

SAMPLE LESSON PLAN

FOCUS  
OUTCOMES

- ✓ **Standard 1 [H3.L1]** Demonstrates competency in one or more specialized skills in health-related fitness activities (L1).
- ✓ **Standard 3 [H10.L1&2]** Calculates target heart rate and applies HR information to personal fitness plan (L1); Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor) to self-monitor aerobic intensity (L2).

FOCUS  
TARGETS

- ✓ **Skill:** I will demonstrate fitness activities with proper form and attention to safety.
- ✓ **Cognitive:** I will answer questions related to fitness concepts.
- ✓ **Fitness:** I will pace my activity so that I work within the targeted Heart Rate Zone.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with my teammates.

ACADEMIC  
LANGUAGE

- ✓ FITT [Frequency, Intensity, Time, Type]
- ✓ Heart Rate Monitor
- ✓ Heart Rate Zone
- ✓ Target Heart Rate
- ✓ Safety

SELECTED  
ASSESSMENT

- ✓ Team RPS Score Card
- ✓ Health-Related Jigsaw Cognitive Challenges

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p><b>1</b> INSTANT ACTIVITY</p>	<p>Students enter the activity area to see a discussion prompt: Tell a partner all that you know about the FITT Principle. When the majority of students arrive, begin the Team FITT RPS Activity.</p>	<p>→ Team FITT RPS →</p>	<p><b>DOK 1:</b> What would you include on a list about the FITT Principle?  <b>DOK 2:</b> How does exercise intensity apply to Team FITT RPS?  <b>DOK 3:</b> How would you adapt this activity to make it more intense? Less intense?</p>
<p><b>2</b> LEARNING TASK</p>	<p>Students break into groups and prepare to participate in the Fitness Concept Jigsaw activity.</p>	<p>→ Fitness Concept Jigsaw →</p>	<p><b>DOK 1:</b> What would you include on a list of local community resources that can help you maintain a healthy lifestyle?  <b>DOK 2:</b> Pick 1 resource and tell the class all that you know about it.</p>
<p><b>3</b> LEARNING TASK</p>	<p>Students walk a cool-down lap and then gather as a group. Discuss their responses to the Cognitive Challenge.</p>	<p>→ Cool-Down Lap and Puzzle Completion →</p>	<p>Complete and discuss the cognitive challenges provided on the puzzle.</p>
<p><b>4</b> EXIT ASSESSMENT</p>	<p>Students complete and turn in their Cognitive Challenge lists as an exit slip.</p>		