**SAMPLE LESSON PLAN:**

**Exercise Ball Module**

|  |  |
| --- | --- |
| **FOCUS****OUTCOMES** | * Describes the social benefits gained from participating in physical activity.
* Explains the relationship between self-expression and lifelong enjoyment of physical activity.
 |
| **LESSON****TARGETS** | * **Skill:** I will perform movements with the beat and tempo of the music.
* **Cognitive:** I will perform the correct movements and sequences on cue.
* **Fitness:** I will increase and sustain my heart rate for the duration of the routine.
* **Social/Emotional:** I will demonstrate respect for the special and unique qualities of others.
 |
| **ACADEMIC****LANGUAGE** | * Engage, Unique, Combination, Enjoyment
 |
| **SELECTED****ASSESSMENT** | * Academic Language Quiz
 |

**LESSON MAP**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **TRANSITION NOTES** | **ACTIVITY NAME** | **DEBRIEF** |
| **1****Instant****Activity** | Boundary cones are set up, and noodles for taggers are located outside of coned area. Students enter and spread out in general space; teacher selects 2-3 taggers. | Say Cheese Tag | **DOK 1:** What type of foods are beneficial for before and after physical activity?**DOK 2:** Why is it better to have these foods compared to other foods? |
| **2****Learning****Task** | Teacher projects/displays Keep Climbin’ Routine Card for students. Students each stand behind an exercise ball and teacher reviews each movement sequence in the Keep Climbin’ routine. | Rhythm Fit Activity(Walk Through with Routine Card) | **DOK 1:** Can you remember some of the movements and sequences from this routine?**DOK 2:** What did you notice about the sequence of choreography for this routine? |
| **3****Learning****Task** | Teacher projects Keep Climbin’ Rhythm Fit video for students to follow along. Students each stand behind an exercise ball. | Rhythm Fit Activity(Video: Keep Climbin’) | **DOK 1:** Name one activity that you want to engage in.**DOK 2:** Why is that activity so engaging for you? |
| **4****Exit****Assessment** | Teacher reviews academic language from module. Students move to one of four assessment stations set up on perimeter of space and complete the Academic Language Quiz. | * Academic Language Quiz
 |