

Robert Chase

Theory to Work

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In the lesson plan found below, I utilized the Social Cognitive Theory during this lesson. Using this theory along with the lesson, students are able to observe others being successful at the task at hand, and therefore motivated to be just as successful. By their peers modeling the desired behavior, the students who are struggling are provided with a visual of someone who is perceived to be similar to them who is successful with the current task.

With the activities listed below, I modeled the desired behavior, but also observed students who were doing them extremely well. I chose four to six students to be peer helpers/teachers. Periodically, I would stop the lesson and have the peer teachers model the activity, and then would resume the lesson. My peer teachers would move throughout the room, working side by side with those students who were struggling. When the peer helpers work closely with the struggling students, the struggling learners became more motivated to engage in the activity. This also helps those students to develop a self-efficacy towards the task.

When working with a peer who was successful at the task they are engaged in, those students who were struggling, developed a high self-efficacy towards that particular skill. Since it has been determined that students are more motivated if they model the behavior of students who are successful, I am in the process of forming peer helper teams for each class. Likewise, since it has been determined that all students learn differently, I will switch peer teacher groups to further motivate students. Based on how it benefits my struggling learners, Social Cognitive Theory will become a primary theory used for my lessons.

Teacher: Robert Chase

Subject: Physical Education

Grade Level: Kindergarten – Fifth Grade

SOLs addressed:

Responsible behaviors (K.2; 1.2; 2.2; 3.2; 4.2; 5.2)

Exhibit one of the physical fitness components (K.3; 1.3; 2.3; 3.3; 4.3; 5.3)

Knowledge of material learned (K.4; 1. 5; 2.4; 3.4; 4.4; 5.4)

Student Goals:

I can: Perform the warm up to the best of my ability

I can: Perform four out of the seven "No Equipment Fitness" tasks in class.

I can: Provide one example of what we learned in class today.

Procedures for the first week -

- * Attendance
- * Review fire drill/emergency evacuation route(s) and school rules
- * Magic 1,2,3

Warm Up: Cardiovascular – Various locomotor movements around the room to the music
(cd player)

Activity: No Equipment Fitness

- * Use a variety of fitness concepts using no equipment

K-2 : crab kicks, crab kick high 5s, ski jumpers, cross crawls, jumping jacks, scissor

touches, clapping abs

3-5 : push-up shoulder taps, hands to elbows push-ups, push-up Ts, knee curl-ups,
scissor touches, head-to-toes, crab kick high 5s

Differentiation: Bodily-Kinesthetic, Intrapersonal

Material: Class rosters; CD player + CD

Evaluation:

Moving through group, helping those who are struggling, verbal and visual feedback

Closure:

What did we learn today?

-Ask the students to provide one example of what they learned in class today