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**Instructional Practices Institute**

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**Element 1: Classroom Context**

This lesson was delivered as part of our 8th grade creative movement unit. Our particular school serves over 1,000 students that range from 6th to 8th grade. The community as a whole is more affluent with a higher socioeconomic status and a low number of students on free and reduced lunch compared to other middle schools in our district. Our school has recently implemented a “1 : 1” initiative in which all students need to have electronic device to class. Our department is fortunate enough to have an iPad cart of 30 that we use to film and analyze movements.

This lesson was taught to approximately 220 8th grade students. The class that I focused on for this project, consists of 21 males and 20 females.

Students are able to build upon a working knowledge of concepts and skills such as:

• Basic locomotor movements (e.g., galloping, skipping, hopping, shuffling, grapevine)

• Basic understanding of the fitness zones (e.g., low, moderate, high)

• Basic understanding of the difference between aerobic and anaerobic exercise

• Basic knowledge in body and spatial awareness (e.g., directions, levels, pathways)

• Background knowledge of health related components of fitness (e.g., cardiovascular

endurance, muscular endurance, flexibility, etc.)

• Basic understanding of F.I.T.T. principle

However, not all 8th graders will have the same background knowledge pertaining to dance, gymnastics, and sports.

This unit/lesson can be modified to both primary and secondary age levels.