

My goal is to create lessons that will challenge my students to internalize and solve problems about the skills they are performing in class, and realize how they can carry out these skills in the real world. Furthermore, students will make connections between those activities being performed in the classroom and what can be performed on their own to help them be successful. This will aid them in making direct correlations between what is being taught and how it coincides with their everyday life.

Throughout my career, planning has been a major focus. Lessons change daily for various classes and students. It is dependent on the skill level of the students, as well as their age and ability. When planning for a Physical Education class, the lessons I develop will meet the National Standards and the standards for that district. Therefore, incorporating both standards will be trying because I will want each child to understand and benefit from my lesson. Furthermore, I will always need to remember that not every student that is of the same chronological age will perform the same tasks in the same manner. All students learn at their own pace and develop different skills at their own time. With that in mind, writing my lessons will become more in depth and will have a stronger focus on the students' needs.

In my first meeting with my mentor, I discussed how I would plan for the upcoming school year and how to organize my units and lessons. I decided to focus my lessons on my students' ability to think and solve problems based on their current knowledge, and how they can make the connection out of school. Of course, I needed to determine the students' knowledge and skill level, and then correlate that with what they can perform at home. For example, students will learn a skill in school and then I need to determine where this skill will be used outside of school to help maintain success. During my readings of **Children moving: A Reflective to Approach Teaching Physical Education** by George Graham stated that anything we learn in Physical Education can be applied to outside activities such as a basketball game. NASPE Standard 2 states that students will *“demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.”*

With this in mind, the lessons I wrote for the year allowed for students to show their flexibility to learn at their own level and allowed me to plan the following lessons based on their initial experience. As the students grasp the concept being taught, new concepts would be introduced to enhance what they have already achieved. If we could build upon these concepts, then the student will feel a sense of satisfaction and gratification that they are achieving skills and moving forward with more difficult tasks. All of this needs to be done without overwhelming or setting the child up for failure. By incorporating these skills into their everyday life, it will make them have more confidence in themselves and their abilities.

A lesson that I taught this year was basketball. With students from grades K-5 I had a different focus for each grade level and each class that would be participating. Planning for these lessons I had the students perform the different skills such as dribbling, shooting, passing, and game play. Not only did each class have a different level of talent

but also, each student did. This is something I need to plan for in the future. Currently the lessons revolved around students working by themselves and then with partners to accomplish certain tasks. Each class had a different task that the students had to work on and be graded on at the end of the unit.

Planning for next year and this same unit there are numerous changes I would like to make. One change would be to have students in grades 3-5 assess one another on their skills. Peer assessment is a great way to get students to work together and hear what others think they need to work on instead of always hearing it from the teacher. I would implement this into every lesson and every skill that the students would be learning. Each week students would partner up with someone new to get different feedback from their classmates. This will allow for ample opportunities for the students to cooperate with one another.

Observing the younger grades such as K-2 I noticed that my focus needed to be on the Kindergarten class and their skills. Developing the skills at such a young age is crucial to learning. Students need the most practice and time when it comes to new skills and how to accomplish them. With a lesson such as basketball dribbling is the number one skill that students need to focus on. If students are able to maintain a dribble in their own personal space, this is a key skill to success.

Meeting with one of the Kindergarten teachers and observing her class assisted me in how to connect skills used in school to what the students can use on their own. Furthermore, I realized the younger the students the more in-depth the lesson has to be in order for them to think creatively and make real world connections. There needs to be more guidance and, as a teacher, I will need to listen carefully to what each student has to say so I can learn from them and improve on my teaching abilities. In the book, "*A Handbook for Classroom Instruction that Works*," by Robert J. Marzano, states, "No two teachers are alike. Therefore, no two teachers need exactly the same information to enhance their performance." I realize that some changes need to be made after reflecting on my lessons before teaching them next year to a group of students.

Implementing this type of information with a Kindergarten class will help me see the maturity level of the students, and decide what I need to teach. Previously, I planned lessons that did not allow students to think beyond their Physical Education class. After reviewing these lesson plans, I began to implement questions that would allow students to think critically and make real world connections. For example, I will ask, "What sports do you see overhand throwing in, where do you see someone kicking an object, or can you perform different movements (skipping, hopping, jumping) while playing with friends?" This will give the students a chance to see that everything they learn in class can be used on their own.

I will also use accountable talk to assist me in reaching my goal of relating lessons to the real world. With this, making a connection or statement about the lesson being taught to the students is the goal. For example, I will examine students in careful and skillful ways to evaluate the skills being performed. When focusing on different lessons, I will have the

students respond with, “This reminds me of (a certain experience) because...” or “I have a connection with this activity because...” This will help me connect what they learn in the gymnasium to any activities they may partake in outside of school. Again, planning this for future use will allow me to learn about the students and what they are interested in outside of school. Once knowing this, I can plan better lessons and correlate them to what the students will tell me.

With all the background information I will be ready to plan my lessons for next year. During initiation, I will ask the students if they can think of any sport or activity where they have witnessed this participation skill. After realizing that not every student has the opportunity to play sports or even play outside, I will plan to demonstrate the skills before asking the questions. This will give a visual aid to those students who need to see it. Holding students accountable for what they learn and how they respond to what they learn will help me grow as a teacher.

In planning future lessons, I will make sure all lessons are age appropriate and will meet the needs of those participating. Researching different methods is key in any field. By looking into different resources, it will allow me to examine my lessons, and make effective changes before teaching. My goal is to learn every day from my students as I teach them. If we learn from each other, then we will all come out more superior people with the most knowledge possible.