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| **Lesson Plan** | **4ESO** | **Teacher Candidate(s):** **2** | **Grade: C** | **Equipment:****Nothing** |
| **1. Yingying Jiang** |
| **2. Hafsa Hmaimid**  |
| **Name Activity: powerboxing** |
|  | **Students: 24** | **References:** <https://www.youtube.com/watch?v=WqCLoT0brqk> |

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| **Lesson Components** | **Time (mins)** | **Organization**  | **Description** | **Observations** |
| **Instant Activity** | **5** | **Warming** | **They will work to the body to the maximum.****There are six movements on warming.****Twice repeated.** | **Practice with students** |
|  |  | Transition |  |  |
| **Introduction** | **5** | **Uppercut** | **This exercise is about Jab.****Jab is is a fast-hit long-range that will decide your destiny in the ring.****There are five movements on Jab/Uppercut.****Twice repeated.** | **Practice with students** |
|  |  | Transition |  |  |
| **Fitness Activity** | **10** | **Water brake** | **Exercise kicks, knee, leg, quadriceps...etc****There are nine movements on Water brake****three and a half the repeated.** | **Practice with students** |
|  |  | Transition |  |  |
| Body of Lesson(Lesson Focus) | **Body of Lesson (Lesson Focus)** |
|  |  | Cues | Challenges | Modifications |  |
|  | Task #1 | 1. **This warm up is to warm the body over your hand, legs..etc**
 |  |
|  | **Warning** | 1. **The students have to stand in rows and looking at us and following the steps that we will enact them.**
2. **Follow all movements with us.**
 |  | **Easier –** **change time** **Harder - distance**  |  |
|  | Transition |  |  |
|  | Task #2 | 1. **Work with all parts of the body with more power.**
 |  |
|  | **Jab**  | 1. **The students have to stand in rows and looking at us and following the steps that we will enact them.**
2. **Follow all movements with us.**
 |  | **Easier – change time** **Harder - distance**  |  |
|  | Transition |  |  |
|  | Task #3 | 1. **Work your legs.**
2. **Kicks, lots of energy to do it and lots of speed.**
 |  |
|  | **Water brake**  | 1. **The students have to stand in rows and looking at us and following the steps that we will enact them.**
2. **Follow all movements with us.**
 |  | **Easier – change time** **Harder - distance**  |  |
|  | Transition |  |  |
|  | Task #4 | a. |  |
|  |  | b. |  | Easier – Harder - |  |
|  | Transition |  |  |
|  | Task #5 | a. |  |
|  |  | b. |  | Easier – Harder -  |  |
|  |  | Transition |  |  |
| **Lesson Closure** |  |  |  |  |
| **Evaluation of Lesson** | **Have learned to defend and attack.****It is probably the most used blow and although it is one of the weakest blows can help you win a points showdown.** |
| **Instructional Supports** | **They just have to follow the steps we will teach them.** |

**Lesson Plan Instructions**

**Section 1: Contextual Information**

|  |  |
| --- | --- |
| **Lesson Plan Component** | **Directions** |
| Teacher Candidate/s | Write name of teachers (students who do the class) |
| Grade | A, B or C |
| Name Activity | The name of the Activity that you are explaining |
| Equipment | List all the equipment and number used in the lesson. |
| References | Full internet URL |

**Section 2: Lesson Activities**

|  |  |
| --- | --- |
| **Lesson Plan Component** | **Directions** |
| Column: time | Provide a range of estimated time for each task presented |
| Column: organization | A “map” of Student and Teacher placement, if space is limited, attach supplement |
| Column: observations | If you have any specific observation. |
|
| Instant Activity | Plan and describe a task that students will participate in upon arriving to the learning environment. May be used as a 5 minute fitness or warm-up activity |
| Transition | Explain how the students will move from one space to another. Example: When I say “go”, when the music stops, when you hear the signal for attention…Place the equipment in the hula-hoop/ basket and meet in the circle. |
| Introduction  | Transcribe an introduction to the day’s lesson.  |
| Fitness Activity | Explain the fitness activity here and be sure it is aligned to your fitness objective.  |
| **Body of Lesson** |
| * Tasks
 | Describe the task with enough detail so someone else could teach it.In the first row of the task (a), explain how you will get the students engaged in the activity In the second row (b) you will describe the task in detail.  |
| * Cues
 | List cues used for the task. |
| * Variations
 | Add modifications to make the tasks easier and harder according to the skill level of the students (examples: change the time, distance, challenges, 3 of people, etc.). |
| Lesson closure | How you end the lesson |
| **Evaluation of lesson** |
| * Post-planning
 | Analysis of student performance. What did the students learn in this lesson?  |
| * Teacher reflection
 | Teacher reflection includes what worked, what didn’t, why, and what to change. |