

## Physical Education Lesson Plan

Instructor: Amy Young

Grade: 10 ; Unit: Dance ; Day: 45 in isolation ; Period: morning

<p>Lesson objectives:</p> <ol style="list-style-type: none"> <li>1. The students will be able to follow along with the characters on the screen 70% of the time. (10.2)</li> <li>2. Students will be able to stay engaged during the entire lesson. (SOL 10.3/NASPE3)</li> <li>3.</li> </ol>		
Time and Seq.	Task	Instruction and Organization
5 min	Instant Activity: dance followed along with just dance.	<p><b><u>For each task,</u></b></p> <p>Cues: follow along, watch the screen, arms up.</p> <p>Organizational format: Casual follow along with the screen.</p> <p>Review and connect with students to make sure they are on task and following the dance.</p> <p>Ask about their heart rate, are they out of breath?</p> <p>Cues for the activity or the skill: eyes up</p> <p>Organization? Students get to pick the middle song.</p> <p>Equipment: open space big enough to dance. Youtube.</p> <p>Cues for the activity or the skill: Keep moving, eyes up, feet out.</p>
2 min	Introduction: talk about the purpose of the class which is to move and dance and have fun.	
5min	The first dance music activity was a song called, "Timber." Students just need to follow along with an open mind.	
5 min	The second dance party song was called, "gangnam style."	
...		
3 min	Closure: What does the fox say? This is just a chance to get silly and wind down.	
<p>Assessment:</p> <p>There is no need for an assessment here; this is just a fun activity to do as a group in isolation.</p>		
<p>Equipment:</p> <p>TV, youtube, songs: Timber, Gangam style, What does the fox say?</p>		
<p>Reflective Notes:</p> <p>This can be done as often as needed for mental stability and escape.</p> <p>How to refine (limit/extend challenges) tasks to meet the diverse needs of students in the future lesson?</p> <p>Things worked well; Things did not work well connecting previous lessons.</p>		
<p>References</p> <p>List the references you've used.</p>		

