**SAMPLE LESSON PLAN**

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| **FOCUS****OUTCOMES** | * Discusses the challenge that comes from learning new physical activities.
* Rates the enjoyment of participating in challenging and mastered physical activities.
* Expresses the enjoyment and challenge of participating in a favorite physical activity.
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| **LESSON****TARGETS** | * **Skill:** I will use correct form for an underhand toss.
* **Cognitive:** I will focus my attention on the challenge in an effort to improve my team’s score.
* **Fitness:** I will be actively engaged in this Minute to Win challenge.
* **Social/Emotional:** I will use positive and encouraging communication with my teammates.
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| **ACADEMIC****LANGUAGE** | * Growth Mindset, Failure, Challenge
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| **SELECTED****ASSESSMENT** | * Growth Mindset Journal
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**LESSON MAP**

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|  | **TRANSITION NOTES** | **ACTIVITY NAME** | **DEBRIEF** |
| **1****Instant****Activity** | Balancing Act is set up and ready when students arrive. Quickly demonstrate and then break students into teams of 3. They will use teams for all challenges. | Balancing Act | **DOK 1:** What is positive communication? What does it sound like?**DOK 2:** How does positive communication impact the way a team works together? |
| **2****Learning****Task** | While students discuss their performance on the last challenge, reset the area for Cone Catcher. Use same teams and activity areas. | Cone Catcher | **DOK 1:** What are some words that you can think of that are related to growth mindset?**DOK 2:** How does growth mindset apply to practicing Minute To Win challenges? |
| **3****Learning****Task** | While students discuss their performance on the last challenge, reset the area for Hoop It Up. | Hoop It Up | **DOK 1:** How did you demonstrate teamwork when you faced today’s challenge?**DOK 2:** How would you summarize your entire team’s performance today? |
| **4****Exit****Assessment** | Review Journal #1. Hand out papers and pencils. Students use journal pages as exit slip before lining up to leave class. | * Growth Mindset Journal
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