

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- **Locomotor Skills** (6) Safely and purposefully uses mature locomotor skills in fitness and sport environments. (8) Combines locomotor skills with movement concepts in fitness and sport environments.
- **Social Interaction** (6) Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity. (7) Demonstrates the importance of social interaction by helping and encouraging others and providing support to classmates.

FOCUS TARGETS

- **Skill:** I will demonstrate correct running and pacing technique.
- **Cognitive:** I will discuss the importance of encouraging others in physical activity settings.
- **Fitness:** I will discuss the difference between dynamic and static stretching.
- **Personal & Social Responsibility:** I will work cooperatively with a partner using encouraging and supportive language.

ACADEMIC LANGUAGE

- Cooperate
- Pace
- Technique
- Encouragement

SELECTED ASSESSMENT

- Student Social and Emotional Learning (SEL) Journal
- Depth of Knowledge Discussion Questions

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p>1 INSTANT ACTIVITY</p>	<p>As students arrive at the track they walk the perimeter (1 lap) and read the academic language cards for the day. After 1 walking lap we gather for instruction.</p>	<p>→ Out & Back Warm-Up →</p>	<p>DOK 1: What is a safety protocol?</p> <p>DOK 2: How do your personal safety choices affect your classmates?</p> <p>DOK 3: How is pacing related to safety protocol?</p>
<p>2 LEARNING TASK</p>	<p>As the students complete final Out & Back Interval and return to the start line, we review all dynamic stretching exercises that they'll find on the task cards. Then, students find a partner and space themselves at the cones.</p>	<p>→ Shadow Running →</p>	<p>DOK 1: What is static stretching? What is dynamic stretching?</p> <p>DOK 2: How would you compare/contrast static and dynamic stretching?</p> <p>DOK 3: How is stretching related to safety? How is it related to performance?</p>
<p>3 LEARNING TASK</p>	<p>When students have completed each task card, give the stop signal and gather students at starting line. Hand out the Adventure Mile SEL Journals (and pencils/pens). Review the journal's purpose and have students complete day 1.</p>	<p>→ Social & Emotional Learning Journal →</p>	<p>DOK 1: What does encouraging and supportive language sound like?</p> <p>DOK 2: What do you notice about your partner's attitude after you provide encouragement and support?</p> <p>DOK 3: How is encouragement related to optimism?</p>
<p>4 EXIT ASSESSMENT</p>	<p>SEL Journals will routinely be the exit assessment in this module. However, today it's used as learning task 3 to allow for more instruction and to set up protocols for distributing and collecting journals. Emphasize journals as safe places and that students should respect each other's privacy with respect to their journal writing.</p>		