Names: Andy Lucas Lynsey Dunbar Tracy Frye Date: 10/21/15

Title of Lesson: Day 2 of Tennis # of Students: 12 # Students needing adaptations: 0

Motor, Cognitive, and Affective Behavioral Objectives (What will your students know and/or be able to do by the end of the lesson?)

Motor - TSWBAT demonstrate competency in a variety of strides in a group setting, preforming each movement for 10-20 seconds

Cognitive – TSWBAT apply knowledge of which muscle groups are being used during a stretching routine for three out of five stretches.

Affective – TSWBAT describe their feelings/attitudes towards the racquetball lesson to a partner or small group for 30 seconds.

Connections - Circle or highlight the numbers from each set of standards below that this lesson addresses:

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| --- | --- |
| **National Content Standards (SHAPE, 2014)**  Standard 1 - The physically literate individual demonstrates competency in a variety of **motor skills** and movement patterns.  Standard 2 - The physically literate individual applies **knowledge of concepts**, principles, strategies and tactics related to movement and performance.  Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of **physical activity and fitness**.  Standard 4 - The physically literate individual exhibits **responsible** personal and social **behavior** that respects self and others.  Standard 5 - The physically literate individual recognizes the **value** of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | **Virginia Standards of Learning (2015)**  1. Demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. **(Motor Skill Development)**  **2.** Apply knowledge of the structures and functions of the body and how they relate to and are affected by human movement to learning and developing motor skills and specialized movement forms. **(Anatomical Basis of Movement)**  3. Achieve and maintain a health-enhancing level of personal fitness. **(Fitness Planning)**  4. Demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives. **(Social Development)**  5. Explain the importance of energy balance and nutritional needs of the body to maintain optimal health and prevent chronic disease. **(Energy Balance)** |

Assessment Plan (how will you assess student progress?):

- By starting out with a simple stride and then increasing the intensity

-During our stretching, we will also assess them when they discuss their feelings towards the lesson with a partner or small group

Personal objective(s) for the teacher:

Andy – To help students learn different types of dynamic stretches that can be incorporated into warm ups

Lynsey- To be able to project my voice throughout the lesson so the students can hear and understand instructions

Tracy- to be loud enough where the students can hear me and help them with movements in the general warm up.

Pre-requisite Skills (what do students need to know or have to be successful in this lesson?):

- Basic motor movement walking, jogging, lifting their knees, etc.

Resources/equipment (with quantities):

None

Safety issues to consider:

* The floor will be slick, so when doing certain skills, we will ask the class to be careful and mindful of where other students are in respect to themselves
* The students will have to be spread out during stretches so they won’t hit each other
* There will be nets set up in the middle of the gym so the students will need to be warming up away from the nets

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| Time | Lesson Segment - include skill cues where appropriate | Activities/Task Applications - include extensions or simplifications if appropriate and instructions for drills, activity organization, LUG rules, etc. | DIAGRAMS |
| 2-3 minutes  3 minutes | Warm up jog/movements  “(insert name of skill)”  Cool-down stretching routine  “(Insert name of stretch)” | Student will enter the gym and pick up a pedometer and a nametag, then they will being walking the perimeter of the basketball court. Once most have entered, Tracy and Lynsey will lead the students through the warm up consisting of different strides such as light jog, high knees, 50% jogging speed, butt kicks and sprint,. Each stride will be for one length of the court (as shown in the diagram.)  Lynsey will call the students into the middle of the gym and make sure they have enough space between each other to stretch. As the students are stretching, Lynsey will ask the students which muscle(s) are being worked. Meanwhile, Andy and Tracy will collect the pedometer and step counts for the day. For the last 30 seconds Lynsey will ask the students to turn to someone beside them and discuss how they felt about the lesson and 1 thing they learned about the day. | L s  s  s  NETS  A  s  T s  L  s s s  s  T&A |