



Physical Education Lesson Plan Template

FITNESS S&C: HIGH SCHOOL PE

4 Key Criteria for EVERY Physical Education Lesson:

1. Age and developmentally appropriate
2. Must see improvement in motor skills each lesson
3. 50% Moderate-to-Vigorous Activity
4. Must include teaching and learning in all three domains

Additional Key Ingredients for Evidence-Based/Learning Filled Physical Education Lesson

- Start and stop signals established
- Homepage
- Increase MVPA through: moving transitions, short and precise directions, excellent demonstrations, management of time, space, equipment, and people, grouping strategies, lesson flow
- Routines established: attendance, injuries, out-of-bounds object, entrance and exit to learning space, answering q's, turning in homework, checking out pedometer, etc.
- Boundaries clearly marked, use boundaries to establish listening opportunities



Teacher: GCCISD	Date: 2 or 3 days Per Week, All Year
Grade Level: 9-10	Time: 45 minute periods
Activities: Weight Training, Circuit Training, Safety, Anatomy, Partner Workouts	Number of Students: 25+
Equipment: Bench, dumbbells, barbells, plates, medicine balls, kettle bells, and daily teacher equipment (whistle, clipboard, etc)	

Standards Based Learning Target TEKS/National Standards Student Learning Outcomes	TIME	TEKS: 116.64 1AB, 2ABCDE, 3ABCD, 4AB, 5ABCDF	Evidence of Learning Classroom discussions Partner/Group Workouts
Student Learning Outcomes		<p>Cognitive Domain (<i>knowledge, strategies, tactics, cognitive abilities</i>) Students will identify the major muscle groups and how to increase the performance of each through weight training and how to stabilize the core</p> <p>Psychomotor Domain (<i>Motor skills, fitness outcomes</i>) Demonstrate the proper weightlifting techniques for each of the body parts. Also increase muscular strength and endurance</p> <p>Affective Domain (<i>Feelings, values, social behavior, attitudes</i>) Develop positive attitude and appreciation for strength and conditioning</p> <p>Language Target (<i>write, listen, read, interact with content</i>) Students will develop partner and group workouts they will execute.</p>	<p>Understand the importance of nutrition</p> <p>Understand over training vs rest</p>
Activation of Learning	3-5 MIN	NOTES FOR ACTIVATION OF LEARNING	Cues/Look Fors



Instant Activity/ Orientation to Lesson/Induction/HOOK		<p>Introduction to S&C with the importance to daily life</p> <p>Discussion on the leading causes of death</p> <p>Bench maxes for each kid</p> <p>Discuss benefits of healthy life style</p> <p>Walk/Run mile times</p> <p>Discuss proper warm up and cool down</p> <p>Discuss Nutrition and benefits</p> <p>Discuss Overtraining and benefits of proper rest</p>	<p>Hand placement</p> <p>Proper Form</p> <p>Student Discriptions</p>
Fitness Focus	TIME	<p>NOTES FOR FITNESS FOCUS Be Intentional; what fitness activities make sense with the unit/activity you are teaching?</p>	<p>Cues/Look Fors</p> <p>Increase muscular and strength endurance.</p>
		<p>Bench max to measure individual strength</p> <p>Introduction to circuit training</p> <p>Conditioning (mile)</p> <p>Partner/Group Workouts</p>	
Skill Building Focus:	TIME	<p>NOTES FOR SKILL BUILDING PHASE: WHAT, WHY, HOW</p> <p>Strategies: Shadow Practice, part-to-whole, whole-to-part</p> <p>Effective Demonstrations, small group practice, simple to complex, provide extension and differentiation. You can follow the steps below daily:</p> <p>PROVIDE/TEACH TASK---EXTEND THE TASK---REFINE THE TASK---ASSESS</p>	<p>Cues/Look Fors</p> <p>Increased strength and endurance</p> <p>Faster mile times</p> <p>Better form/technique</p> <p>Heavier Weight</p>
		<p>1. Circuit training leading to partner workouts (2 weeks)</p> <p>2. Group workouts leading to free lifts</p> <p>3. Students will do partner and group workouts as designed by the instructor</p>	



Application of Learning:	TIME	NOTES FOR APPLICATION OF LEARNING: Apply/Demonstrate the Skills that have been learned through game-like settings and/or create activities . Provide effective feedback, small sided games, accountability for applying skills through strategically designed activities, take time to assess as a teacher and as a student	
		Students are able to create their own workouts Students will take tests/quizzes Students can identify muscle groups for human body	Class Discussions
Closure/Cool Down/Assessment and Preview	TIME	NOTES FOR CLOSURE: Engage in static stretching and/or flexibility exercises while DEBRIEFING and checking for learning and understanding. Engage students in showing, telling, explaining what they have learning in all 3 domains. Exit Tickets/journal writing/Team Assessments/Self-Assessment: Action Planning What would you like students to practice before tomorrow? What PA and learning do you want them to reflect on. Did they learn what you planned for them to learn in each of the domains?	
		Demonstrate proper form for all stretches and exercised (psychomotor) Discuss with partner types of exercises and what muscle groups are activated (cognitive) Use of a variety of finishers (card push ups, bench competition, burn outs, core finishers etc) (affective)	
Modifications Differentiation Extensions		Modification of exercises to meet specific needs: Crunches/Russian twists Modified push ups/bench Lighter Weight	Identify students with special needs and differentiate all students appropriately.
Essential Vocabulary for all Learners		Anatomy: pectorals, abdominals, quadriceps, hamstrings, deltoids, biceps, triceps, etc	