

**HEALTH  
SMART  
VIRGINIA**



**SAMPLE LESSON  
PLANS**

## **Health Smart Virginia - Sample Lesson Plan**

**Grade Level 7**

**Unit**      **Ultimate Sports**

**SOLs:**

### **Motor Skill Development**

- 7.1 The student will demonstrate competence and apply movement concepts in modified versions of various game/sport, rhythmic, and recreational activities.
  - 7.1 b) Demonstrate offensive strategies and tactics, to include creating open space, skilled movement, speed, accuracy and selection of appropriate skill/tactic to gain offensive advantage.

### **Anatomical Basis of Movement**

- 7.2 The student will understand and apply movement principles and concepts and knowledge of major body structures.
  - 7.2 a) Identify the “core muscles” to include pelvis, lower back, hips, gluteal muscles, and abdomen, and explain their role in stabilizing movement.
  - 7.2 c) Describe the planes of motion in which movement occurs, to include sagittal plane, frontal plane and transverse plane.
  - 7.2 d) Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors and describing balance in the planes of movement for selected movements.

### **Social Development**

- 7.4 The student will demonstrate and apply skills to work independently and with others in physical activity settings.
  - 7.4 a) Apply safety procedures, rules, and appropriate etiquette in physical activity settings by self-officiating modified physical activities/games.
  - 7.4 b) Create guidelines and demonstrate how to solve problems and resolve conflicts in activity settings.
  - 7.4 c) Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote the inclusion and safety of others.

## **Energy Balance**

- 7.5 The student will describe rate of perceived exertion and nutrients (energy) needed to a variety of activities and explain the importance of sleep for energy balance.
  - 7.5 a) Describe a Rate of Perceived Exertion (RPE) scale.

**Title: Ultimate Sponge Ball**

**Objectives/ Goals:**

**The student will ...**

- be able to demonstrate knowledge of teaching methods, techniques, procedures, skill analysis, drills, formations and transitions.
- be able to perform skills such as throwing, catching, defending, and teambuilding.
- identify and or list the basic rules of classroom, gym, and locker room rules continued from previous week. They will also list rules, scorekeeping, and skills of sponge ball within the scope of the modified versions played.
- be grouped through various options (not dependent on skill level) to encourage participation and growth during the activities.
- explain how the skills learned in sponge ball can translate to personal fitness as a lifelong activity away from a school setting.

**Materials:**

- At least 2 not more than 3 Sponge balls
- Cones
- Belts/Pennies

Procedure:

**5-15 Minutes**

**Attendance/Activity**

- Students will be aligned in squads, roll will be taken at this time.

**Static Warm-up**

- Count backwards from 10 as the students do each stretch.
- Legs together, reach for feet.
- Legs apart- reach down to right, then left.
- Quad stretch- Right and left.
- Arm Circles- Forward and Back.
- Arms across.
- Static Core on hands and toes for 30 seconds then on both sides for 30 seconds each followed by a 3 twist curls on each side.

## **10 Minutes**

### **Dynamic Warm-up**

- A-Skip
- V-Skip
- Double Leg Hop
- Lunges
- Shuffle
- Squat
- Knee to chest-jog
- Quad Stretch-jog
- Sprinter's Start- Right
- Sprinter's Start- Left

## **50-60 Minutes**

### **Ultimate Sponge Ball**

- The gym/field will be divided by cones at each end of the gym/field floor to represent the end zones. Pennies and or a flag belt will be given to the students to distinguish the teams.
- Students will be divided up into two different teams. Seventh grade boys will be separated into homogenous grouping based on skill level. \*Note, this particular grouping will be more accurate in future lessons once the teacher is able to identify the different levels of the students\*

### **Main objective**

- The main objective is for the team to pass a sponge ball to his teammate to successfully reach the opposite end of the gym or the end zone.
- When a student catches the sponge ball they must freeze and look to throw the sponge ball to his teammate. The student will not be allowed to take a step forward or backward, but will be permitted to pivot on one foot to increase the chances of making a successful pass and or score.
- The opposing team is attempting to guard and or intercept the sponge ball as it is passed.
- If the sponge ball hits the ground, or the team does not reach the end zone in four throws, the result will be classified as a turnover, meaning the opposite team will regain the possession.
- If a team scores then that team will earn two points. The key is for the students to be able to keep an accurate score by using multiples of 2.
- The teacher will set a score for the students to reach, once a team has reached that score then the game will be called final.

## **5-10 Minutes**

### **Closure:**

### **Exit Ticket**

- Students should be prepared to discuss teamwork and or team building.

- Have the students put their equipment back and line up against the wall to dismiss once the bell rings to change classes.

**Modifications:**

- Student can have clarification of directions.
- Student can have modifications of warm-ups.
- Student can have modified cue cards for the warm-ups.
- Student can choose the type of ball to use for the sponge ball game.
- Student can play “zone play” and stay in one specific area of the field to catch and throw the ball.
- More than one ball can be used (a different color) so the student can increased chances of participating and trials for success in catching and throwing.
- Students in class can throw the specific colored ball to the student whenever they get it.
- Use visual cues as needed for field placement and body movement.
- Use of a peer buddy or instructional assistant as needed.
- Provide a decreased playing area if limited endurance.

**Assessments, References & Sources:**

- Ideas for activity:
  - <https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=821#.WzLFG9JKjIU>
- Rules:
  - [https://www.myactivesg.com/sports/sponge ball/how-to-play/ultimate-for-beginners/safety-considerations-in-ultimate-sponge ball](https://www.myactivesg.com/sports/sponge-ball/how-to-play/ultimate-for-beginners/safety-considerations-in-ultimate-sponge-ball)
- Differentiated Instruction:
  - <https://www.aph.org/physical-education/articles/using-differentiated-instruction-in-physical-education/>