

# LESSON PLAN FORMAT

<b>SUBJECT</b>	PE	<b>GRADE</b>	NINTH GRADE
<b>TOPIC</b>	RULES OF SOCCER	<b>LENGTH</b>	60 MINUTES

## AIMS

### MAIN AIMS

*(What are the main aims of your lesson (content, language skills and language items)? What do you want your learners to have learnt by the end of this lesson?)*

By the end of the lesson the learners will know how to use the modal verb must and mustn't taking into account the rules about soccer games , but also propose some rules to follow in the class in order to foster a good environment in our classroom and our society when practicing the modal verb selected.

Subsidiary aim : Learners will also be able to

- To Use different expressions about rules in the classroom; raise your hand , be quiet , pay attention, ask for permission, do not run in the corridor , stop annoying classmates, do your homework,do not fight.
- To Learn positive and negative sentences with modal verb - must and must not .
- To Increase new words.
- To develop students' knowledge of content - related to rules in and out of class.
- To develop the four language skills taking into account the language based on soccer games.

## TEACHING OBJECTIVES

### Content

*(New knowledge, skills and understanding)*

**Beginner's guide to soccer rules , reading text from internet , <https://worldsoccertalk.com/beginners-guide-to-soccer-rules/>**



**Eliciting vocabulary about rules in the classroom.**

**Rules in the classroom , students acquire the vocabulary related to obligations such as you must wear uniform, you must do your homework.**

**Students learn how to write sentences using must or must not**

**Revision of positive and negative sentences structure.**

### Cognition

*(High-order thinking skills, problem-solving, challenges and reflection)*

Understanding the importance of rules in communities encouraging to build rules such as : you must walk on the sidewalk, you must pay attention about the class.

Identifying and arrange properly must or must not when writing sentences about rules in the game or in the classroom.

Drawing conclusions about the rules in our lifestyle.

Writing new rules to improve the convenience in the classroom.

### Culture

*(Awareness of self and other, identity, citizenship, and pluricultural understanding)*

**Integrating soccer's rules to create better fair manners in the classroom but also at home.**

**Talking about rules in society.**

**Working in groups to share points of view.**

**Making learners aware of rules is part of our lifestyle and we have to follow them by writing our own sentences following the task demanded.**

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**Communication *(What and how)***

- As group Students will read and discuss rules on a soccer game and will contrast with the rules in the classroom
- Students will give their opinion and agree or disagree about other groups' points of view. Teacher will guide the discussion.
- Pair of Students will provide personal reflection about the rules in the classroom


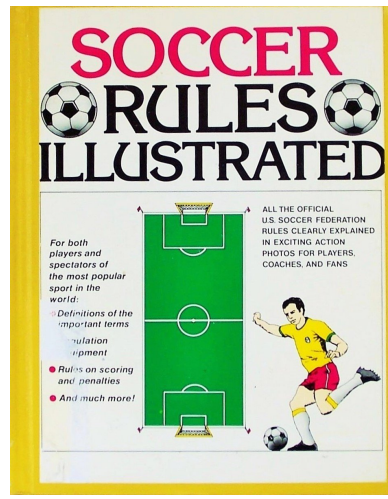



<p><b>Language of Learning</b> <i>(Key vocabulary – content-obligatory) (Key vocabulary – contenary)</i></p> <p>Rules and positions about the soccer game Basic game play rules : 11 players , 10 outfield players , a goalkeeper. Each game onists of two 45 minutes halves , there is also extra time due to fouls , injuries and so on.</p> <p>Substitution per game ,right now because of pandemic time it is 5 substitutions.</p> <p>Common fouls : making rules using must or must not . offsides — You <b>must be</b> in line with the opponent. making contact with opposing players . You <b>must not</b> touch the opponent with your hand. A goalkeeper can handle the ball with hands . The goal keeper <b>must handle</b> the ball with hands The ball can not go out of the field. Penalties occur inside the 18 yard boxes when committing a foul.</p> <p>Giving details about rules in the classroom , contrasting the rules in games , The teacher will monitor the sentences properly. Raise the hand Be quiet Wear your uniform Do homework Do not fight in class Do not shut up Do not run in the corridor</p>	<p><b>Language for Learning</b> <i>(Functional language e.g. language while learners participate in the lesson – thinking skills)</i></p> <p>Using the following expressions :</p> <p>In my opinion , I think that rules in the classroom .....</p> <p>To me rules in the classroom are .....</p> <p>I believe that rules in the classroom can .....</p> <p>You must .....</p> <p>You must not .....</p> <p>Rules in the society , students will interact in order to give their opinions , the teacher will guide the discussions</p> <p>You must stop at a red light . You must fasten your belt in the car.</p>	<p><b>Language through learning</b> <i>(Language progression, practice and extension – emerging language, and what you will do with this)</i></p> <p>Teacher will monitor the group work .</p> <p>Predict vocabulary needed to carry out the activity.</p> <p>Students will guess vocabulary meaning and teacher will feedback</p> <p>Promoting Respect among students</p> <p>Reinforcing knowledge</p> <p>Exchanging ideas and new words</p> <p>Anticipated problems and giving solutions</p> <p>Record , predict and learn new words that arise from each activity.</p>
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**CRITERIA FOR ASSESSMENT**

(What kind of assessment will be used in class? (teacher, peer, self?) What are you assessing, how?)

- Understand the level of organization of the task demanded.
- Differentiate positive and negative rules
- Classify the different types of rules in games , classrooms and society .
- Creativity among the exercise suggested

<b>Formative Assessment</b>	<b>Summative Assessment</b>
<p data-bbox="94 223 662 290"><b>Creating rules fostering better manners in the society.</b></p> <p data-bbox="94 330 727 397"><b>Expressing own opinion and giving arguments about them</b></p> <p data-bbox="94 438 524 478"><b>Respecting different points of view.</b></p> <p data-bbox="118 505 589 545"><b>Fulfilling the task demanded properly .</b></p>	<p data-bbox="760 223 1474 263">20 % Participating in all the activities done in the classroom .</p> <p data-bbox="760 303 1425 344">20 % Interacting giving point of view and listening others</p> <p data-bbox="760 384 1417 451">20 % Interacting with the teacher asking and answering questions.</p> <p data-bbox="760 491 1052 532">Cooperative activity 20%</p> <p data-bbox="760 572 1498 639">Behavior and responsibility ( including notebook ) to the class 20 %</p>

LESSON PROCEDURE / ACTIVITIES			
Time	Stage	Procedure	Materials & Resources
6 minutes	Activate prior knowledge	To lower the affective filter , showing the topic and encouraging participation with the game we are going to develop. Teacher quickly shows the poster and elicits participation. The teacher will introduce the objective .	 <p>Showing a poster to activate schemata.</p>
10 minutes	Lead in	To become familiar with the activity , Teacher will show flashcards about rules in the soccer game . Have Students read the text shown and elicit new words . Ask students to give rules in soccer games.	
10 minutes	task 1	Teacher will show some sentences, from the text shown in the lead in, unscramble , have students scramble the sentences properly. example <i>You must not handle the ball with your hand.</i>	
4 minutes	task 2	Teachers will organize groups, students take turns in their groups to show their sentences scrambled. Have Students exchange the sentences and motivate interaction between the learners .	
10 minutes	task 3	Keep students in their groups . Have students look at new flashcards about rules in the classroom . Teacher will guide sentences using the modal verb must and must not . Students brainstorm new words and phrases. example ; <i>You must raise your hand before you speak.</i>  Have groups exchange papers to encourage point of view using the useful expressions selected.	
	task 4	Have groups read their complete	Notebook , pencil , human



<b>5 minutes</b>		sentences aloud. Have a Student from each group report the group's scaffolding sentences.	resources, board , markers.
<b>5 minutes</b>	<b>Discussion task</b>	Have students reflect about the importance of rules in our lifestyle. Students work individually to think of their answers then Students work in pairs to share their answers.	Markers , notebook , pencil ,
<b>5 minutes</b>	<b>Practical Task</b>	Explain the task . Have students think about which rules could we improve to have a better lifestyle in the community . Have students share their proposal.	Markers , notebook , pencil ,
<b>5 minutes</b>	<b>Wrap up</b>	Ask groups to share their ideas with the class. To make sure that the task demanded goes smoothly,have groups choose one or two classmates to report the ideas , teacher feedback and go over answers with the class.	Markers , notebook , papers , human resources