

Physical Education Lesson Plan

Subject	Physical Education	Unit	Fundamental Movement Skill (FMS)	Date	April 13th, 2026
Grade	7	Lesson #	1 — Throwing	Duration	53 minutes
Developed by	Samantha Lazaruik			Room	Small Gymnasium

General Outcomes:	Specific Outcomes:
A - Activity (Basic Skills → Manipulative eg: throwing) (Basic Skills → Games) C - Cooperation (Fair Play)	- A7-5 demonstrate ways to receive, retain and send an object with varying speeds and accuracy in skills specific to an activity - A7-11 demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity - C7-3 demonstrate etiquette and fair play
Student Learning Outcomes:	Assessment Strategies
★ Students will demonstrate sending, receiving, and controlling an object (eg: dodgeball) with varying speed and accuracy during passing and gameplay ★ Students will apply basic strategies and tactics (e.g., faking, spacing, teamwork) to coordinate with others and achieve success in group activities ★ Students will demonstrate respectful behaviour, cooperation, and fair play while participating in all activities	Formative (During Activity): - Teacher observation using a checklist: - Throwing technique (step, aim, control) - Catching ability (tracking, control) - Movement (getting open, spacing) - Teamwork and communication - Questioning during gameplay to assess understanding of strategies
Lesson Equipment/Resources:	Personalization/Differentiation
☐ 20 dodgeballs (at least 3 red & 5 blue) ☐ Whiteboard and whiteboard markers ☐ Teacher whistle ☐ 8 hula hoops ☐ 8 bowling pins (or pylons) ☐ jersey/pinnies (at least 3 different colours)	Skill Level Adjustments: - Use different ball sizes/types (softer, larger, lighter). - Allow bounce passes or two-hand catches for beginners. - Increase/decrease distance between partners. Game Modifications: - Adjust number of passes required before scoring. - Change the number of players or balls to increase/decrease complexity. - Reduce playing area for control or expand for challenge. Support & Challenge: - Pair students strategically (peer support). - Add constraints (e.g., non-dominant hand passing) for advanced learners. - Provide visual demonstrations and cues for learners needing extra support.

PHYSICAL EDUCATION LESSON PLAN SEQUENCE

Introduction

- Wait for students to change & complete Attendance (5 min)

Learning outcomes

- Progress the FMS of Object Manipulation (throwing) & Locomotion (running), to align with the physical developmental domain.
- Cooperative Learning: passing, strategizing within a team, and building on their social and affective developmental domains.
- Learn strategies and tactics for throwing games, including faking, man-on-man defence, and hitting a target under pressure, to improve their cognitive and physical developmental domains.

Time	Activity	Teacher Description	Modifications/Safety Considerations:	Cues/Questions:
8 min	Low Organize Activity Partner Passing	Setup Participants choose a ball that suits their ability. They can choose to either play catch with a partner or throw and catch the ball against a wall	Modifications - With partners or alone. - Overhead and/or underhand throw. - Practice throwing and catching with both hands. Safety: - Gentle passes to partner. - Balls should be body-scaled to the appropriate developmental level.	Cues: - Face and look at partner/target when passing. - Tracking the ball when receiving "eyes on the ball" -Step forward with the opposite foot as you throw. -Bring the ball into your body when catching it.
8 min	Lead up Game Fire and Ice Tag	How to Play: The objective for "ice" players is to freeze as many players as possible, while the objective for "fire" players is to "melt" everyone. 5 players are given blue balls; these are the "ice" players. When touched by the blue balls, either by throwing or tagging, the player is now "frozen" and must stay in their spot. 3 players are given red balls; these are the "fire" players. They can bring players back into the game by passing them the ball. The player is only "unfrozen" when they catch and maintain control of the ball. This freed player is now the "fire" player and will go on to unfreeze other Running out of bounds will also result in the player being "frozen" and will need the "fire" players to free them.	Modifications - Size of balls. - More or fewer of catches different colour ball - If a fireball is dropped, it is "dead" and cannot be picked up. -The fireballs can be frozen by ice. If frozen, the fireball can be unfrozen by another fireball. Safety: -Watch out for other students as you are moving around the space. - Players can only be hit from the shoulders and below; head shots do not count. - Students should be taught how to tag appropriately during the demonstration. - A soft ball should be used. - Balls should be body-scaled to the participant's developmental level. - Students are informed of the boundaries and area of play in the demonstration. - Body contact is not allowed.	Cues: - Make sure they understand that once you throw the red ball to a frozen person, they get the ball next. The person with the red ball is constantly changing. - When frozen, keep your hands in the air so that the person can easily identify you with the red ball. Questions: - What strategies did you use to avoid getting tagged? - Was it difficult to get the attention of the person with the red ball? -What tactics did you use to get their attention? - How can we make this game more complex vs more simplified? - How do you think changing the number of balls would affect the game?
21 min	Formal Game Ultimate Pinball	How to Play: The goal of the game is to work the ball down the court to knock over the pin inside the hula hoop Quick game of rock, paper, scissors to determine first possession. Once a team has possession, they must complete at least THREE successful catches before they take a shot on goal If you have the ball, you can only pivot on 1 foot, and any player without the ball can freely move.	Modifications: • The number of pins on each side • The number of passes before a player can attempt to score. • The number of steps the player can take with the ball. • Split the class in half and have 2 games going on at the same time. • Reduced-size teams (like 5 or 6 per side) and playing cross-court to maximize participation. Safety:	Cues: -Make use of open spaces. - Know where your teammates are in space. Questions: - What kind of strategies are you using to get the pins down? - What did you guys find difficult when first starting? - Is there anything you modified in your gameplay? - How can we

		Following three completed catches, a team can shoot at the pin. A team can continue to shoot after each miss without completing more passes Neither the offence nor the defence can enter the crease at any time. After a goal, the opposing team immediately picks up the ball and begins their drive from in front of the opposing team's crease. ** divide gym in half to have two games going at once (divide students into 4 teams) ** have a competitive side & a cooperation side	•Spatial awareness when running around/near other players. - Balls should be body-scaled to the participant's developmental level. - Students informed of the boundaries and area of play. - Body contact should not be allowed. 	simplify/make this harder? - How did your team communicate and collaborate to move the ball more effectively down the court? -Was it easier to use long or short passes?
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Conclusion & Debrief

Wrap-up Discussion (3 min)

→ Students return equipment then prompt them to have a seat for a wrap-up chat. (at the end of the day clean up the next 5 min extra)

Guiding questions:

- What helped you improve your accuracy when throwing and catching today?
- When was it better to use a short pass vs. a long pass? Why?
- How did your team work together to move the ball effectively?
- What strategies did you use to get open or defend a player?

Reinforce the key learning points:

Throwing & Catching (Skill Development):

- Step with the opposite foot, aim at your target, and control the ball when receiving (“eyes on the ball”).
- Adjust your speed and force depending on distance and pressure.

Movement & Positioning:

- Move into open space to support your teammates.

Strategies & Tactics:

- Use fakes, quick passes, and communication to outplay defenders.

Cooperation & Fair Play:

- Communicate respectfully, include all teammates, and demonstrate good sportsmanship

- Send student to change at the end of class (5 min)

Reflection Notes:

Positives (What worked well?):

Things to change for future lessons:

PRE-SERVICE TEACHER SELF-REFLECTION

In your self- reflection of your lesson, please consider the following questions:

1. What went well in your lesson? What were the strengths of the lesson?
2. What are the areas that need to be refined? What might you do differently next time?
3. What are your next steps to further develop/ refine this lesson? How will you continue to grow in your practice? What actions will you take?

These are additional questions that can help guide your response to the three self- reflection questions.

- How do you feel your students experienced this lesson?
- How were they able to make explicit and self-evaluate their growing understanding, skills and/or knowledge?
- How did you employ formative assessment for/of/as learning?
- Were you successful in reaching all students and how do you know? How did you accommodate diverse learners and those requiring accommodations?
- Were there opportunities to address Indigenous, multicultural and interdisciplinary activities and knowledge?