

## SAMPLE LESSON PLAN

### FOCUS OUTCOMES

- **Standard 1 [E1.3-5]** Uses various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences (4); Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance.
- **Standard 2 [E3.3-5]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the movement concepts of speed, endurance, and pacing for running (4a); Applies movement concepts to strategy in game situations (5a); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments (5c).
- **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- **Standard 4 [E5.3-5]** Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).

### FOCUS TARGETS

- **Skill:** I will demonstrate fitness activities with proper form and attention to safety.
- **Cognitive:** I will discuss the importance of skill-related fitness.
- **Fitness:** I will pace my activity so that I increase my heart rate.
- **Personal & Social Responsibility:** I will follow the rules and etiquette of Hometown Hero Challenge stations.

### ACADEMIC LANGUAGE

- Challenging
- Cooperate
- Grit
- Etiquette
- Skill-Related Fitness

### SELECTED ASSESSMENT

- DOK Questions, Rubric, Self-Assessment

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	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p><b>1</b> INSTANT ACTIVITY</p>	<p>Activity area is set up for Training Tag. Tabata cards and resistance bands are in each of the gym's 4 corners, safely out of the way. Hometown Hero cards/equipment sets are organized on 1 end of the gym, safely out of the way. Students enter the gym and read/discuss DOK questions posted on wall. Begin tag game when all arrive and are ready.</p>	<p>Ninja Warrior Training Tag</p>	<p><b>DOK 1:</b> What is skill-related fitness? <b>DOK 2:</b> What do you know about skill-related fitness?</p>
<p><b>2</b> LEARNING TASK</p>	<p>Discuss Training Tag DOK questions. Student equipment leaders quickly set up Tabata stations while each student gets a resistance band. Group students around cones/Tabata cards. Begin Tabata music.</p>	<p>Ninja Warrior Tabata</p>	<p><b>DOK 1:</b> What would you include on a list about exercise warm-up routines? <b>DOK 2:</b> How should we apply warm-up routines in physical education? <b>DOK 3:</b> How is warming up related to safety?</p>
<p><b>3</b> LEARNING TASK</p>	<p>Discuss Tabata DOK questions. Student equipment leaders coordinate equipment change. Introduce and demonstrate Hometown Hero Challenge.</p>	<p>Hometown Hero Challenge</p>	<p><b>DOK 1:</b> What would you include on a list about working independently with a group or with a partner? <b>DOK 2:</b> What do you notice about working with a partner that is different from working independently by yourself?</p>
<p><b>4</b> EXIT ASSESSMENT</p>	<p>Discuss rubric criteria at the end of class. Students then have 5 minutes to complete the self-assessment for Agility, Chase, and Flee.</p>		