daily physical education for 30 minutes
California	All levels: Time required at grade level varies
Delaware	K-6: No mandatory physical education
Florida	K-8: No physical education requirement
Georgia	K-6: Required 900 minutes per year
Minnesota	All levels: No specific time is identified
New York	All levels: Required 120 minutes per week
Texas	K-8: Time decided by local school districts
Vermont	K-8: Required at least twice a week
Washington	K-8: Required at least 100 minutes per week

Source: Information obtained from the different State Departments websites

Additionally, many states are able to avoid having to employ a certified physical education teacher because the state law is written in such a way that authorizes the elementary classroom teacher to teach the subject matter. In fact, less than half of children in the United States are taught physical education by a specialist (Siedentop & Locke, 1997). This means that classroom teachers, whether they want to or not, will be responsible for guiding children in becoming proficient movers by helping them develop their fundamental motor skills. In simple terms, they will be responsible for teaching the content of physical education.

Planning must be based on the goals and objectives of the program for student learning to occur (Mustain, 1990). Thus, realizing that you may have to teach physical education, the first step you must take in your planning is to consult the state and district curriculum documents for guidance in order to identify these goals and objectives. Most states have a curriculum guide for each required subject matter area such as math, English, social studies, and language arts. If there is a state law requiring physical education, then there should be a corresponding curriculum guide for you to follow. In physical education, these documents are usually closely aligned with National Association for Sport and Physical Education (NASPE) National Standards (See Box 4-1).

Box 4-1. National Content Standards for Physical Education

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

(NASPE, 2003)

Some of these guides at the state and district level are well written and are very detailed, while others give a cursory glance to the content, and thus are not very helpful. If you find yourself in the latter situation, we encourage you to consult the NASPE standards book that will at least help you in identifying some of the content that should be taught at certain grade levels.

Although the curriculum guide is a good place to start, it only addresses what content should be taught and when; it does not include the daily lesson plan needed to teach the content. This is why you need to develop your ability to write quality flexible lesson plans. In the following section, we will detail the critical elements of the daily lesson plan.

Lesson Planning

We might like to imagine a static world that would allow us to devise a single plan that would work for all students in every situation. However, the wonderful qualities of individuality and diversity we see in children make attempting this type of cookie-cutter planning misguided because formula planning is typically ineffective. Actually, teachers who use the recipe approach violate the fundamental principle of teaching, which affirms that the individual characteristics and needs of children must be accounted for when developing appropriate lessons plans.

The daily lesson plan is the guide used to help ensure the connection between teaching and learning is productive. It details the course of action the teacher will take to help students meet the identified lesson objectives/s. While we may not be able to divest ourselves of a mass produced, all encompassing plan, we can devise templates and outlines (See Box 4-2), and adhere to certain outlined principles that address planning as more of a science (steps that need to be taken) and less of an art form.

Box 4-2. Sample of tasks with instructional and managerial aspects.

- Get with a partner (grouping) and stand across from each other at the designated cones (formation). There is one ball per set of cones (equipment). When I say go, I want you to kick the ball back and forth with your partner using a light force until I say stop (instructional aspect of task).

- When I say begin, I want you to travel in general space (space) using your best airplane imitation (instructional aspect of task).

- Today we are going to be working on shooting using a hockey stick while keeping the blade low to the ground. Your first task is to shoot at the low target that is taped to the wall (instructional aspect of task) When I say go, I want you to go get a stick and a puck (equipment) and go stand on one of the spots (formation) that are facing the wall. Begin practicing once you get to your spot. Ready go.

Preliminary Information

The section includes the information that is needed prior to the active part of your lesson. Since, your lesson plan should include information not only on objectives and tasks for the students to complete, but information concerning the grade level to be taught, what equipment will be needed, how will students be arranged for various tasks, what protocols will the students follow and various other items. The preliminary information includes:

1. *Grade Level* for the lesson being taught
2. *Lesson Focus* identifies the skill or concept you will be working on during the lesson. Since the content of elementary physical education is meant to build foundational skills, the lesson focus should center on basic fundamental skills such as throwing/catching, jumping/landing, striking, or traveling in general space.
3. *Lesson Objective* that specifically identifies what you expect the students to know, be able to do, and value as a result of the lesson. Since it is difficult to teach students to catch or throw in one lesson, the lesson objective should relate to something the student can accomplish in the time frame for the lesson. Thus, you might not be able to teach children to throw in one lesson, but they could learn to step with the opposite foot when throwing. Thus, the lesson objective should be a mechanical element or critical cue need to perform the skill correctly. This is often referred to as the *learnable piece.* Table 4-2 provides examples of learnable pieces for a number of different skills. At the elementary level, there should be no more then two objectives identified per lesson.

Table 4-2. Examples of Learnable Pieces for Different Fundamental Motor Skills (not inclusive of all skills or learnable pieces)

Fundamental Motor Skills	**Learnable Pieces**
Throwing	Arm back Step w/opposite foot Point, step, throw
Catching	Ready hands Reach Cushion ball into body
Jumping/Landing	Bend knees Reach arms way back Swing arms forward
Striking w/paddle	Flat paddle Firm wrist Side to target
Volleying	Flat surface Eyes on the object Keep contact point firm
Galloping	Same foot always forward Belly button faces forward direction Hop- hop

4. *Materials and Equipment* that will be needed during the lesson. When writing your lesson plan, you should complete this section last, so that you can go through the lesson to identify all the different pieces of equipment you need as well as the amount (See Figure 4-2). For example, for your lesson you might need 30 playground balls, 20 cones, two markers, stickers, and tape. This part of the lesson serves as a helpful guide or checklist to ensure that you have everything in place for the start of the lesson.



Figure 4-2. Planning requires knowing what equipment will be needed

5. *Protocols* are general procedures you want the children to follow. Most of these should be established at the start of the school year. These include how children should enter and exit the gym, or how they should respond to the start and stop signal. There are also protocols that are used in specific instances. For instance, when you use different types of equipment such as balls, bats, or balloons, you will want to note on your lesson plan what you want students to do with the equipment when you tell them to stop. "When you hear the signal to stop, I want you to place the ball on the floor between your feet" or "place the bat on the floor when I say freeze" would be examples of such a protocol. Chapters 7 and 8 provide a number of strategies with regard these protocols.
6. *Instant Activity*: At one time, it was common practice to start physical education classes with some form of calisthenics or a formalized warm-up to get the body ready for activity. Now, this can be accomplished in a few minutes with an activity that starts immediately when students enter the gym. Some teachers use games, skill practice, or fitness tasks for instant activities. See chapter 5 for full details.

Set Induction

The set induction starts the active part of your lesson and involves the first step in the actual teaching process that is designed to meet the lesson focus or objective. The set induction sets the stage for the lesson and provides children with what they will be learning in the lesson and explains why learning it is important. This introduction should spark student interest as well as motivate students to engage in the lesson.

Content Development

Planning tasks for the lesson requires consideration of two interacting factors: management and instruction. So effective plans not only identify how the content will be delivered, but also attend to class organization and structure. We learned in chapter 1 that effective teachers manage their classes efficiently so that management time is minimized and instructional time is maximized. The complexities of the classroom, however, make the act of balancing management and instruction somewhat more than a simple mathematical equation. So, how can the teacher structure the tasks to accomplish optimal learning?

Learning tasks in physical education are similar to those that you plan for the classroom; in that, you must tell students the activity to do and how you want them organized while completing the activity. For example, if you said to the children, "I want you to come to the reading circle and listen to the story I am going to read about fire safety" you have embedded in the statement the instructional activity and how it will be organized. In the example, the reading of the story is the instructional activity and the students going to the reading circle is the organization. This embedding of instruction and management in a task is common practice regardless of the content. Thus, in physical education when you are preparing learning activities for children, you need to identify not only what you want the children to practice, but also how they will be managed and organized while working.

Managerial/Organizational Tasks

The management or organization of a task can range from simply from getting with a partner, to something complex like getting into groups, deciding the space you want to work in, and identifying the type of equipment you will be using in your task practice. Thus, the important thing to remember is that the organizational aspects can be described as setting the stage for the task in terms of grouping, space to be used, equipment used, and formations for activity. Each organizational aspect that you might find in a task is described below:

- Grouping- For any task, students will either work independently, with a partner, or group.
- Space- Children will either work in self-space or in general space
- Equipment- Teachers identify in the task how or what equipment will be used by the student. For example, the teacher might say, "Select a ball to work with from the ones that are in the bins" or "Place your bat beside the tee when you have completed three trials."
- Formations- different types of activities will require teachers to use different formations in the class (See Figure 4-3).

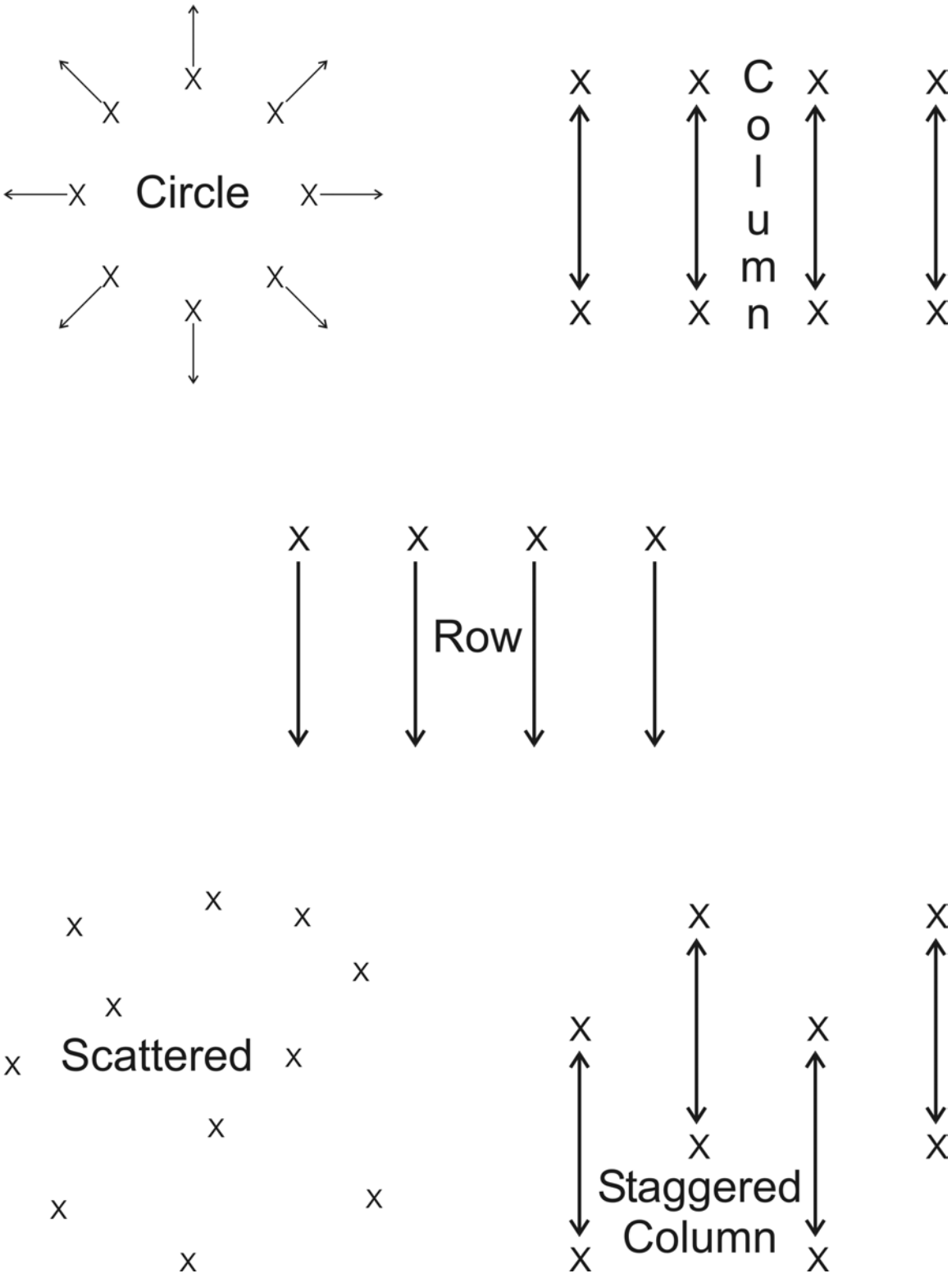


Figure 4-3. Examples of formations used in physical education classes

For example, if teachers have children working individually in general space, they may use the scattered formation that has children spread out in the gym will working in their personal space. Yet, if they are tossing back and forth with a partner, the teacher may use the column formation (See Figure 4-4).



Figure 4-4. The row formation is good for skill practice that require partner work

Usually this part of the task should be given to students either at the start or end of the explanation. Otherwise, students have a tendency to start thinking about whom they will be working with or where they are supposed to go, while the instructional aspect of the task is still being presented. See Box 4-3 for sample of tasks that include both managerial and instructional information.

Box 4-3. A lesson plan template to guide the process of planning

Grade level:	
Lesson Focus:	
Student Objective / Learnable Piece:	
Protocols:	

- **Instant Activity**
- **Set Induction** - Inform students as to what they will be learning and why it is important
- **Tasks/Extensions** - For your lesson write at least eight to fifteen extensions or tasks for the group of children you are teaching.
- **Refinement/Cues** - Your cue should relate to the learnable piece or student objective for the lesson.
- **Applications/Challenges** - You will need to have at least three for lesson.
- **Closure** - At the end of each lesson, you will be expected to sit down with the children for a short period of time (less than two minutes) and discuss the day's lesson. Remind them of the learnable piece.
- **Assessment** - How are you going to assess whether you met the student objective?

Instructional Tasks

Rink (2002) states that the process of presenting tasks to children, in an effort to take them from one level of performance to another, is known as developing the content. In this process, she suggests that teachers present children with different types of tasks to aid their development. With slight modifications, those tasks are described below:

1. **Extensions** are tasks that are given to the children to help them meet the objective for the lesson. For example, you might have children throwing at a large target on the wall to help them with their throwing skills. Next, you might ask them to throw at a smaller target. Each time

the teacher changes the task to make it more difficult, such as moving from throwing at a large target to a smaller one, they are using an extending task. If the teacher changes the task to make it easier (i.e., move closer to the target to throw) then they are modifying the task. For our purpose, the term extension will refer to changing the task to make it easier or more difficult.

2. **Applications** are tasks that require children to perform the previous task to a certain standard. In essence, the performance of the child is measurable in some way. This measurement can be either quantitative, perform a certain number in a row, increase or decrease time, or increase distance or it can be qualitative, show a certain form, in design. See Table 4-3 for examples of quantitative and qualitative applications. In terms of student interest, applications are used to motivate the child to continue practicing tasks in new and challenging ways.

Table 4-3. Applications can be quantitative or qualitative in nature.

Skill	Quantitative	Qualitative
Balance	See how long you can maintain your partner balance	See "how still" you can keep your body as you balance
Dribbling with hand	This time see if you can decrease the time it takes you to dribble through the obstacle course	See if you can maintain control of the ball as you dribble through the obstacle course
Dance	See if you can perform at least three of the dance movements in the sequence we've practiced	Try and perform the next three dance steps in time to the music

3. **Refinements** are tasks that remind children how to perform the skill or task correctly. They are not meant to change the task in any way, but to encourage children to remember what they need to do to execute the skill properly. Refinements should be short and simple. For example, when you say, "to *look for an open space* when you are galloping in general space", you are using a refinement. The phrase "look for an open space" is meant to prompt the students to keep in mind the importance of seeing where they are going and not bumping into their classmates.

Table 4-4 provides you with some examples of the different types of tasks you would see in a lesson. It is designed to help you see the way the tasks are differentiated from each other.

Table 4-4. Example of different types of tasks in developing the content for specific skills

Skill	Extension [E]	Application [A]	Refinement [R]
Volleying	Volley the ball back and forth with your partner	See how many times you and your partner can volley the ball back and forth without losing control	I like the way you are keeping your volleying surface flat.
Catching	Toss the ball up into the air and catch it while remaining in your self-space	See how high you can toss the ball and catch it without moving from your self-space	Remember to keep your eye on the ball
Punting	Stand behind the ball and kick it toward the target on the wall.	See how many times you can hit the target in your next five kicks.	Keep your chin tucked to your chest
Striking w/long handled object - Golf club	There are several hoops placed on the ground at different distances. Pick one hoop and hit five shots toward it.	See if you can keep the same rhythm with your swing for all five shots.	Remember your arms swing like a grandfather clock.

Closure

With every good story or movie there is an appropriate ending that is brief but meaningful. This is the same principle that is used when you close a lesson. In the closure, you want to make sure you refer to the student objective. You want the children to remember what was covered in the lesson and therefore you use this time to review the lesson content. Additionally, the closure can be used to remind students about what they might need to think about or bring for the next lesson.

Because children are typically tired and their attention span is waning at the end of the lesson, keep the closure of the lesson to no more than two to three minutes. In fact, children typically remember most about what happened at the beginning or end of

the lesson. Set aside an area at the end of the lesson where students know to meet for closure. This signals that the lesson is over and allows them time to review the lesson while settling down to go back to class

Assessment

In every lesson, there should be some method used to assess how well you met your objective/s. This part of the lesson plan can be completed formally or informally. The numerous ways that you can formally assess the lesson are covered thoroughly in chapter 6. The advantage of using formal assessments is seen in how they can be collected and placed in the student's folder to document their progress in the class (See Figure 4-5).



Figure 4-5 Formal assessment typically results in written documentation

Not every lesson requires you to conduct a formal assessment. It is equally legitimate to use an informal assessment to judge the success of a lesson. Informal assessment typically involves an observation by the teacher of student performance or understanding that they do not officially make note of by placing on paper. Since people can differ in how they define formal and informal assessment, we will refer to formal assessment as document driven and informal assessment as observation driven. Thus, anytime, you place on paper or use some other method to store data, you have a formal assessment. In contrast, an informal assessment can be a quick scan of student responses to see what they know, what they can do, or how they feel.

As you can see, writing a daily lesson plan for physical education is similar, but yet somewhat different, to the plan you write for the classroom. The similarities are

evident in that there is an introduction, learning progression, and a conclusion in both types of lesson plans. Yet, the difference can be seen in the content development section. In a lesson plan for the classroom, the progression of learning activities are few and more involved. For example, the content development progression for a lesson on learning the importance and mechanics of brushing the teeth might be: (1) read a related story, (2) discuss the main points in the story, (3) see a demonstration of how to brush the teeth, (4) practice brushing your teeth, and (4) write a letter to your parents telling them why brushing the teeth is important. While the content development of a physical education lesson involves more tasks that allow for quicker transition from one task to the next if necessary.

Lesson Plan Formats

Lesson plans can be formatted in numerous ways ranging from very detailed to those written in outline form. There are two formats that we think are most helpful to teachers in their planning. These are the **scripted format** and the **column format**. Each requires the same basic elements of a lesson plan but presents information differently.

Scripted lesson plans

The scripted format requires you to write down exactly what you plan to say to children throughout the lesson plan. From the set induction to the closure of the lesson, the lesson plan is written as if you were speaking to the children. In Box 4-4 you will find an example of a scripted lesson plan. This type of format is very detailed and time consuming to write.

Box 4-4. A sample of a scripted lesson plan

Grade Level:	
Lesson Focus:	Dribbling with the hand
Student Objective:	At the end of the lesson children will have learned to dribble the ball while using the pads of their fingers for control.

Equipment / Materials:	❒ 25 Basketballs ❒ 50 cones 25 hula-hoops ❒ 2 red foam balls ❒ 2 green foam balls.
Protocols:	Begin to start an activity Freeze to stop an activity Home place where class starts and ends Balls are to be placed under the arm each time an activity ends

Instant Activity:	**Materials Needed:**

Germ Tag	Cones to define playing area, 2 red foam balls, and 2 green foam balls **Description:** Have students find a good self-space in the activity area. Give 2 students a green ball (make sure it is a ball they can hold in one hand) and give 2 students a red ball. The students with the red balls are the "germs" and the students with the green balls are the "doctors". On the teachers signal ("Begin") the students are to move throughout the area according to the teacher's loco motor movement choice (i.e., walking, sliding, skipping, etc.) trying to avoid being tagged by the students with the red, "germs" ball. If the students without the ball get tagged (no throwing the ball) by a red, "germ" ball, then they are to stop and pretend they are sick or hurt. To get unfrozen they have to be tagged by students with the green, "doctor" ball. They are free to move in the game again after being cured (i.e., tagged) by a person with the green, "doctor" ball. Stop the game after a minute or so and have new students carry the doctor and germ balls. (Taken from PE Central)
Set induction:	Does anybody have a pet dog? Have you taught it any tricks like sit, roll over or jump? When you teach a dog a trick you must reward them for doing a good job. The best way to reward a dog is to pat them and tell him good job. Well this is my pet ball (holding up a basket ball) and I am going to pretend it is a dog. I am going name my dog ball Bouncer. I am going to teach Bouncer how to dribble (demonstrate dribbling). I am going to give each of you a ball and I want you to pretend it is a dog to. First thing I want you to do is name your dogs. Then you are going to teach your dog ball a trick. You are going to teach it how to dribble. Remember dogs work best if they are rewarded with pats. They love it when you use your finger pads to pat them. To get your dog balls to dribble you must use your finger pads.
Extensions **[E]** Applications **[A]** Refinement **[R]**	1. **[E]** Stand in a hoop (home) and bounce the ball one time and catch it with two hands. Make sure to use your finger pads and say "good (insert name that you gave the ball)! Continue practicing until I say, "freeze". 2. **[E]** Everybody is doing quite well practicing. Let's now try to teach our balls to dribble. Drop your balls as you did before and instead of catching it use your finger pads to push it back down with both hands. This motion is called dribbling. Let's try to dribble our balls once or twice and then catch it. Ready Begin!

	3. **[E]** I think you are ready to do it with one hand. Just as we did before, bounce your ball once and catch it while staying in your self-space except this time put one hand behind your back. 4. **[E]** Now try to dribble it with one hand and keep it going. Put your other hand behind your back. Ready Begin! **[R]** Don't forget to use your finger pads to pat your dog! 5. **[A]** Good. If you think you are ready, let's see if you can get your dog to perform a trick. Let's see how many times you can dribble the ball before we need to catch it. **[R]** Dog's love for their owners to pet them, so don't forget to pat your dogs with your finger pad while it is bounces. Ready Begin! 6. **[E]** Now change hands and try to bounce it once and catch it. Keep practicing until I say, "Freeze". 7. **[E]** You all are still working nicely. This time dribble with this hand and keep it going before catching it. **[R]** Remember to pat your dogs with your finger pads. 8. **[E]** Everybody is training his or her dog well. Let's see if you can get your dogs to bounce around your hoop using the hand you write with. Ready begin! 9. **[A]** Let's see if you can get your dog to perform another trick. Let's see if you can dribble the ball in around your hoop without loosing control. Ready begin! 10. **[E]** Good. Now I would like you to use your other hand and dribble it around the hoop. 11. **[E]** I think our dogs are ready to go for a walk. When I say begin, dribble your ball in general space with one hand. As you dribble, try not to bump into your neighbor. **[R]** Don't forget to pat your dogs with your finger pads. 12. **[A]** Let's see if you can get your dog to perform another trick. Let's just see how well they are trained. See how long you can dribble you ball in general space without losing control.
Refinement:	Finger pads
Closure:	Today we focused on how to dribbling a ball better. We used a certain part of our hand in order to do this. What part of our hands do we use to dribble a ball? Show me the correct way to do this? The correct way to dribble a ball is to use the pads of your fingers. Alright, let's pet our dog one last time as we put the balls up for the day.
Assessment:	Individual Observation

Many students fail to recognize the advantage of using this type of lesson plan format. Beginning teachers benefit from the scripted format because it forces them to think through all the transitions that occur in a lesson such as from set induction to the first task, from one task to next, and from the last task to closure. Often it is these transition points that cause beginning teachers difficulty. The difficulty arises because teachers either fail to be clear in what they want the students to do next, leaving children to their own interpretations, or they are unsure or forget what they want the children to do next in the lesson. This lack of clarity and uncertainty leads to gaps in the lesson plan where it is easy to lose the students' attention. Consequently, even though the scripted lesson takes more time to write, the detail in the lesson plan helps you remember what to say and how to say it, thereby eliminating gaps that cause the lesson to bog down.

Column lesson plans

The column format is the second type of format that we feel is helpful to use in the planning process. In this format, the lesson plan is divided into certain sections that highlight the content development of the lesson (See Box 4-5). Although the information included on the lesson plan is the same, it takes less time to write and is less detailed then the scripted lesson plan.

Box 4-5. A sample of a lesson plan written in column format

Grade Level: 2nd
Skill Theme: Striking w/paddle

Student Objective/Learnable Piece: Flat paddle; Firm wrist

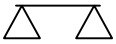
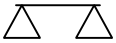
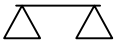
Equipment/Materials: One large balloon for each student
One paddle for each child
Tape

Protocols: Start command: Action
Stop command: Cut
Equipment: Place the balloons between feet upon stop command
Wrap up: Home Base

Instant Activity: Locomotor obstacle course

Set Induction:
Today we are going find out how to make a balloon go up in the air. We are going to do that by using a flat paddle.

Extensions [E]	Refinements [R]	Applications [A]	Organization
Hit balloons into air with paddles (stationary)	Flat like a pancake	See how many times you can hit it without moving from the spot.	Scatter Self-space

Hit balloon at different levels	Keep paddle flat		Scatter General-space
Hit balloon back and forth with partner, keeping balloon off floor (close distance)	Firm wrist	See how long you can hit the balloon back and forth before it touches the ground. I'll time you . . . ready . . . go.	Staggered column
Continue previous task, increasing distance			
Stand sideways while hitting back and forth			Two cones Jump rope 
Stand across the net from your partner and strike back and forth without letting the balloon hit the floor	Flat paddle	Every time the balloon hits the paddles, say one letter of your name. See if you can keep it going long enough to spell both of your names.	Two cones Jump rope 
Hit the balloon to your partner (overhead)	Remember, the paddle should be flat on contact		Two cones Jump rope 
Hit the balloon to your partner (underhand)	Firm wrist		

Refinement: flat paddle, firm wrist

Closure:
Review learnable piece/s: Flat paddle and firm wrist

Assessment:
Recognition check

The columns in this format of lesson plan are used to remind or trigger the teacher's memory as to what or where they plan to go next in the lesson. There is less detail in this type of lesson plan because teachers are able to rely on their wealth of knowledge and experience to know when and how to transition between tasks during the lesson. Thus, the lesson plan is similar to a note card that you use when giving a speech, in that, on the card are reminder points prompting what comes next.

Experience in teaching the content and knowing what to expect of the children allows you to write a plan that is less thorough.

When first learning to plan, we encourage the inexperienced teacher to use the scripted lesson plan while more experienced teachers use the column format. Even though planning is an individualized process the two types of plans presented will help the inexperienced and experienced teacher plan for quality physical education lessons.

Final Words

Planning is not something that triggers an excitement in most teachers. In fact, it is hard work to plan creative lessons that are motivating and engaging for children. Yet, planning is a skill that can be developed with time and practice. In fact, as you grow as a teacher, you will soon find that your ability to plan is aided by what you have experienced in the classroom. You will see the need to be flexible and diligent since lesson plans very rarely go as they were designed.

Planning is not an easy task. Teachers who fail to plan often find themselves reverting back to what some refer to as the three R's of physical educations: roll call, roll out the ball, and relax. This practice violates the fundamental tenet of teaching that is to enhance student achievement. Accordingly, in your daily lesson plans you must have a clearly identified objective and a sequence of tasks that are designed to meet the lesson objective.

…….

Over to you….. 

1. Your classmate comes to you to share his/her concern with planning and implementing a lesson. What observations would you share with this person concerning planning that could be used alleviate some of his/her anxiety?
2. Your principal wants you to submit a yearly plan that documents what you will be covering in physical education. Explain the steps you would take and resources you would use to gather this information.
3. What are three places on the daily lesson plan that you should see the student objective?

Portfolio Tasks 

1. Create a set of flash cards that can be used as a study guide for the information covered in this chapter.
2. In developing the content on a daily lesson plan, there are three types of tasks: extending, refining, and applying. On a sheet of paper, distinguish between the three types of task and write an example of each that was not presented in the chapter.
3. In the following examples, underline the lesson objective in terms of the learnable piece:
    - By the end of the lesson, the student will have learned to keep step with the opposite foot when throwing.
    - By the end of the lesson, the student will have learned to keep their head up while traveling in general space.
    - By the end of the lesson, the student will have learned that when shooting in floor hockey to keep the blade low on the follow through toward the target.

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Glossary

Application: A task that challenges children to perform a the task to a certain standard

Column Format: A lesson plan that is divided into sections of pertinent information

Extension: A task that makes a previous task easier or more difficult

Guided Discovery: A teaching style where the teacher uses a predetermined set of questions or movement problems to help student's identify one correct answer or response

Inclusion: A teaching style that allows the learner to choose from a number of tasks of varying levels of difficulty

Reciprocal: A teaching style that allows students to serve as peer teachers for their classmates

Refinement: A task that highlights the quality of student performance

Scripted Format: A lesson plan that is written word-for-word what the teacher will say during the lesson