

Steal The Bacon Lesson

Grade: 6-12th		Subject: Steal the bacon	
Materials: wooden block, basketball		Technology Needed: N/A	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) S1.E2.5 Jogging, running S4.E4.5 Working with others S1.E17.5*Dribbling/ball control with hands		Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences:	
Objective(s) Students will learn how to play steal the bacon Students will learn how learn how to cooperate with other students in a team. Bloom's Taxonomy Cognitive Level: Evaluate			
Classroom Management- (grouping(s), movement/transitions, etc.) Individual and group small activities		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Strategies and awareness of situations	
Minutes	Procedures		
0	Set-up/Prep: Just one wood block and one basketball		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Static stretch and suicide sprints on basketball court		
10	Explain: (concepts, procedures, vocabulary, etc.) Students will be split into two teams. Each student on the team will be given a number 1 through whatever. Students will stand on the side lines of court facing each other. The block will be placed at half court. Coach will call out one number and the students with the corresponding numbers will come out to half court and play. One student will try to grab the block and sprint it back to his/her sideline without getting tagged out. The team to receive the point is will be the team who either runs it back to their side line or tag out the other person before they make it to the side line. Each team runs through twice then you can switch to a basketball. The rules are the same except one team must make a basket for the round to end. In the basketball, round multiple numbers can be called at the same time. The winning team has the most points at the end of the class.		
35	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Play steal the bacon as explained above		
5	Review (wrap up and transition to next activity): Bring class together and talk about what we did about agility and taking chances in opportunity.		
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. make sure that students are following game directions, stop game play if needed Consideration for Back-up Plan:		Summative Assessment (linked back to objectives) End of lesson: Analyze if students were able to comprehend game rules and if motor skills were good enough for everyone to play. If applicable- overall unit, chapter, concept, etc.:	

Steal the bacon with just basketball if wood blocks is too hard

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I think it went well, I think that all the students liked the game and thought it was something interesting as no one knew the game. In a short amount of time I think everything went well. Some students told me that they liked the game and they have never heard of it. I made a mistake in my lesson plan, I had the teams shoot in the wrong basket the first go around, so I wish I could redo it.