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| Class/Grade/Period  2 | Lesson Focus: Broad Jump Lesson Number: \_\_\_\_1\_ Date:9/7/18 |
| # of students: 16 | Safety considerations: Having proper space awareness and a clean floor |
| Context of teaching: Make sure the students understand the basic movements of the broad jump | |
| Equipment/Materials: Primary teaching model or method: Direct  Jump ropes | |
| Objectives: (What will your students know and be able to do by the end of the lesson?) (3.c and 3.b)  **The student will be able to: (SWAT)**  Psychomotor: Students will be able to demonstrate a proper broad jump by the end of the lesson  Cognitive: Understand the correct form of the broad jump  Affective: Show good sportsmanship to their fellow students during the game | |
| Summative assessment of one objective (5.a, 5.b):  Students will be asked what the critical elements of the broad jump at the end of class | |

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| How are you teaching biomechanics in this lesson? (1.c) | How are you teaching physiology in this lesson? (1.c) | What motor learning technique are you using in this lesson? (1.d) | What aspects of motor development are addressed in this lesson? (1.e) | What forms of communication are you including? (Task sheets, visuals, etc.) (4.a) |
| We will be teaching the students the critical elements of the broad jump | We will be teaching students the proper form to do the broad jump effectively | Cognitive | Functional | Visuals. We will be showing the students how to do a proper broad jump |

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| **National Content Standards (SHAPE, 2017) The physically literate individual**   1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. 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)** |
| * **Students will learn to do a proper broad jump** * **Students will know the correct form** * **Later in the lesson, students will be able to demonstrate the broad jump** * **Students will encourage their fellow classmates with good sportsmanship** | * **Students will learn to do a proper broad jump** * **Students will know the correct form** * **Later in the lesson, students will be able to demonstrate the broad jump** * **Students will encourage their fellow classmates with good sportsmanship** * **Students will understand the health benefits of the broad jump** |
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| **Time** | **Learning Activities/Tasks/Transition** | **Organization** | **Skill & Behavior Cues (extensions (3.c), refinements (3.b) applications)** | **Assessment – 5.b** |
|  | Anticipatory set:  “What I’m going to do”  “What I am going to learn”  “How am I going to be a good citizen” |  | Cues (1.c, 4.b)  Extensions (3.c)  Applications |  |
|  | * We will be learning to do a broad jump today * Show students to do the broad jump |  | Cues (1.c, 4.b)   * Squat down * Swing arms   Extensions (3.c)  Applications   * This activity will help students in future sports they play |  |
|  |  |  | Cues (1.c, 4.b)  Extensions (3.c)  Applications |  |
|  |  |  | Cues (1.c, 4.b)  Extensions (3.c)  Applications |  |
|  |  |  | Cues (1.c, 4.b)  Extensions (3.c)  Applications |  |
|  | Closure: |  | Summative assessment |  |