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### Creating Physical Education Lesson Plans Based on Ekvall's Ten Dimensions of a Creative Climate

Francis C. Palisano  
*Buffalo State College*

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Creating Physical Education Lesson Plans Based on  
Ekvall's Ten Dimensions of a Creative Climate

By

Francis C. Palisano

An Abstract of a Project  
In  
Creative Studies

Submitted in Partial Fulfillment  
Of the Requirements  
For the Degree of

Master of Science

December, 2008

Buffalo State College  
State University of New York  
Department of Creative Studies

### **Abstract of Project**

This project focused on the development of ten physical education lesson plans based on the creative climate research done by Goran Ekvall (1984, 1996, 1999). Each lesson plan was created with a deliberate focus on one dimension of a creative climate. The lessons were taught to a fourth grade class, twice a week, for forty minutes each class period.

The project contains hypotheses and observations from the teacher, as well as responses from the students based their experiences of Ekvall's ten dimensions. These observations and responses go a long way in determining that there is a definite need for Ekvall's work to be infused into educational class settings. Much of the conversation between the teacher and students offered more suggestions and ideas for future use as well.

Buffalo State College  
State University of New York  
The International Center for Studies in Creativity

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Ekvall's Ten Dimensions of a Creative Climate

A Project in Creative Studies

By

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December, 2008

Dates of Approval:

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Francis C. Palisano, Candidate

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Cynthia Burnett, Advisor  
The International Center for Studies in Creativity

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To my parents Phil and Rose, thank you for all the love and support you have given me over the years. Without it, I would not have had the opportunity to reach this goal. I appreciate all that you do and I am grateful for the sacrifices you both have made on my behalf.

To Lauren, thanks for being the most adoring sister a big brother could ask for.

To my students, thank you for all the hard work you put in day in and day out. I hope you all realize the sky is the limit and that you all have great potential. Work hard, play hard and remember to always strive for lifetime achievement.

To the guys...MB, CW, SMCW, KB, KE, KH, AM, KG, MD, JA, TR & JV...I am forever grateful for your friendships...thank you.

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## Table of Contents

<u>Abstract Title Page</u>	1
<u>Abstract of Project</u>	2
<u>Title Page</u>	3
<u>Acknowledgements</u>	4
<u>Table of Contents</u>	5
<u>Section One: Background to the Project</u>	7
Rationale for Selection	8
<u>Section Two: Related Literature</u>	11
Creative Climate: At Work and School	11
Creative Climate: In Physical Education	13
<u>Section Three: Process Plan</u>	17
Project Timeline	18
<u>Section Four: Outcomes</u>	20
Dimension A: Challenge	20
Dimension B: Freedom	21
Dimension C: Dynamism/Liveliness	23
Dimension D: Trust/Openness	25
Dimension E: Idea Time	26
Dimension F: Playfulness/Humor	28
Dimension G: Conflicts	29
Dimension H: Idea Support	30
Dimension I: Debate	32
Dimension J: Risk-Taking	33

<u>Section Five: Key Learnings</u>	36
<u>Section Six: Conclusion</u>	39
Further Issues to Explore	39
References:	41
Appendix A: Concept Paper	43
Appendix B: Lesson Plans	48
Challenge Lesson Plan	49
Freedom Lesson Plan	51
Dynamism/Liveliness Lesson Plan	55
Trust/Openness Lesson Plan	59
Idea Time Lesson Plan	61
Playfulness/Humor Lesson Plan	64
Conflicts Lesson Plan	66
Idea Support Lesson Plan	68
Debate Lesson Plan	71
Risk-Taking Lesson Plan	73

## **Section One: Background to the Project**

### *Purpose*

This project addresses the need to infuse creativity into physical education lesson planning for students to attain their goals, while striving for lifetime achievement. I believe that your environment shapes the way you behave and while there has been a lot done educationally to promote that, there has not been enough done to link creative climate to physical education. With that said, there is a significant amount of work done by Goran Ekvall (1984, 1996, 1999) that can be connected to education and more specifically, physical education. Ekvall stated that:

Climate affects organizational and psychological processes such as communication, problem solving, decision making, conflict handling, learning and motivation and thus exerts an influence on the efficiency and productivity of the organization, on its ability to innovate and on the job satisfaction and well-being that its member can enjoy. (as cited by Treffinger, Isaksen, & Dorval, 1996, p.2)

I believe that all ten dimensions Ekvall talked about have an enormous impact in physical education class settings. Ekvall's ten dimensions of a creative climate are as follows:

- Challenge
- Freedom
- Idea Support
- Trust/Openness
- Dynamism/Liveliness
- Playfulness/Humor
- Debate



- Conflict
- Risk-Taking
- Idea Time

According to Cabra (1996), “Ekvall indicated that members of an organization are influenced by the general psychological atmosphere and the climate as a whole” (p.17). I think the same can be said for the setting in a classroom. However, the affective domain of a physical education class is completely different than inside your typical classroom. The dynamics of a physical education class opens itself up to many dimensions of a creative climate such as conflict, idea sharing, trust, debate, etc. Physical education classes present students with new opportunities and challenges daily and I believe the environment in which they work has a direct effect on performance. I hope that by creating ten distinct lesson plans (each one speaking to one of the ten dimensions Ekvall has identified), my students will enhance their abilities within a creative climate, and my future lesson plans are enhanced because of this work.

#### *Rationale for Selection*

The reason I chose to do this is because I think physical education is one of the few areas where students are allowed to express themselves in school and I believe the environment I create helps my students to do so. By observing my students in classes taught using Ekvall’s dimensions, I will be able to see how well they are doing in class, and see if Ekvall’s dimensions have an effect on the environment. I want these lessons to help my students become more creative, and hopefully, introducing Ekvall’s work into my lessons will help accomplish that. I thoroughly enjoy teaching children in physical education classes, and because there has not been much work done connecting creativity

to physical education, I think this would be a worthwhile project. The relationship between creativity and climate has been supported by Lauer (1994) who said “even though we are ignorant about the nature of creative talent, we can be pretty sure that it can be encouraged or discouraged by environmental conditions” (p.10). Fortunately, there are some creative minds in education who have realized the potential for linking creativity and physical education. There has been work done by Karl Rohnke and Steve Butler showing the importance of being creative within a physical education setting. Butler and Rohnke (1995) stated that:

Being creative keeps you, your participants and your programs fresh. Injecting something new and unusual into a program or class makes it better by keeping people guessing, wondering what’s next. When curiosity is aroused, people are engaged in the process and are more open to learning opportunities. Creativity is a challenge and there are countless ideas and activities in the universe, why not pursue them? Take a risk, try a new approach even if it seems like a stretch for you. If you put creative energy into a program, you will do a better job. (p. 44)

I find those words to be inspiring, and I could not agree more with what they say. I cannot help but think about diverging tools for creativity when Butler and Rohnke talked about stretching, taking risks and injecting wild and crazy ideas into your approach. That is what we strive for daily in creativity! It pleases me to know that some well-respected physical education teachers have injected creativity into their work. I still think more work should be done to bridge the gap between creativity and physical education, and that is why I am creating these lesson plans with the help of Ekvall’s research.

The next section contains literature that relates to creative climate as well as more specific literature showing a connection between Ekvall's ten dimensions of a creative climate and physical education.

## Section Two: Related Literature

This section highlights some of the work done by Ekvall on creative climate, as well as highlighting work that has been done connecting creative climate to physical education.

### *Creative Climate: At Work and at School*

When reviewing Ekvall's research based on creative climate in the workplace, I noticed that you could apply the same dimensions to education. As a teacher, I am always trying to figure out the best ways to connect with my students. There are so many factors that determine how a student is going to perform in the classroom on any given day. Once you get to know your students, it is easy to see what type of mood they're in the moment they walk into your classroom. Did they have a tough morning? Are my students tired? Did the weather make them upset? Is there another student in the school that is upsetting them? Things like these and the classroom itself effect the learning environment. Think about where you were and what you were doing the last time you had a good idea. Were you relaxed? Were you driving in a car? Were you singing in the shower? When people begin to explain why their ideas seem to come to them more in one place over another, they are talking about the climate for creativity. The climate, or environment, for creativity can change suddenly based on a number of factors, and those definitely have an impact on performance. I believe that while physical environments and psychological environments may be different, they are related. I believe that how you think and feel affects your performance. According to Ekvall (1996), the climate:

...affects organizational and psychological processes such as communication, problem solving, decision making, conflict handling, learning and motivation, and

thus exerts influence on the efficiency and productivity of the individual. The individual is affected by the climate as a whole and by the general psychological atmosphere. (p. 106)

You can see how important it is to have a relatively stable climate no matter what you are doing. Whether you are in the workplace or at home, climate is important. Ekvall draws upon several of his dimensions for a creative climate in that statement, and I believe each one plays a significant role in determining how well-suited the environment is for creativity. According to Isaksen, Lauer, & Ekvall (1998), “the climate for creativity and change is that which promotes the generation, consideration, and use of new products, services, and ways of working. The climate supports the development, assimilation, and utilization of new and different approaches and concepts” (p.3). Showing again how important the climate is for creativity. As previously stated, I believe how you feel has an affect on how you will perform and the environment can have an impact on both.

According to Firestien (2004) “in a supportive climate, ideas and suggestions are received in an attentive and positive way” (p. 206). Making sure people work together, especially in the classroom, is vital to success, and the creative climate has a lot to do with it. McCrimmon stated (1995) “if employees at all levels are to be fully empowered and make a difference, they need to put trust in one another to get the job done” (p. 41). Instead of thinking of employees in a working environment, think of students working together to come to one common conclusion. It is very important that group members trust one another because that helps ease the mind and lets ideas flourish. Then by accepting all opinions and ideas, new ones will develop. “Deferred judgment gives young ideas breathing room to grow and improve” (Firestien, Miller, and Vehar, 2001, p. 5).

This is exactly what I want my students to do in school because it not only stresses being respectful, but it makes everyone feel like they're a part of something and that they have the ability to be creative. Everybody has untapped potential and all students should have the freedom to discover new things. A positive climate can help them get there. Educators continue to work for engaging atmospheres that encourage students to express themselves. Armstrong stated (1998), solid classroom environments have:

Frequent outbursts of energy representing students exuberance in discovering something new, in making novel connections, in confronting and overcoming challenge, in being outspoken about the ideas and materials being presented. This contrasts sharply with the nongenial classroom in which strictness, rigidity, boredom, criticism, or anxiety stifles the creative impulse and strangles any possibility for joy, humor, flexibility or viability. (p. 60)

This shows a link between Ekvall's ten dimensions of a creative climate and education.

#### *Creative Climate in Physical Education*

As previously stated, the literature on creative climate and physical education is sparse. Using credible physical education databases such as pcentral.org and PElinks4U.org did not help much. I must say I was surprised to find as much literature on physical education as I did at the Butler Library at Buffalo State College. The only literature I found using the words *creative climate* were books written by Ekvall. Two sources I got a lot of information from were *Creative Climate* by Ekvall, and *Organizational Climate for Creativity and Organization* by Ekvall. It was refreshing to search through a number of books to see that while the words *creative climate* were not always used, the idea was present. "Physical activity instructional settings hold the

potential for development because as environments they are emotional, interactive, playful and dynamic” (Hellison, 2003, p. 7). I believe this shows a distinct correlation to Ekvall’s work, especially dynamism and playfulness. Students have some freedom in physical education. They are encouraged to take risks and think of new and exciting ways to do things. There are guidelines and procedures to be adhered to, but inside a gymnasium, students have a lot of time to experience freedom of expression, openness, and idea support. Having fun and infusing humor into physical education classes is very important as well. “The joy of playfulness and humor is that it allows students the chance to lower their protective guard in order to simply enjoy being a kid with no strings attached” (McDonagh, 2002, p. 7). This is another reason why humor is vital for a solid creative climate. Hellison even goes as far to cite the work of Mihaly Csikszentmihalyi discussing the need for creative climates in education. Csikszentmihalyi has written several books on “flow” and he specifically wrote one book about the need for flow in sports. Here we see another bridge between physical education and creativity.

Physical education itself can be broken into three domains: psychomotor (movement), affective (relations), and cognitive (thinking). According to Sandborn & Hartman (1970), “many feel that physical education has a greater opportunity for social learning than do other curricular areas. Practically every emotion that may be isolated is tapped in the gymnasium and on the playing field” (p. 69). This is what I think sets physical education apart from other subject areas. You have the ability to observe and evaluate students in many different domains. Although guided, students also have more freedom to express themselves. Focusing on the affective domain, Anthony Laker, a senior lecturer in physical education and sport sciences, broke down individual affective

traits into four categories. They are sportsmanship, cooperation, attitudes and individual (Laker, 2000, p. 47). He also has key dimensions under each heading. In no particular order some of those dimensions are as follows: honesty, peer support, trust, humor, creativity, challenge and independence. All of those subcategories are what Ekvall (1996, p. 107) has identified as dimensions that make up a creative climate. Physical education prides itself on giving students the tools necessary to lead active and healthy lifestyles. Laker (2000) stated that “developing trust comes from promoting support between students and with that is the potential to achieve many social development objectives” (p. 41). I think trust is one of the most important dimensions of a creative climate in business and education. There may always be challenges and risks, but I am not sure if you can get to all the other dimensions without establishing trust first.

As previously stated, physical education classes give students the ability to take risks, be free, and develop trust with one another. Sternberg & Lubart (1991) stated that:

To restructure schooling and emphasize creative definition and redefinition of problems, teachers need to allow students more responsibility for choosing and solving problems. Problems requiring insightful solution are almost always ill structured, whereas school-posed problems lead to prescribed answers. Creative persons learn to tolerate ambiguity, take risks, and excel despite mistakes. (p. 609)

There is a correlation here between giving students the freedom to take risks and engaging in constructive conflict in order to succeed. There is a need for benchmarks and tracking student performance, but I think we sometimes get too caught up in meeting deadlines and getting “perfect” scores on everything. All students are different and learn differently. Physical education allows students to learn in a variety of ways and



incorporating creative thought into lessons can only help. Students need the freedom to make mistakes and tackle challenges. It's what motivates us to strive to be better. Smith stated (1988), "the ideological beliefs of freedom and equal rights emerging from the revolutionary period help to explain one's desire for extracurricular activities and sport. The freedom that sport carries with it is what arouses a desire to play" (p.23). One of the most commonly cited reasons for the inclusion of physical education in schools is that it builds character. I believe with strong character comes the ability to trust someone and the freedom to carry out your own work. Sternberg stated (1999), "the freedom to choose what to work on allows individuals to seek out questions that they are highly intrinsically motivated to pursue. This high level of intrinsic interest will lay the groundwork for creative achievement" (p. 305). By giving children the freedom to engage in activities, you allow for children to overcome challenges on their own and build a rapport with each other.

I think the climate in physical education provides these unique opportunities for students. How well students do in my physical education classes is up to both me and them. Can I create an environment conducive to learning? What can alter the creative climate in my classes? Can I be a positive influence on the climate? These are all questions I will continue to work on as I take the ten dimensions of a creative climate and infuse them into my lesson plans.

### **Section Three: Process Plan**

This section will highlight the essence of my work done to complete this project. Starting in September of 2008, I began collecting any research I could find on physical education, Ekvall's ten dimensions of a creative climate, and anything else that showed a link between the two fields.

#### *General Preparation*

- Spoke with Cynthia Burnett about project interests
- Found research pertaining to physical education and creative climate
- Developed a concept paper about linking physical education to Ekvall's ten dimensions of a creative climate
- Decided to create ten P.E. lesson plans, each one speaking to a different creative climate dimension, as my project
- Chose a 4<sup>th</sup> grade class setting to observe students reactions to the lessons built for creative climate
- Looked for related literature to education and creativity
- Reviewed policies about involving my students in my academic work

## PROJECT TIMELINE

DATE	WORK DONE	TIME SPENT
Sept. 1, 2008	Research creative climate	2 hours
Sept. 4, 2008	Work on Concept Paper	3 hours
Sept. 6, 2008	Work on CP	1 hour
Sept. 7, 2008	Research on Ekvall - creative climate	3 hours
Sept. 10, 2008	Finalize CP	1 hour
Sept. 13, 2008	Research physical education climates	2 hours
Sept. 14, 2008	Phone - Cyndi - Revise CP	20 minutes
Sept. 17, 2008	Work on CP	1 hour
Sept. 20, 2008	Library - research creative climate	2 hours
Sept. 22, 2008	Internet search - Phys. Ed. Climates	1 hour
Sept. 24, 2008	Work on CP	1 hour
Sept. 28, 2008	Phone - Cyndi - Finish CP	20 minutes
Sept. 29, 2008	Finalize CP!	30 minutes
Oct. 1, 2008	Research possible Phys. Ed. Lesson plans	2 hours
Oct. 4, 2008	Research related lit. on PE And creative climates	2 hours
Oct. 5, 2008	Work on lesson plans	1 hour
Oct. 8, 2008	Work on lesson plans	1 hour
Oct. 10, 2008	Teach lesson on Trust	1 hour
Oct. 11, 2008	Research related lit. on PE And creative climates	2 hours
Oct. 12, 2008	Work on lesson plans	1 hour
Oct. 14, 2008	Phone - Cyndi	20 minutes
Oct. 15, 2008	Work on lesson plans	1 hour
Oct. 17, 2008	Teach lesson on Challenge	1 hour
Oct. 17, 2008	Library - work on Sections 1-3	3 hours
Oct. 18, 2008	Library - work on Sections 1-3	3 hours
Oct. 19, 2008	Library - work on Sections 1-3	3 hours
Oct. 20, 2008	Teach lesson on Freedom	1 hour
Oct. 21, 2008	Work on lesson plans	1 hour
Oct. 22, 2008	Work on lesson plans	2 hours
Oct. 24, 2008	Teach lesson on Dynamism/Liveliness	1 hour
Oct. 24, 2008	Work on lesson plans	1 hour
Oct. 25, 2008	Library - work on Sections 1-3	4 hours
Oct. 26, 2008	Library - work on Sections 1-3	3 hours
Oct. 27, 2008	Teach lesson on Idea Time	1 hour
Oct. 28, 2008	Revise Sections 1-3	1 hour
Oct. 29, 2008	Work on lesson plans	2 hours

Oct. 31, 2008	Teach lesson on Playfulness/Humor	1 hour
Nov. 1, 2008	Revise Sections 1-3 based on Cyndi's feedback	1 hour
Nov. 1, 2008	Work on lesson plans	2 hours
Nov. 2, 2008	Library - work on Section 4 & read PE books	4 hours
Nov. 3, 2008	Teach lesson on Conflicts	1 hour
Nov. 4, 2008	Work on Section 4	2 hours
Nov. 5, 2008	Research more PE books	1 hour
Nov. 5, 2008	Work on lesson plans	2 hours
Nov. 7, 2008	Teach lesson on Idea Support	1 hour
Nov. 8, 2008	Library - work on Section 4	2 hours
Nov. 9, 2008	Library - work on Section 4	2 hours
Nov. 10, 2008	Teach lesson on Debate	1 hour
Nov. 11, 2008	Work on Section 5	2 hours
Nov. 12, 2008	Work on Section 5	1 hour
Nov. 14, 2008	Teach lesson on Risk-Taking	1 hour
Nov. 14, 2008	Work on Section 6	2 hours
Nov. 15, 2008	Library - work on Section 6	3 hours
Nov. 16, 2008	Library - Finish Section 6 & any other work needed	2 hours
Nov. 22, 2008	Revise Sections 4-6	3 hours
Nov. 23, 2008	Acknowledgements, Abstract, Appendices work	3 hours
Nov. 24, 2008	Complete Reference page	1 hour
Nov. 24, 2008	Work on presentation	2 hours
Nov. 28, 2008	Work on presentation	3 hours
Nov. 29, 2008	Work on presentation	3 hours
Nov. 30, 2008	Finalize presentation	3 hours

**Total Hours = 105.5**

## **Section 4: Outcomes**

This section will highlight the hypotheses, reactions and results of implementing the lesson plans into my classes. Ten physical education lesson plans based on Ekvall's ten creative climate dimensions of an environment will be the outcome of this project. I will talk about each dimension individually and talk about what was done. I will discuss what I thought was going to happen before I taught the lessons, what did happen, and what my students' typical reactions and responses were to the lessons. Every section will start with a definition of each dimension as well.

### **Challenge**

The degree to which members of the organization are involved in its operations and goals. In a high-challenge climate people are intrinsically motivated to contribute to the success of the organization. They find joy and meaningfulness in their job, and view work as an opportunity to actualize their potentials.

Conversely, a low-challenge climate is characterized by feelings of indifference and apathy towards work and the organization. (Isaksen, Lauer, & Ekvall, 1998, p. 8)

For this lesson, I introduced a different type of strategy that I thought would illicit feelings of frustration. I started the lesson by telling the students what was expected of them. I briefly discussed what a challenge was and asked what my students' understanding of challenge was. Here are the typical responses to the question:

- Hard
- Tough
- Not easy

- Difficult
- Sometimes fun

Those were precisely the responses I thought I would get. I decided to have my students play a game of ultimate Frisbee, but I added more rules to challenge my students. Instead of simply completing passes down the field with a disc, I stated that in order to score, you must complete at least ten passes, half of which must go to girls, and that the students could not pass back to the person who threw the disc to them. If any of those rules were broken, the team turned over the Frisbee.

### *Results*

After the lesson, my students gathered around and I asked them questions about their comfort level in the classroom, did they like/dislike the lesson, and what did they gain? As I suspected, the biggest response to the lesson was frustration. Many of my students said that while it definitely was a tough challenge, it was more frustrating than anything because they felt like they didn't have much control over what happened. With so many new and different rules in place, it was tough for them to concentrate on the challenge at hand without getting frustrated. The biggest thing I took out of this lesson was that the overwhelming majority of my class said they realized just how important it is to work as a team especially when there are so many obstacles. I think the lesson was a success not only because it definitely provided a challenge to the class, but it also stressed the importance of teamwork and working together to reach a common goal.

### **Freedom**

The independence in behavior exerted by the people in the organization. In a climate with much freedom, people are given autonomy to define much of their

own work. People exercise discretion in their daily activities. People take the initiative to acquire and share information, make plans and decisions about their work. (Isaksen, Lauer, & Ekvall, 1998, p. 8)

I decided to set up stations for a lesson on freedom. In each corner of the gymnasium there were different activities the students could choose from:

- Station 1 had hop-alongs for the students to work on.
- Station 2 had soccer.
- Station 3 had hula-hoops and jump ropes.
- Station 4 had Frisbee.

All of the stations were set up with an emphasis on cardio-respiratory fitness. After six to seven minutes the whistle would blow and that meant it was time to clean up and move on to the next station. The students were broken into groups of 4-5 and asked to remember to share all equipment and remember to take care of each other. Before moving into the stations I asked students to define freedom for me and here are their responses:

- Making your own choices
- Independent
- Do what you want
- Don't worry about what you do

### *Results*

I figured there would be a lot of problems during the lesson due to the fact my students had free range on what to do. As I thought, problems did occur, but not at the rate I thought they would. When you give students that much freedom to make their own

decisions you put in a lot of trust in them to make the right choices. There were disputes over equipment use, rules they made up for games and a generally less-structured atmosphere, but overall, I thought it was good to give the students the opportunity to make their own choices. After the lesson many of my students again cited frustration trying to work well together and said that trust was key in figuring out what to do and how to do it. Many of my students also liked the opportunity to do their own thing which made them feel like leaders. Again, I was surprised that there weren't a lot of problems, but I thought the overall theme based on student responses was that teamwork is vital to making things work, especially when you have so much freedom to work.

### **Dynamism/Liveliness**

The eventfulness of life in the organization. In the highly dynamic situation, new things are happening all the time and new ways of thinking about handling issues often occur. The atmosphere is lively and full of positive energy. People get caught up in the excitement and energy. (Isaksen, Lauer, & Ekvall, 1998, p. 8)

I chose to introduce a dance lesson for this dimension of a creative climate. It is something I have never done with this grade level before, and I thought the students would really enjoy it. I brought in some music and because I have taught dance units in the past, I figured that while there would be some students who were shy, most of the students would get excited and enjoy dancing around. I taught them a line dance called the "boot-scoot boogie" and we also did the "Macarena." Once the students realized what the lesson was for the day the majority of the class became excited and enthused about what we were going to do. Before we started, I asked the students what makes them feel



“alive” and what did they think dynamism and liveliness meant? Here are the typical responses:

- Energy
- Alive
- Excitement
- Giving it your best shot
- Staying positive and having fun
- Getting crazy

### *Results*

As I thought, most of the class was easily engaged in the lesson with the exception of a couple “wall-flowers.” I think showing the students that I was having fun and acting a little goofy also helped, especially when it came to the couple students who were a bit shy about getting involved in the lesson. It brought me back to divergent thinking and seeking wild and crazy ideas. I felt like showing my students it was okay to act a little wild and crazy, and it really got them going and involved in the lesson. After the dancing, the students said they had a great time and realized how important it was to pay attention to detail because you had to follow the beat with specific dance steps, otherwise you would make a mistake. Again, they said they felt like a team because everyone was flowing and moving in the same way. I thought it was a great way to infuse dynamism and liveliness into the physical education setting and you could tell the dimension was present throughout the lesson.

### **Trust/Openness**

The emotional safety in relationships. When there is a level of trust, individuals can be genuinely open and frank with one another. People can count on each other for personal support. People have a sincere respect for one another. Where trust is missing, people are suspicious of one another and closely guard themselves and their ideas. (Isaksen, Lauer, & Ekvall, 1998, p. 8)

I introduced a lesson on trust falls to my students which I thought was the perfect fit for infusing the dimension of trust and openness into my class. When I told the students what we were going to do, you could see the excitement, fear and anxiousness in my student's faces. I was looking for my students to be shy, scared and apprehensive about performing trust falls. I used a balance beam that was only two feet above ground for the students to stand on. This ensured that while they had to trust whoever was going to catch them, they wouldn't have to worry about falling from a high place. There were gymnastic mats underneath just in case. Before we started the trust falls, the students gave their take on what trust means to them and here is what they said:

- Respect
- Taking care of each other
- Putting faith in someone else
- Knowing you can count on someone
- Comfortable
- Safe
- Nice

### *Results*

The lesson went very well and you could tell that while the students were a little nervous, they were having fun. After the lesson, we talked trust and about how the lesson went. Many of the students said that while they were nervous and scared, there was a feeling of excitement once they put their trust in someone else's hands to catch them. Again, the notion of teamwork resurfaced. My students were now starting to realize that many of the lessons they were a part of reinforced how important it is to work together and take care of each other. I'd like to think all of my lessons reinforce that, but I could tell that by deliberately focusing on Ekvall's dimensions of a creative climate, the notion of teamwork was really being driven home.

### **Idea Time**

The amount of time people can use for elaborating new ideas. In the high idea-time situation, possibilities exist to discuss on test impulses and fresh suggestions that are not planned or included in the task assignment. There are opportunities to take the time to explore and develop ideas. (Isaksen, Lauer & Ekvall, 1998, p. 8)

I decided to teach a small lesson on generating ideas for a better physical education class. We talked about their favorite activities in physical education and using those activities, we generated ideas on how to make those activities even better. I purposely withheld talking about divergence and convergence and what the guidelines were for Creative Problem Solving because I wanted to strictly see what ideas were generated while saving that information for another lesson. I predicted that there would be some wild ideas and I wanted to show my students that even the unlikeliest ideas can be useful. Again, you give students a little freedom, and they will run with it because they are used to a lot of structure within school. I think children have very creative minds and because they are

not exposed to societal norms as much as adults are, they sometimes come up with very interesting and useable ideas. When asking the students what they thought idea time or generating ideas meant, they came up with these typical responses:

- Time
- Taking time to think
- Try lot of things
- Brainstorming

### *Results*

We talked a lot about tag games my students enjoy. We generated a lot of ideas about how to improve the games and even make them more challenging. I tried to act as enthusiastic as possible and I think that had a lot to do with getting the students motivated to shout out any idea they thought of. Near the end of the lesson on idea time, the students tried a couple of the new things they thought of for a game of Buffalo Bill tag. In this game the tagger is Buffalo Bill, and everyone else is a buffalo. If you are tagged by Buffalo Bill you must lay down on your back with your hands and feet in the air. In order to become “unfrozen” a fellow buffalo must come tag you and say “one, two, three, buffalo free!” The students decided to implement different motor movements into the game like skipping, hopping and jumping. If someone was tagged they decided that instead of lying down you had to do ten sit-ups and push-ups. These were all variations developed by taking the time to explore different ideas and I think it was awesome to see the students take charge and develop their own ideas and their own ways to make the lessons even more enjoyable.

### **Playfulness/Humor**

The spontaneity and ease displayed within the workplace. A relaxed atmosphere where good-natured jokes and laughter occur often is indicative of this dimension. People can be seen having fun at work. The atmosphere is seen as easy-going and light-hearted. (Isaksen, Lauer, & Ekvall, 1998, p. 8)

I took a chance here and decided to discuss lessons based on free-range and free-time with my students. It is important to structure physical education lessons but it is also important to let the students have some days where they can choose what to do. I think it is a valuable dimension of physical education settings. Students can become bored very easily with the same routine and I believe free-time is important for the good of the group. Sometimes the games we provide students become so routine that the students become disengaged and disinterested in what is being taught. “Games presumably restrain the spontaneity of their players by an increased explicitness of rules” (Bruner, Jolly, & Sylva, 1976, p. 259). This is precisely why I thought it would be a good idea to give the students a day to do what they wanted and have fun. I figured by giving the students the responsibility and opportunity to play and have fun I would see laughter, teamwork and even some debate. When I talked to the students about what it means to be playful and humorous this is what they said:

- Fun
- Laughing
- Tell jokes
- Free to do what pleases you
- Happy

### *Results*

As I thought, the students had a great time playing games. I was present to make sure things did not get out of hand, but the students knew what was expected of them and they still found ways to have fun, laugh and joke around without getting into too many confrontations. I honestly thought there would be more problems because there was less structure, but the students directed their own games and really enjoyed themselves.

### **Conflicts**

The presence of negative personal and emotional tensions in the organization.

When the level of conflict is high, groups and single individuals dislike and may even hate each other. The climate can be characterized by “interpersonal warfare.” Personal differences can lead to gossip and slander. (Isaksen, Lauer, & Ekvall, 1998, p. 8)

I introduced a way to stress the importance of teamwork for this lesson. I talked to the students about the need for teamwork and patience when working in a group. I broke the students into four groups and gave each group a hula-hoop. I then showed the students how to lift the hula-hoop up from the ground and how to lower it. The students were only allowed to use one finger and they had to use the side of that finger to lift the hula-hoop. Another rule was that all four students must have their finger touching the hula-hoop at all times when lifting it and lowering it back to the ground. I thought that having the students try this would get them very frustrated with each other. By making sure they had to keep their fingers on the hula-hoop at all times, I thought there would be some arguments about how fast they were going, who was too slow and general lack of

teamwork. Before we started we had a brief discussion about conflict and most of the students responded with the following:

- Mad
- Arguing
- Upset
- Cheating
- Name-calling
- Getting in fights
- Hurtful
- Disagreeing
- Yelling and shouting

### *Results*

As I thought, the students were very frustrated during this activity. There were some students who were excited by the challenge, but the majority were frustrated trying to work together to make sure they completed the activity. Many of the students cited anger, frustration, being mad and being upset while trying to accomplish the goal.

However, many of them also said they felt relieved once they finally completed the task.

I cannot stress enough how important it was to work well together and realize the need for teamwork. I think the students understand that by being part of a team, you have a responsibility to yourself and others to take care of your job for the good of the group.

### **Idea Support**

The way new ideas are treated. In the supportive climate, ideas and suggestions are received in an attentive and professional way by bosses, peers, and

subordinates. People listen to each other and encourage initiatives. Possibilities for trying out new ideas are created. The atmosphere is constructive and positive when considering new ideas. (Isaksen, Lauer, & Ekvall, 1998, p. 8)

This lesson was directed very similarly to the lesson on idea time. The only new wrinkle was talking to the students about divergence, convergence and the CPS process. I knew the students would love when I told them to shout out ideas, and not to hold back and say what they felt. We had another lesson here to generate ideas and talk about what has worked for them recently in their physical education classes. This time, I told students to defer judgment and think of as many wild ideas as they could for improving physical education activities. Again the focus was tag games. When I asked them what it meant to support ideas, this is what they offered:

- Listening to other ideas
- Being nice
- Being considerate
- Different can be good
- Appreciate other ideas you didn't think of
- Supporting each other
- Laugh with each other and not at someone

### *Results*

Again, the students generated some great ideas for improving their tag games and they adhered to the guidelines I gave them about seeking wild ideas and making sure they didn't laugh at anyone. They really did a good job listening to others and deferring judgment. If there was laughter, the students realized they were in a comfortable



environment and that they weren't being criticized. A lot of the students said they felt funny shouting out wild ideas, but that it was fun to do. They liked saying what was on their minds and feeling like any idea they came up with was a good one. One thing they did at the end of the lesson was play a tag game and if someone was tagged they had to start singing their favorite song before they were "unfrozen." It was a lot of fun and it was great to see the students taking care of each other and understanding the need for idea support.

### **Debate**

The occurrence of encounters and productive disagreements between viewpoints, ideas, and differing experiences and knowledge. In the debating organization many voices are heard and people are keen on putting forward their ideas for consideration and review. People often discuss opposing opinions and share a diversity of perspectives in a positive manner. (Isaksen, Lauer, & Ekvall, 1998, p. 8)

This lesson was based on knowledge of sports teams and the students' favorite sports teams. I thought by purposely stirring the pot and talking about favorite teams and players, a spirited debate would develop. We talked about debate first and what that meant to students. Here is what they said:

- Conflict
- Talking about who's right and who's wrong
- Talking/Conversations
- Disagreeing
- Agreeing

- Compromise
- Important to listen to others

### *Results*

I designed a lesson here to talk about the importance of sports in society. Most of the students agreed and they also had a lot to say about their favorite teams. I wanted the students to debate about teams and players and there was no problem getting that started. If I needed to add a little fuel to get a debate started about a team or an athlete I did. We had several topics come up and because I know my students pretty well, I knew what athletes and/or teams to discuss. We talked about the Buffalo Bills, Buffalo Sabres, NY Yankees, Boston Red Sox, Dallas Cowboys and the New England Patriots. Many different athletes came up and it was a lot of fun to watch the students engage in conversation about their viewpoints. The students did a good job debating and not arguing. They remembered that debates are intended to hear many viewpoints and that is precisely what happened. I thought there would be more arguing, but many of the students were just happy to have a voice and have their statements be heard and accepted by the group.

### **Risk-Taking**

The tolerance of uncertainty and ambiguity exposed in the workplace. In the high risk-taking case, bold new initiatives can be taken even when the outcomes are unknown. People feel as if they can “take a gamble” on some of their ideas.

People will often “go out on a limb” and be first to put an idea forward. (Isaksen, Lauer, & Ekvall, 1998, p. 8)

This lesson was based on basic gymnastics for elementary students, but it was something that I had never done before with this group. I had some students that had no problem performing some of the movements, but there were a lot of students who were apprehensive about trying. I think the lessons on trust, idea support and challenge really helped the students in this lesson. Students knew not to judge and how to be supportive. Clearly, there were students who were shy about performing some movements, but as the lesson kept going, I could see the students opening up and doing what they could to succeed. I thought most students would be apprehensive about taking risks. I also thought once we got started and the students became more comfortable, they would do well. Before we started the lesson, we talked about taking risks and the students described risk-taking as:

- Being scared
- Being nervous
- Frustrating
- Hard
- Not a lot of fun
- Not easy
- Taking a chance

### *Results*

As I thought, the students enjoyed themselves but there was definitely some trepidation about participating in the beginning. I really think the lesson on deferring judgment helped the students get in the frame of mind to succeed in this particular lesson. After the lesson, the students said they were nervous, scared and even shy about trying

some of the movements, but as the lesson went on, they felt more comfortable. I think this just shows how important it is for there to be a nurturing climate present for students to perform and do well. No matter what you are doing, people will perform better when they feel comfortable.

### **Section Five: Key Learnings**

Overall, I thought this project went extremely well. The students were receptive to the lessons that were developed, and Ekvall's creative dimensions were definitely present throughout. I think the biggest take away is all of the creative climate dimensions work hand in hand with one another. Even when I was focusing on one dimension, I would see other dimensions coming out throughout my lessons.

I also think that Ekvall's work is a very good model for structuring physical education classes. The dimensions seemed to be naturally present in many of the classes. I noticed the more I did the project work in my classes, the more I saw the dimensions standing out, supporting one another. There is always time and a need for the dimensions in my classes, and I found that deliberately focusing on them helped me as a teacher. I feel as if I already include pieces of Ekvall's research in my lesson plans, but purposely researching the work Ekvall has done and infusing it into my lessons had a great affect on my students. I think the biggest thing the dimensions brought out was teamwork. In my classes, I think it is imperative that the students work well together and I think the focus on the dimensions of a creative climate helped drive that point home. After many of the lessons, my students were constantly citing the need for teamwork and how important it is to work well together to accomplish goals. They realized how much responsibility you assume when you are part of a team and I thought that was great.

While developing the lessons, I tried to adhere to what I have learned throughout my time in the Creative Studies program. I tried to be deliberate and not self-judge. I thought that if I took the time to let ideas flow, I would be better able to come up with ways to infuse Ekvall's dimensions into my lessons. I tried my best to think of wild ideas

as long as they would be suitable for a physical education program. In the end, I think I did a pretty good job coming up with lesson ideas. They all promoted healthy lifestyles and the activities I chose were perfect for focusing on certain dimensions of a creative climate.

If I could change anything, I think I would have liked to see how the dimensions worked in classes with older students. As students get older they start to develop their own niche and I think it would be interesting to see how well the lesson plans would work with older students.

As far as changing anything based on the work I did for this project I may have worked closely with other teachers to see what ideas they had. One of the biggest things I found from working on this project was that teamwork was a key topic for my students and I think the same could be said for teachers. Teachers have to work well together understanding that all subject areas are important, while remembering that the students are our biggest concern.

### *Key Learnings*

I definitely have a strong appreciation for all the work done in the field of creativity. While there has not been a lot done to link creativity to physical education, I did find some literature linking the two fields. Finding the work done by Hellison (2003), Butler & Rohnke (1995), and Csikszentmihalyi (1999) was very satisfying, but as I said, I still think work needs to be done.

I felt like I was using the dimensions in my classes before, but now I really focus on them when I build my lessons. It's easy to see the great impact they had on my students. I now try to stay as enthusiastic as possible while infusing bits and pieces of the

dimensions into my lessons because the students seem to have a lot more fun and they look very comfortable participating in class.

I always had a lesson breakdown after class to see what went well and assess what my students learned. However, now I really drive home the importance of debriefing. I just sense that the environment is more alive now and the students seem eager to talk about what they liked, disliked, and more. I think that is a direct result of adhering to the dimensions of a creative climate.

I really think I can identify better ways to teach my lessons now. I know what to do in order to foster a creative climate and I think that makes me a more effective teacher. Not only do my students seem more comfortable, but I am more comfortable, and I feel like I have even more tools to be the leader they need me to be during class.

## **Section 6: Conclusion**

Although Ekvall's ten dimensions of a creative climate were based on business settings, there is a place and a definite need for them in education. I feel like my students and I have learned a lot from going through this process, and I am pleased to say I found a way to link the dimensions to physical education. I will definitely keep using the dimensions to create future lesson plans and I hope they continue to help me reach my students in a positive way.

### *Further Issues to Explore*

- In what ways might we research how to link physical education to creativity?
- How might we find more ways to infuse Ekvall's dimensions into any educational subject area?
- How might we find ways to improve trust in the classroom, whether it's student to student, or teacher to student.
- In what ways might we encourage students that teamwork is vital to reaching your goals?
- Does the creative climate change based on grade level/age?
- How might we help teachers understand how important they are to students and how important it is to create an environment that is comfortable?
- Is it possible to infuse more aspects of CPS into creative climate work?

In closing, I would like to point out that not only did I learn a lot about Ekvall's work, but I feel like I learned a lot about my students and I think the work done on this project will only help me to grow as a teacher. We all need to understand that our students look up to us as role models and I think it is a teacher's responsibility to give



them the tools necessary to succeed. I definitely think infusing Ekvall's work into education can help any teacher reach their students and help them attain their goals.

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# APPENDIX

## A

**Concept Paper**

Frank Palisano

September 28, 2008

## Creating Lesson Plans Using Ekvall's Ten Creative Climate Dimensions for a Physical Education Class

### What Is This Project About?

This project is about developing ten distinct physical education lesson plans based on Ekvall's ten dimensions of a creative climate. I am a big believer in the fact that your environment shapes the way you behave. Unfortunately, there has not been much done to connect creativity and physical education. I would like to see what results I find by using Ekvall's ten dimensions to create physical education lesson plans. I will develop ten lesson plans and watch how those plans affect the creative climate in my classes. I will include my hypotheses about what I think will happen when the dimensions are infused into the lesson, and then report on what actually happens. I want to find out what dimensions of a creative climate work well within my physical education class setting.

### Rationale for Choice

The reason I chose to do this is because I think physical education is one of the few areas where students are allowed to express themselves in school and I believe the environment I create helps my students to do so. By observing my students in classes taught using Ekvall's dimensions, I should be able to see how well they are doing in class and see if Ekvall's dimensions have an effect on the environment. I want these lessons to help my students become more creative and hopefully introducing Ekvall's work into my lessons will help accomplish that. I thoroughly enjoy teaching children in physical education classes and because there has not been much work done connecting creativity to physical education, I think this would be a worthwhile project.

### What will be the Tangible Product or Outcome?

Besides obviously creating new and improved physical education lesson plans, my main goal is finding more ways to connect to my students. I believe there has been a lot of useful work done in the field of creativity and I think connecting it to my classes could be another way to help students learn. I believe the environment in which you operate has a direct effect on performance and by "playing" with the ten dimensions in my classes, I am eager to see what happens. The purpose here is to create ten separate, but useful, lesson plans for a physical education class based on the ten distinct dimensions of a creative climate according to Ekvall.

## What Criteria Will You Use to Measure the Effectiveness of Your Achievement?

Because I feel I am well-versed in creative studies and physical education, I will know when this project is a success based on the performance of my students over a ten day period. It is my hope that by developing lessons that speak directly to Ekvall's ten dimensions, I will be able to see how the students react to a different type of teaching method.

## Who will be Involved or Influenced?

My role is to be an effective leader/teacher. The students will be influenced by the creative lesson plans I create based on the work done by Ekvall. I hope that what I accomplish by making these lessons serves my students for lifetime achievement. Furthermore, I think these lessons could potentially have a good effect on future students of mine.

## When Will This Project Take Place?

This project will take place throughout the Fall semester of 2008. I plan to develop lesson plans speaking to each one of the ten dimensions and assess my students' reactions/behavior over a ten class period running from approximately October 21, 2008 – November 20, 2008.

## Where Will This Project Occur?

This project will take place at the St. John Vianney School in Orchard Park, NY.

## Why is it Important To Do This?

I believe it is important to complete this project because as I have previously stated, there has not been a lot of work done connecting the field of creativity to physical education. As I have begun to do some research, I find that while there is some whispering about the two fields, there are no concrete results. I think it would be interesting, and fun, to be one of the few people to try to bridge the gap.

## Personal Learning Goals

- To see how the climate changes relative to Ekvall's dimensions in a Phys. Ed. Class
- To find better ways to foster a positive learning environment within my classes

- To help my students understand that they are all leaders and capable of helping/leading by example
- To see how my knowledge in creativity can be used to better myself as a teacher

### How do You Plan to Achieve Your Goals and Outcomes?

I would like to find a way to create a number of indicators of creative climate. Through this I will be able to judge as to whether the environment I create in a physical education setting is conducive to learning as well as showing “hits” across Ekvall’s ten dimensions. I will be able to see what dimensions work well throughout the lessons and what dimensions don’t have as great of an impact.

### Evaluation

I will reflect on the classes through observations. Throughout the 10 class period I will be taking notes speaking to the observations I have about how the climate changed and how that affected Ekvall’s dimensions. I will also develop questionnaires for my students asking them simple questions about the lessons. For example:

- \* Did you enjoy this lesson?
- \* What did you like/dislike about the lesson?
- \* Were you comfortable in the environment?

### Prepare Project Timeline

- September 5, 2008 – Draft first concept paper, conduct research on lesson planning tying creativity and physical education together
- September 12, 2008 – Finish re-draft of concept paper, talk to students about project
- September 19, 2008 – Turn in concept paper for approval
- October 3-10, 2008 – Prepare lesson plans and evaluations
- October 20-November 21, 2008 – Conduct observation of physical education classes, taking notes and tracking success
- November 24-December 1, 2008 – Assess what dimensions worked/did not work well and complete final project

### Identify Pertinent Literature or Resources

- Pecentral.org
- Aahperd.org

- [Pelinks4u.org](http://Pelinks4u.org)

Ekvall, G. & Arvonen, J. (1984). Leadership styles and organizational climate for creativity: Construction and validation of a measuring instrument. Stockholm, Sweden: The Swedish Council for Management and Organizational Behaviour.

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# **APPENDIX**

## **B**

### **Lesson Plans**

<u>Lesson plan</u>	NYS/NASPE  <u>Standards</u>	Name: Frank Palisano	Date: 10/17/08  <u>Grade:</u> 4
<u>Domains</u>		<u>Terminal Objectives</u>	<u>Length of class:</u> 32 minutes
<u>Psychomotor:</u>	1/1,2,4	By the end of the lesson, the students will be able to demonstrate proper techniques for playing a game of Ultimate Frisbee	<u>Ekvall Dimension:</u> Challenge
<u>Affective:</u>	2,3/5,6	The students will demonstrate respect towards others and be aware of personal space while understanding their responsibilities	<u># In class:</u> 18  <u>Equipment:</u> Pinnies, Frisbees, Cones
<u>Cognitive:</u>	1,2/2,3	The students will be able to answer questions pertaining to cues, positioning, and technique in ultimate Frisbee as well as debriefing	<u>References:</u> Ekvall: Creative Climate & Pangrazi: PE for Elem. Children
<u>Safety Statement:</u>	2/5,6	Throughout the lesson the students will be aware of their surroundings by looking out for classmates and taking care of each other 100% of the time	

Content (What)	Time	Organization & Transitions	Teaching Progressions & Teaching Cues	Anticipated Difficulties
Warm-Up  Challenge	7 minutes		Students come into class and wait for instruction. The teacher talks to the students about what a challenge is and how we can overcome challenges. The teacher asks the students what challenge means to them and prepares them for a physical activity that will be a challenge to the students.	Stress safety while looking out for others in class!

Lesson Focus	20 minutes		The teacher teaches the students the proper throwing and receiving technique for Frisbee.	
Ultimate Frisbee			<p>Alligator catch – thumb to fingers</p> <p>Pancake catch – Open palms come together around Frisbee</p> <p>New rules to add challenges:</p> <ul style="list-style-type: none"> <li>-10 passes must be completed before scoring</li> <li>-Half of the passes must be completed to girls</li> <li>-Cannot pass back to the person who threw the disc to you in the first place</li> </ul>	<p>Remind students to put their thumb on top of the Frisbee, index finger along the side of it, and three remaining fingers along the bottom of the Frisbee.</p> <p>When stepping to throw Frisbee, remind students to keep a level arm (“sweeping the table”) and when they release the disc they should end up pointing at their target so the Frisbee goes straight.</p>
Creating Challenge				
Closure	5 minutes		Talk about what we can learn from taking on challenges and overcoming them. What worked well for the students during the lesson? How did the students feel about the tasks they had to complete? How did they feel performing when the new rules were established? What can you take away from this activity?	
Debrief				Talk about the importance of taking challenges head on and what you can gain from working on a challenge.

<u>Lesson plan</u>	NYS/NASPE	Name: Frank Palisano	Date: 10/20/08
	<u>Standards</u>		<u>Grade:</u> 4
<u>Domains</u>		<u>Terminal Objectives</u>	<u>Length of class:</u> 32 minutes
<u>Psychomotor:</u>	1/1,2,4	By the end of the lesson, the students will be able to demonstrate proper techniques for playing a variety of activities in a group setting	<u>Ekvall Dimension:</u> Freedom
<u>Affective:</u>	2,3/5,6	The students will demonstrate respect towards others and be aware of personal space while understanding their responsibilities	<u># In class:</u> 18 <u>Equipment:</u> Hop-alongs, soccer balls, soccer nets, pinnies, hula-hoops, jump ropes, Frisbees, cones
<u>Cognitive:</u>	1,2/2,3	The students will be able to answer questions pertaining to cues, positioning, and technique for the stations as well as during debriefing	<u>References:</u> Ekvall: Creative Climate & Pangrazi: PE for Elem. Children
<u>Safety Statement:</u>	2/5,6	Throughout the lesson the students will be aware of their surroundings by looking out for classmates and taking care of each other 100% of the time	

Content (What)	Time	Organization & Transitions	Teaching Progressions & Teaching Cues	Anticipated Difficulties
Warm-Up  Freedom	7 minutes		Students come into class and wait for instruction. The teacher talks to the students about what freedom means and how powerful it can, and cannot be. The teacher asks the students what freedom means to them and prepares them for a physical activity that will focus on freedom and free range	Stress safety while looking out for others in class!

<p>Lesson Focus</p> <p>Stations</p> <p>Hop-alongs</p> <p>Hula-hoops/jump ropes</p> <p>Frisbee</p> <p>Soccer</p>	<p>20 minutes</p>		<p>within the gymnasium.</p> <p>The teacher shows the students how to use each station and how to transition from station to station. The students will be working in small groups of 4-5 so it is imperative that students work well together to succeed.</p> <p>At the hop-along station the students are expected to hold the handles tight with both hands while straddling the sides of the hop along with their legs. By leaning forward and bouncing on the hop-along, the students will be able to work on movement while increasing their heart rate.</p> <p>At the jump rope and hula-hoop station students will be able to hula-hoop using their hips, arms, or necks to show that they are in control of their bodies. When jump-roping the students should remember to hold the ends of the jump rope with both hands and thumbs pointing down to the ground. Then they will jump over the jump rope so that it is now behind their body. Next, the student holds their arms up so their elbows are next to the sides of their head. Next, throw the jump rope over their head and when they see the jump rope hit the floor, jump straight over.</p>	
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<p>Closure</p> <p>Debrief</p>	<p>5 minutes</p>	<p>At the Frisbee station, remind students about proper techniques for holding and throwing a Frisbee.</p> <p>Remind students to put their thumb on top of the Frisbee, index finger along the side of it, and three remaining fingers along the bottom of the Frisbee.</p> <p>When stepping to throw Frisbee, remind students to keep a level arm (“sweeping the table”) and when they release the disc they should end up pointing at their target so the Frisbee goes straight.</p> <p>At the soccer station, remind students about using the inside part of their feet for striking the soccer ball. Remind the students to step in opposition and to step towards their target for a nice, clean strike of the soccer ball.</p> <p>Talk about what we can learn from having a lot of freedom. What worked well for the students during the lesson? How did the students feel about the tasks they had to complete? How did they feel performing with all the freedom they had to work with? What can you take away</p>	<p>As students get better at jump-roping, have them start to bounce on their toes to get into a rhythm for quicker jump-roping and a bigger challenge.</p> <p>Remind students to be safe and watch where they throw the Frisbee!</p> <p>Talk about the things you can learn from being responsible when you have the freedom to do your own work.</p>
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| | | | from this activity? | |

<u>Lesson plan</u>	NYS/NASPE	Name: Frank Palisano	Date: 10/24/08
	<u>Standards</u>		<u>Grade:</u> 4
<u>Domains</u>		<u>Terminal Objectives</u>	<u>Length of class:</u> 32 minutes
<u>Psychomotor:</u>	1/1,2,4	By the end of the lesson, the students will be able to demonstrate the basic dance steps for the Boot-scoot boogie and Macarena	<u>Ekvall Dimension:</u> Dynamism/Liveliness
<u>Affective:</u>	2,3/5,6	The students will demonstrate respect towards others and be aware of personal space while understanding their responsibilities dancing	<u># In class:</u> 18 <u>Equipment:</u> CDs, CD player
<u>Cognitive:</u>	1,2/2,3	The students will be able to answer questions pertaining to cues, positioning, and dance steps for the 2 dances	<u>References:</u> Ekvall: Creative Climate & Pangrazi: PE for Elem. Children, SUNY Cortland Notebook PED 288 – Rhythms and Dance, <a href="http://www.Kidspartycabin.com">www.Kidspartycabin.com</a>
<u>Safety Statement:</u>	2/5,6	Throughout the lesson the students will be aware of their surroundings by looking out for classmates and taking care of each other 100% of the time	

Content (What)	Time	Organization & Transitions	Teaching Progressions & Teaching Cues	Anticipated Difficulties
Warm-Up  Dynamism/ Liveliness	7 minutes		Students come into class and wait for instruction. The teacher talks to the students about what dynamism and liveliness is and why it is good to inject liveliness into our class. The teacher asks the students what dynamism and liveliness means to	Stress safety while looking out for others in class!



<p>Lesson Focus</p> <p>Dance</p> <p>Boot-scoot boogie</p> <p>Macarena</p>	<p>20 minutes</p>		<p>them and prepares them for a dance lesson that will infuse some energy into the class.</p> <p>The teacher lines the students up so that they can all see him/her and go over the dance steps together for each song.</p> <p>For the Boot-scoot boogie...</p> <ol style="list-style-type: none"> <li>1. left foot steps forward, putting all your weight on this foot</li> <li>2. pivot on left foot, 1/2 turn to right, bringing weight down on right foot</li> <li>3. left foot steps forward, putting all you weight on this foot</li> <li>4. pivot on left foot, 1/2 turn to right, bringing weight down on right foot</li> </ol> <p><b>Grapevine</b></p> <ol style="list-style-type: none"> <li>5. left foot steps to left</li> <li>6. right foot steps to left behind left leg</li> <li>7. left foot steps to left</li> <li>8. right foot steps together with a stomp (can clap hands)</li> <li>9. right foot steps forward, putting all your weight on this foot</li> <li>10. pivot on right foot, 1/2 turn to left, bringing weight down on left foot</li> <li>11. right foot steps forward, putting all your weight on this foot</li> <li>12. pivot on right foot, 1/2 turn to left, bringing weight down on left foot</li> </ol>	
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**Grapevine**

13. right foot steps to right
14. left foot steps to right behind right leg
15. right foot steps to right
16. left foot steps together with a stomp (can clap hands)
17. touch left heel forward
18. cross left foot over right leg
19. left foot steps forward
20. slide right foot up to meet left
21. touch left heel forward
22. cross left foot over right leg
23. left foot steps forward
24. slide right foot up to meet left
25. step forward left, bending knee and swaying down to left
26. without moving feet, sway towards right, standing back up straight
27. step back on right, bending knee and swaying down to right
28. without moving feet, sway towards left, standing back up straight
29. left foot steps forward
30. chug with right foot making 1/4 turn to left (left foot acts as pivot)
31. cross right foot in front, bringing weight down on right foot
32. hold beat and clap hands

**Dance begins again...**

For the Macarena...

**Beat 01:** Place R arm straight out in front of you at shoulder height, palm facing down.

**Beat 02:** Place L arm straight out in

			<p>front of you at shoulder height, palm facing down.</p> <p><b>Beat 03:</b> Place R arm straight out in front of you at shoulder height, palm facing up.</p> <p><b>Beat 04:</b> Place L arm straight out in front of you at shoulder height, palm facing up.</p> <p><b>Beat 05:</b> R hand grasps the inside of L arm at the elbow.</p> <p><b>Beat 06:</b> L hand grasps the outside of R arm at the elbow.</p> <p><b>Beat 07:</b> Place R hand behind R back of neck.</p> <p><b>Beat 08:</b> Place L hand behind L back of neck.</p> <p><b>Beat 09:</b> Place R hand on L front hip.</p> <p><b>Beat 10:</b> Place L hand on R front hip.</p> <p><b>Beat 11:</b> Place R hand on R back buttock.</p> <p><b>Beat 12:</b> Place L hand on L back buttock.</p> <p><b>Beat 13:</b> Swing your hips to the left.</p> <p><b>Beat 14:</b> Swing your hips to the right.</p> <p><b>Beat 15:</b> Swing your hips to the left.</p> <p><b>Beat 16:</b> Clap your hands and jump turn 90 degrees to the right.</p>	
Closure	5 minutes		<p>Talk about what we can learn from injecting dynamism/liveliness into our classes. What worked well for the students during the lesson? How did the students feel about the dances they had to complete? How did they feel performing in front of classmates? Did they have fun while dancing? What can you take away from this activity?</p>	<p>Talk to students about the importance of having fun and feeding off energy!</p>
Debrief				

<u>Lesson plan</u>	NYS/NASPE	Name: Frank Palisano	Date: 10/10/08
	<u>Standards</u>		<u>Grade:</u> 4
<u>Domains</u>		<u>Terminal Objectives</u>	<u>Length of class:</u> 32 minutes
<u>Psychomotor:</u>	1/1,2,4	By the end of the lesson, the students will be able to demonstrate proper trust falls	<u>Ekvall Dimension:</u> Trust
<u>Affective:</u>	2,3/5,6	The students will demonstrate respect towards others and be aware of personal space while understanding their responsibilities	<u># In class:</u> 18 <u>Equipment:</u> Gymnastic mats, balance beam
<u>Cognitive:</u>	1,2/2,3	The students will be able to answer questions pertaining to cues, positioning, and technique of trust falls as well as debriefing	<u>References:</u> Ekvall: Creative Climate & Pangrazi: PE for Elem. Children
<u>Safety Statement:</u>	2/5,6	Throughout the lesson the students will be aware of their surroundings by looking out for classmates and taking care of each other 100% of the time	

Content (What)	Time	Organization & Transitions	Teaching Progressions & Teaching Cues	Anticipated Difficulties
Warm-Up  Trust	7 minutes		Students come into class and wait for instruction. The teacher talks to the students about the importance of trust in the classroom and talks about the activities that will focus on developing trust.	Stress safety while looking out for others in class!

Lesson Focus	20 minutes		<p>The teacher explains how to perform trust falls. Students watch a demonstration of proper technique during trust falls from a balance beam. Every student has a chance to “fall” and “catch” another student. The teacher stands very close to the students assisting them whenever necessary for the trust falls. The teacher observes the dynamic of introducing this activity to the classroom for further questioning and debriefing.</p>	<p>Those students who do not feel comfortable performing the trust fall can do it from a squatted position or just observe.</p>
Trust Falls				
Closure	5 minutes		<p>Talk about the benefits of trusting each other. What worked well for the students during the lesson? How did the students feel knowing they had big responsibility? How did they feel performing the trust falls? What can you take away from this activity?</p>	<p>Talk about the importance of trust in a working relationship within a class setting</p>
Debrief				

<u>Lesson plan</u>	NYS/NASPE	Name: Frank Palisano	Date: 10/27/08
	<u>Standards</u>		<u>Grade:</u> 4
<u>Domains</u>		<u>Terminal Objectives</u>	<u>Length of class:</u> 32 minutes
<u>Psychomotor:</u>	1/1,2,4	By the end of the lesson, the students will be able to understand the basic concepts of generating ideas for making physical activities better while using them during activity	<u>Ekvall Dimension:</u> Idea Time
<u>Affective:</u>	2,3/5,6	The students will demonstrate respect towards others and be aware of personal space while understanding their responsibilities	<u># In class:</u> 18 <u>Equipment:</u> chalk, chalkboard
<u>Cognitive:</u>	1,2/2,3	The students will be able to answer questions pertaining to idea time during the lesson and during debriefing	<u>References:</u> Ekvall: Creative Climate & Pangrazi: PE for Elem. Children, Vehar, Miller, Firestien: Creativity Unbound
<u>Safety Statement:</u>	2/5,6	Throughout the lesson the students will be aware of their surroundings by looking out for classmates and taking care of each other 100% of the time	

Content (What)	Time	Organization & Transitions	Teaching Progressions & Teaching Cues	Anticipated Difficulties
Warm-Up  Idea Time	7 minutes		Students come into class and wait for instruction. The teacher talks to the students about what idea time is and how we can use it to make our classes even better. The teacher asks the students what idea time means to them and prepares them for a class where the students will be able to learn about it and use idea generation to	Stress safety while looking out for others in class!

<p>Lesson Focus</p> <p>Idea Generation</p>	<p>15 minutes</p>		<p>better the physical education lessons.</p> <p>The teacher tells the students that they will be using their time to work together to come up with as many ideas as possible to improve physical education lessons.</p> <p>The teacher tells the students to think of anything they can and when they have an idea the teacher will write it down on the board for everyone to see.</p>	<p>Remind the students that they should be respectful of others and any ideas they come up with because they may be surprised by what they think of.</p> <p>Tell the students to focus on their favorite activities. This may help them focus on thinking of ideas because they already like the activity and the thought of making it better will help them focus even more.</p>
<p>Lesson Idea</p> <p>Implementing new rules for Buffalo Bill Tag</p>	<p>5 minutes</p>		<p>While using the old rules from some tag games, now have the students play the game using the rules they came up with during the session on idea support.</p>	

Closure	5 minutes	Talk about what we can learn from taking idea time. What worked well for the students during the lesson? How did the students feel about the tasks they had to complete? How did they feel performing when the new rules were established? What can you take away from this activity?	Talk about the importance of idea time and sharing to come up with new and improved ideas.
Debrief			



<u>Lesson plan</u>	NYS/NASPE	Name: Frank Palisano	Date: 10/31/08
	<u>Standards</u>		<u>Grade:</u> 4
<u>Domains</u>		<u>Terminal Objectives</u>	<u>Length of class:</u> 32 minutes
<u>Psychomotor:</u>	1/1,2,4	By the end of the lesson, the students will be able to understand the importance of playfulness in a physical education setting, and the responsibility that comes with it	<u>Ekvall Dimension:</u> Playfulness/Humor
<u>Affective:</u>	2,3/5,6	The students will demonstrate respect towards others and be aware of personal space while understanding their responsibilities	<u># In class:</u> 18 <u>Equipment:</u> basketballs, Frisbees, footballs, 4-square balls, hop-alongs, music
<u>Cognitive:</u>	1,2/2,3	The students will be able to answer questions pertaining to playfulness during the lesson and while debriefing	<u>References:</u> Ekvall: Creative Climate & Pangrazi: PE for Elem. Children
<u>Safety Statement:</u>	2/5,6	Throughout the lesson the students will be aware of their surroundings by looking out for classmates and taking care of each other 100% of the time	

Content (What)	Time	Organization & Transitions	Teaching Progressions & Teaching Cues	Anticipated Difficulties
Warm-Up  Playfulness/Humor	7 minutes		Students come into class and wait for instruction. The teacher talks to the students about what playfulness/humor means and how they can use it to make their physical education experiences better. The teacher asks the students what playfulness/humor means to them and prepares them for a physical activity that	Stress safety while looking out for others in class!

Lesson Focus	20 minutes		<p>will focus on playfulness/humor.</p> <p>The teacher stresses the importance of having the freedom to choose what you want to do while remembering to act responsibly at all times.</p>	<p>Remind students that while there must be structure, having some free time can help them re-focus on future activities.</p>
Free Time			<p>The teacher tells the students to use their time wisely and participate in a variety of activities that will focus on health, fitness and working well together.</p>	<p>Remind students there is a difference between humor and fooling around. Stress to have fun and to be playful in a positive way and that fooling around unacceptable.</p>
Closure	5 minutes		<p>Talk about what we can learn from injecting playfulness/humor into physical education lessons. What worked well for the students during the lesson? How did the students feel about the tasks they had to complete? How did they feel performing when the new rules were established? What can you take away from this activity?</p>	
Debrief				

<u>Lesson plan</u>	NYS/NASPE	Name: Frank Palisano	Date: 11/3/08
	<u>Standards</u>		<u>Grade:</u> 4
<u>Domains</u>		<u>Terminal Objectives</u>	<u>Length of class:</u> 32 minutes
<u>Psychomotor:</u>	1/1,2,4	By the end of the lesson, the students will be able to demonstrate proper techniques for raising and lowering a hula-hoop together as a team	<u>Ekvall Dimension:</u> Conflicts
<u>Affective:</u>	2,3/5,6	The students will demonstrate respect towards others and be aware of personal space while understanding their responsibilities	<u># In class:</u> 18 <u>Equipment:</u> hula-hoops
<u>Cognitive:</u>	1,2/2,3	The students will be able to answer questions pertaining to dealing with conflict during the lesson and debriefing	<u>References:</u> Ekvall: Creative Climate & Pangrazi: PE for Elem. Children
<u>Safety Statement:</u>	2/5,6	Throughout the lesson the students will be aware of their surroundings by looking out for classmates and taking care of each other 100% of the time	

Content (What)	Time	Organization & Transitions	Teaching Progressions & Teaching Cues	Anticipated Difficulties
Warm-Up  Conflicts	7 minutes		Students come into class and wait for instruction. The teacher talks to the students about conflict and how we can overcome the challenge conflicts presents them. The teacher asks the students what conflict means to them and prepares them for a physical activity that will illicit forms of conflict.	Stress safety while looking out for others in class!

Lesson Focus	20 minutes		The teacher breaks the students into four groups giving each group 1 hula-hoop. The teacher shows the students how to raise the hula-hoop together and how to lower it as well. The teacher tells the students they are only allowed to use one finger and they had to use the side of that finger to lift the hula-hoop. The teacher tells them all four students must have their finger touching the hula-hoop at all times when lifting it and lowering it back to the ground.	Stress teamwork!
Hula-hoop Activity				
Closure	5 minutes		Talk about what we can learn from conflicts. What worked well for the students during the lesson? How did the students feel about the tasks they had to complete? How did they feel while they were working with others to complete a task? What can you take away from this activity?	Stress to the students that even when there is a conflict, we can all learn from it!
Debrief				How do we overcome conflicts and challenges? Talk to the students about working together to reach your goals.

<u>Lesson plan</u>	NYS/NASPE	Name: Frank Palisano	Date: 11/7/08
	<u>Standards</u>		<u>Grade:</u> 4
<u>Domains</u>		<u>Terminal Objectives</u>	<u>Length of class:</u> 32 minutes
<u>Psychomotor:</u>	1/1,2,4	By the end of the lesson, the students will be able to understand the basic concepts of generating ideas, CPS, divergence and convergence for making physical activities better while using them during activity	<u>Ekvall Dimension:</u> Idea Support
<u>Affective:</u>	2,3/5,6	The students will demonstrate respect towards others and be aware of personal space while understanding their responsibilities	<u># In class:</u> 18 <u>Equipment:</u> chalk, chalkboard
<u>Cognitive:</u>	1,2/2,3	The students will be able to answer questions pertaining to idea support during the lesson and during debriefing	<u>References:</u> Ekvall: Creative Climate & Pangrazi: PE for Elem. Children, Vehar, Miller, Firestien: Creativity Unbound
<u>Safety Statement:</u>	2/5,6	Throughout the lesson the students will be aware of their surroundings by looking out for classmates and taking care of each other 100% of the time	

Content (What)	Time	Organization & Transitions	Teaching Progressions & Teaching Cues	Anticipated Difficulties
Warm-Up  Idea Support	7 minutes		Students come into class and wait for instruction. The teacher talks to the students about what idea support is and how we can use it to make our classes even better. The teacher asks the students what idea support means to them and prepares them for a class where the students will be able to learn about it and use idea generation, CPS,	Stress safety while looking out for others in class!

<p>Lesson Focus</p> <p>CPS, divergence, &amp; convergence</p>	<p>15 minutes</p>		<p>divergence and convergence to better the physical education lessons.</p> <p>The teacher talks to the students about the importance of idea generation and some of the Creative Problem Solving guidelines for coming up with ideas. The teacher focuses on teaching the students rules for convergence and divergence. The teacher tells the students divergence is used for generating lots of options and convergence is used for making decisions about what you want to use.</p> <p>Divergent rules: defer judgment, strive for quantity, seek wild ideas, build on other ideas</p> <p>Convergent rules: be affirmative, be deliberate, time take to improve ideas, consider novelty</p>	<p>Remind students to be respectful of all ideas and that all ideas are acceptable!</p> <p>Remind students to stay positive and to defer judgment on other's ideas.</p>
<p>Lesson Idea</p> <p>Implementing new rules</p>	<p>5 minutes</p>		<p>While using the old rules from Buffalo Bill Tag, now have the students play the game using the rules they came up with from idea generation.</p>	<p>Talk about the importance of idea support and supporting others when working together. Remember that it only takes one person to change the dynamic of a team and</p>

for tag games			it's very important that everyone is on the same page.
Closure	5 minutes	Talk about what we can learn from taking idea support. What worked well for the students during the lesson? How did the students feel about the tasks they had to complete? How did they feel performing when the new rules were established? What can you take away from this activity?	Talk about the importance of supporting others!
Debrief			

<u>Lesson plan</u>	NYS/NASPE	Name: Frank Palisano	Date: 11/10/08
	<u>Standards</u>		<u>Grade:</u> 4
<u>Domains</u>		<u>Terminal Objectives</u>	<u>Length of class:</u> 32 minutes
<u>Psychomotor:</u>	1/1,2,4	By the end of the lesson, the students will be able to understand the basic concepts of debates and how they can use debate to learn more in physical education	<u>Ekvall Dimension:</u> Debate
<u>Affective:</u>	2,3/5,6	The students will demonstrate respect towards others and be aware of personal space while understanding their responsibilities	<u># In class:</u> 18 <u>Equipment:</u> chalk, chalkboard
<u>Cognitive:</u>	1,2/2,3	The students will be able to answer questions pertaining to debates during the lesson and during debriefing	<u>References:</u> Ekvall: Creative Climate & Pangrazi: PE for Elem. Children
<u>Safety Statement:</u>	2/5,6	Throughout the lesson the students will be aware of their surroundings by looking out for classmates and taking care of each other 100% of the time	

Content (What)	Time	Organization & Transitions	Teaching Progressions & Teaching Cues	Anticipated Difficulties
Warm-Up  Debate	10 minutes		Students come into class and wait for instruction. The teacher talks to the students about what a debate is and how they can use debates in a positive way to help each other learn. The teacher asks the students what debates mean to them and prepares them for an activity that will focus on using debates to learn more about sports in our society.	Stress safety while looking out for others in class!



<p>Lesson Focus</p> <p>Debates on sports</p>			<p>The teacher picks a topic for the students to discuss and reminds them to be accepting of all opinions. While reminding the students that debates spark conversation and disagreements, they are useful for learning and seeing many viewpoints on a subject.</p> <p>The teacher tells the students they will be debating on sports players and teams...who is better, who is worse?</p>	<p>Remind students that everyone has the right to offer an opinion. Whether you agree or not, all opinions have value and we all can learn from different opinions.</p>
<p>Closure</p> <p>Debrief</p>	<p>5 minutes</p>		<p>Talk about what we can learn from engaging in debates. What worked well for the students during the lesson? How did the students feel about the debates? How did they feel about offering opinions on issues? What can you take away from this activity?</p>	<p>Remind the students about the importance of debates and how we can take all opinions and value them.</p>

<u>Lesson plan</u>	NYS/NASPE	Name: Frank Palisano	Date: 11/14/08
	<u>Standards</u>		<u>Grade:</u> 4
<u>Domains</u>		<u>Terminal Objectives</u>	<u>Length of class:</u> 32 minutes
<u>Psychomotor:</u>	1/1,2,4	By the end of the lesson, the students will be able to perform basic gymnastic movements such as forward/backward rolls and head stands	<u>Ekvall Dimension:</u> Risk-Taking
<u>Affective:</u>	2,3/5,6	The students will demonstrate respect towards others and be aware of personal space while understanding their responsibilities	<u># In class:</u> 18 <u>Equipment:</u> gymnastic mats
<u>Cognitive:</u>	1,2/2,3	The students will be able to answer questions pertaining technique for the gymnastic movements	<u>References:</u> Ekvall: Creative Climate & Pangrazi: PE for Elem. Children
<u>Safety Statement:</u>	2/5,6	Throughout the lesson the students will be aware of their surroundings by looking out for classmates and taking care of each other 100% of the time	

Content (What)	Time	Organization & Transitions	Teaching Progressions & Teaching Cues	Anticipated Difficulties
Warm-Up  Risk-Taking	7 minutes		Students come into class and wait for instruction. The teacher talks to the students about what risk-taking is and why it is good to take risks sometimes. The teacher asks the students what risk-taking means to them and prepares them for a physical activity that will make the students take some risks.	Stress safety while looking out for others in class!

<p>Lesson Focus</p> <p>Gymnastics</p> <p>Forward and Backward Rolls</p> <p>Headstands</p> <p>Closure</p> <p>Debrief</p>			<p>The teacher introduces basic concepts for performing forward rolls, backward rolls, and headstands.</p> <p>Forward roll: Start in a squat position with hands in front. Tuck your head to your knees and chin to your chest. Raise your bottom. Start to roll. The back of your head or the top part of your shoulders are the only parts that touch the mat. Stay in a ball. End in the same position you start.</p> <p>Backward roll: Remind students to hold their hands like they are carrying a tray (palms are facing the ceiling). Stay in a tuck position and begin to roll backwards. When the weight is on your shoulders and you are starting to go over you must push hard with your hands. Put the feet down first and continue to push the head and upper body off of the mat.</p> <p>Headstand: Tripod position...squat down and put hands flat on the ground. Rock forward putting knees on top of elbows while putting your head flat on the mat. Then lift legs and extend them straight into the air.</p> <p>Talk about what students can learn from taking risks. What worked well for the students during the lesson? How did the students feel about the tasks they had to complete? How did they</p>	<p>Respect and safety!</p> <p>Talk about the importance of taking risks and how it can lead to breakthroughs</p>
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feel performing the gymnastic moves? What can you take away from this activity?