Unit Daily Lesson Plan Organizer

Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Day Number \_\_\_\_\_of \_\_\_\_\_Days Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level:\_\_\_\_MS\_\_\_\_\_\_\_\_\_\_\_\_ Number of students:\_\_\_\_\_\_\_\_\_\_\_\_\_

**Highlight the standards that this lesson addresses**

**Colorado Content Standard(s): (Just Examples)**

1. Movement Competence and Understanding
2. Physical and Personal Wellness

~CO Standard 2:1. 8th grade : EO B: explain the relationship among physical activity, nutrition, adequate rest and sleep, and weight management

~CO Standard 2:2 8th grade : EO A: participate in a variety of recreational activities appropriate to a geographical area.

1. Emotional and Social Wellness
2. Prevention and Risk Management

**NASPE**:

**STANDARD 1:** Demonstrates competency in motor skills and movement pattern needed to perform a variety of physical activities.

**STANDARD 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**STANDARD 3:** Participates regularly in physical activity.

**STANDARD 4:** Achieves and maintains a health-enhancing level of physical fitness.

**STANDARD 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**STANDARD 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Objective/Purpose: These are just examples – More on the nutritional triathlon LTs**

a) Psychomotor- The students will be able to … demonstrate competency in motor skills and movement

patterns while participating in the Nutrition Triathlon Challenge and completing it at least once.

b) Cognitive-TSWBAT … comprehend how choices related to nutrition, sleep, and exercise can affect the way person performs and feels while participating in the Nutrition Triathlon Challenge and completing it at least once.

c) Affective- TSWBAT… demonstrate how to participate in physical activities that require attention to safety while participation in the Nutritional Triathlon Challenge and completing it at least once.

**Resources:**

**Materials, space, facilities, and equipment: scooters, music, speakers, buckets, cards, cones, assessments (exit slips), pencils, whistle,**

**Pre-Assessment: What is a Triathlon? / What can help us perform better?**

**Lesson Focus: S/T Organ: Time: Skill Analysis: Motiv/FB/Cues:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Introduction and safety discussion  What is a Triathlon?  What can help us perform better? | Circle up | 2-3 mins | Discuss what a Triathlon is and what can affect the way we perform. |  |
| TR: Students spread out. | | | | |
| Warmup/Instant Activity  Preparing for Triathlon. | Slow movement with stretches. | 3-5 mins | Have a student lead dynamic stretching to prepare class for a Triathlon. Talk about key points such as what makes a good warm up, why we should warm up, how cannot warming up affect our performances, which muscles do you need to warm up and why. |  |
| TR: Circle up. Explain next activity. Students form groups of 2, get scooter, get ready. (2 mins) | | | | |
| **Lesson Focus:**  **Triathlon** | **S/T Organ:**  **Students will move through the course** | **Time:**  **20 -30**  **mins** | **Skill Analysis:**  **Students will move through the course rotating with their partners. Every time they complete one part they will pick a card from the bucket and perform the activity while their partner completes the part.**  **Students will continue to complete the course keeping track as to how many times they complete the Triathlon.** | **Motiv/FB/Cues:** |
| TR: Students will put the scooters away and circle up. (1-2 mins) | | | | |
| Cool down | Students will be in circle | 5 mins | A student will lead a cool down reminding the class as to why a cool down is so important. |  |
| TR: Students will get an assessment and pencil. (1 mins) | | | | |
| **Lesson Closure/Cool-down:**  Assessment | Students will sit throughout the gym | 2-3 mins | The students will complete the assessment before leaving class. |  |

**Post-Assessment Questions: (measureable and observable, directly related to your objectives)**

**See Assessment**

**Reflection: (DONE after you teach the lesson)** Please write a reflection about your teaching presentation. It is important that you become a reflective practitioner who evaluates the effects of your actions on others. Use the outline to write your reflection**.**

**1. Description of your teaching and critique of your teaching performance.**

**2. Describe the teaching goals of the lesson. Were the goals reached? Why or why not.**

**3. What changes would you implement to become more effective?**

**4. What resources will you use to help you become a more reflective professional both now and in the future?**

**5. How will you utilize what you have learned from this teaching presentation for   
 future presentations?**