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| **Lesson Sequence and Delivery:**  **Regardless of the model, write the lesson with enough detail and teacher talk/questioning that the reader can picture the teacher candidate teaching the lesson in its entirety and/or another teacher could step in and use the plan with minimal assistance. Attach this section to the Lesson Plan Template under Lesson Sequence and Delivery.** | | | | |
| **Time**  **Time** | **Lesson Components** |  | **Differentiation (1e-1)**   1. Within Core Instruction (minimum), list instructional tools, methods, and/or strategies to meet differing student needs/interests. 2. Explain your rationale. | **Student Engagement (1e-1, 3c-1\*)**   1. Within in the *Lesson Sequence and Delivery* **label** examples for fostering *Student* *Engagement* (SCOR) with S for Success, C for Curiosity, O for Originality, and R for Relationships. 2. Explain your rationale in the boxes below. |
| 8:10am-8:20am | **Introduction (1e-4)**  Describe how you will inform students as to **what** they will be doing and **why** it is important (e.g. statements/questions/other to present student-friendly objective) | Students enter the classroom after given 3 min to change and grab a lacrosse ball for myofascial release. Once they are all set we will begin the quick LAX Clock on Seconds pro app. During this time, I will preview what we will be doing in class as well as go over the objectives. This goes into the regular cook series warm up and basic movement foundations.  . | Students movements are progressed and regressed according to their current ability level. Students who have been assigned different movements will be doing them at this time. | Curiosity- When students enter the room they take a look at the board as to what we are going to to do and set mini-daily goals for themselves- they are constantly building up their physical literacy in class. |
| Develop background, foster connections, facilitate motivation for learning activity. | During this time, I also move about the room and talk with students about their different activities they are involved in and ask them general questions about their lives and training. |  | Relationships- talking with the students and finding areas of their lives that their training can make a difference in |
| 8:20am-8:52am | **Core Instruction (1e-4)**  Include appropriate lesson content, clear sequence, opportunities for practice and application. | **POWER TIER-**  11min Tier 1 on Seconds Pro  Clean Pulls 4x5  banded lateral bound 4x3 each way  Medicine Ball Rotational Throws x10  2 min rack set up  **TIER 2**  7:45 min Tier 2 on Seconds Pro  Floor Press 3x7  Batwings 3x10  Spot  2 min rack set up  **TIER 3**  7:45 sec Tier 3 on Seconds Pro  Split squat 3x5 each  Pullups 3x10  3 way calf raises 3x10 each | Students movements are progressed and regressed according to their current ability level. Inability to complete a movement due to injury result in properly adjusted programing.  Students have different goals and abilities- the movement pattern in terms of the objectives in the class can be accomplished in many different ways. Providing students with the ability to quickly and easily substitute a progression or regression of a movement allows them to be successful. | Success- As the students make their way through the training day they are completing a to do list for the day. |
| 8:52am-8:55 | **Closure (1e-4)**  Include what you will ask or say to students to refocus students onlearning objective. | To close out the class students will re rack their weights and set up the rack positions for the following class and disinfect contact surfaces. To end the day we will review what we did in class and preview the next training day. We end each class with two claps and a Ric Flair (Wooo!!)  Class dismissed to get changed 8:55 |  | Originality- Students are encouraged to add any questions, comments, or concerns along with anything for the good of the group. They are given the opportunity to provide something of their own to the group. |

\*Clinical Practice Only