

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.L2]** Adjusts pacing to keep heart rate in the target zone, using available technology to self-monitor aerobic intensity (L2).
- ✓ **Standard 4 [H5.L1]** Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, use of equipment, implementation of rules)(L1).

FOCUS TARGETS

- ✓ **Skill:** I will adjust exercise intensity in order to work in my target zone.
- ✓ **Cognitive:** I will discuss best safety practice in exercise environments.
- ✓ **Fitness:** I will stay active at a pace that will increase my heart rate into a target zone.
- ✓ **Personal & Social Responsibility:** I will use positive communication and encouraging language with my classmates.

ACADEMIC LANGUAGE

- ✓ Heart Rate Zone
- ✓ Encouragement
- ✓ Pace
- ✓ Tabata Interval Training
- ✓ Target Heart Rate
- ✓ Personal Challenge

SELECTED ASSESSMENT

- ✓ Self-Efficacy and Social Support Inventory
- ✓ Parent Exit Slip

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p>1 INSTANT ACTIVITY</p>	<p>Students and parents enter the activity area. If available, provide heart rate monitors to students (and parent if possible). Post Heart Rate Zone Charts throughout the area. As a warm-up activity prompt students and parents to increase their HRs into the Active Zone. Remind parents to move at a safe and comfortable pace. Cones are set up as area boundaries.</p>	<p>R, P, S Victory Lap</p>	<p>DOK 1: How can you recognize an activity that helps improve fitness? DOK 2: How does your favorite activity affect your personal fitness? DOK 3: How could you modify that activity in order to improve each of the 5 components of fitness? Give details.</p>
<p>2 LEARNING TASK</p>	<p>If possible, create teams of 4 with 2 students and 2 parents. Two teams of 4 will complete at one game area. Students gather and set-up equipment needed for Tic Tac Toe game areas. (Practice this set-up in classes before the parent event.) Begin all games at the same time. If a team wins and ends a game, have teams reset and play again.</p>	<p>Aerobic Tic-Tac-Toe</p>	<p>DOK 1: What is aerobic exercise? DOK 2: How would you summarize the importance of aerobic exercise as it relates to stress management?</p>
<p>3 LEARNING TASK</p>	<p>All players (students & parents) clear Tic Tac Toe equipment, keeps one spot per player, and places it in a Tabata Interval Line. Each team creates a single line within the circuit and begins with the same exercise. Be sure there are enough circuit line for each team (or adjust this organization to meet the requirements of your class size).</p>	<p>Tabata Circuit Training</p>	<p>DOK 1: What would you include on a list about safety in exercise/fitness environments? DOK 2: How does safety affect the long-term health benefits of exercise?</p>
<p>4 EXIT ASSESSMENT</p>	<p>Assessment Name (Details) After completing the Tabata Circuit, students and parents will discuss and complete the Self-Efficacy and Social Support Inventory Sheet. Before leaving parents will complete the Parent Exit Slip.</p>		

R,P,S VICTORY LAP

STUDENT TARGETS

- ✓ **Fitness:** I will participate and stay active in order to increase my heart rate.
- ✓ **Fitness:** I will discuss ways to improve my overall fitness.

TEACHING CUES

- ✓ Once, Twice, Throw!
- ✓ Pace Your Lap
- ✓ Win or Lose, Quickly Start Again

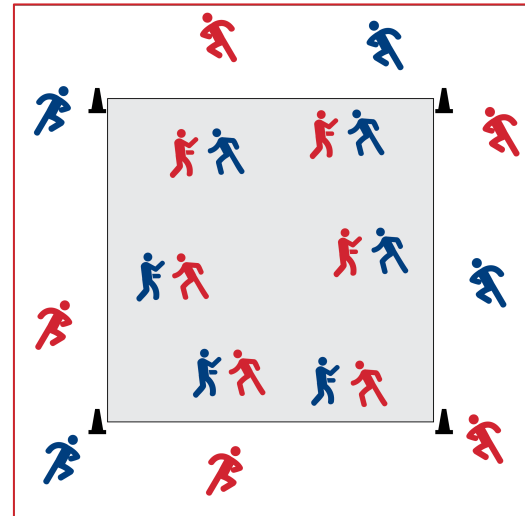
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 cones for boundaries

Set-Up:

1. Create a lap area with 4 cones.
2. Students gather in the center of the lap area.



Activity Procedures:

1. Today we're going to warm-up our bodies playing Rock, Paper, Scissor Victory Lap.
2. The object is to win as many games of RPS as possible. After each win, you'll run a victory lap around the cones to celebrate your success. Find a new partner as soon as you complete your lap and play again.
3. If you don't win, quickly find a new partner and play again.

Grade Level Progression:

Middle School: Play this game and incorporate dribbling/ball control skills from any middle school invasion game. Students dribble a basketball, soccer ball, or floor hockey ball during their victory laps.

High School: Create muscular fitness and/or flexibility stations at each cone. After each win, students jog to a cone, complete the station activity, and then return to find a new opponent.

STANDARDS & OUTCOMES
ADDRESSED

- ✓ **Standard 3 [M1.6]** Describes how being physically active leads to a healthy body.
- ✓ **Standard 1 [H3.L1]** Demonstrates competency in one or more specialized skills in health-related fitness activities.

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** How can you recognize an activity that helps to improve your fitness?
- ✓ **DOK 2:** How does your favorite physical activity affect your personal fitness?
- ✓ **DOK 3:** In what ways could you modify this activity in order to improve each of the 5 components of fitness? Provide details.

AEROBIC TIC TAC TOE

STUDENT TARGETS

- ✓ **Skill:** I will move safely from the starting cone to the game grid.
- ✓ **Cognitive:** I will identify and discuss activity-related stress management strategies.
- ✓ **Fitness:** I will stay active at a pace that will increase my heart rate into a target zone.
- ✓ **Personal & Social Responsibility:** I will use positive communication and encouraging language with my teammates.

TEACHING CUES

- ✓ Stay Alert While Moving
- ✓ Encourage Others
- ✓ Have Fun

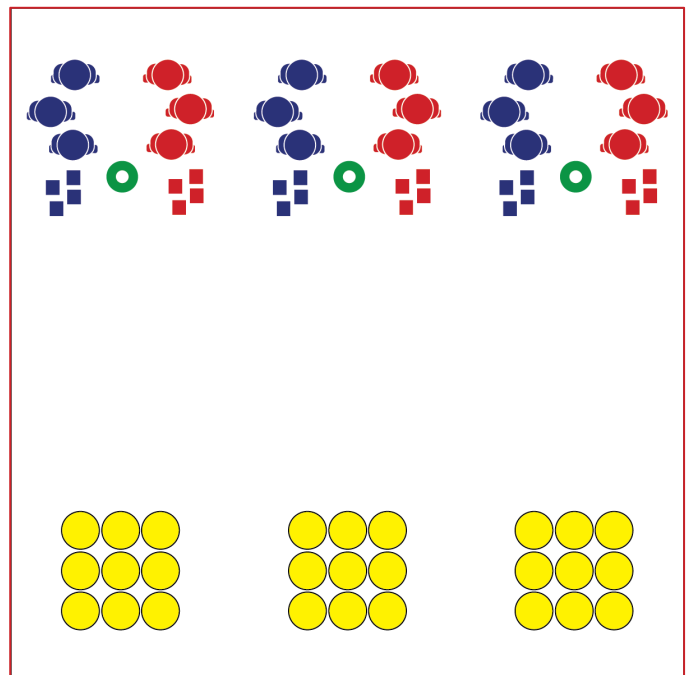
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 9 spot markers per 2 teams of students
- ✓ 4 beanbags of a matching color per team
- ✓ 1 low profile cone per 2 teams
- ✓ Heart rate zone chart
- ✓ Heart rate monitors (HRMs)

Set-Up:

1. For each team, place 1 set of 9 spot markers in a 3X3 grid on one end of the activity area.
2. Place 1 low profile cone 10 yards (or more) from the spots as a starting line.
3. Organize 2 teams of 2-4 students at each cone. Each team has a set of 4 bean bags of a matching color, but different than their opponent.
4. Display heart rate zone chart.
5. Distribute HRMs according to class routine.



Activity Procedures:

1. Today's fitness warm-up is called Aerobic Tic-Tac-Toe. The object of the game is for your team use your bean bags to create tic-tac-toe and win the game.
2. On the start signal, the first player on each team will sprint to the game grid and place a bean bag on a spot marker. As soon as the first player returns and gives the second player a high-5, the second player runs with another bean bag and places it strategically on the game grid. Both teams continue in this way until all 8 bean bags are placed on the game grid.
3. After all bean bags are in play, the following players can sprint to the game grid and strategically move 1 bean bag at a time until a team wins, or until you hear the stop signal.
4. If a game is complete before the stop signal sounds, clear the game grid and start a new game.

Grade Level Progression:

L1: Play the game without HRMs. After teaching HRM usage and heart rate concepts, require students to be in their target zones in order to move to the board and make a strategic play. This will require players waiting in line to remain active.

L2: Play the game as a royal court tournament. Teams that win move up, and teams that lose move down. Teams waiting must complete team workouts until the next game grid is available.



AEROBIC TIC TAC TOE

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Modify the pace/distance/dimensions of the game to match student abilities.
- ✓ Allow students to move to the game grid in pairs. This will allow students requiring assistance to fully participate.

ACADEMIC
LANGUAGE

Target Heart Rate, Heart Rate Zone, Pace, Stress Management, Encouragement

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 3 [H14.L1]** Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress (L1).
- ✓ **Standard 3 [H10.L1-L2]** 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).
- ✓ **Standard 4 [H3.L1-L2]** Uses communication skills and strategies that promote team/group dynamics (L1); Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting (L2).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What is aerobic exercise?
- ✓ **DOK 2:** How would you summarize the importance of aerobic exercise as it relates stress management?
- ✓ **DOK 3:** How would you describe the physiological response the body has to aerobic exercise as it relates to stress management?
- ✓ **DOK 4:** Let's design a stress management plan that includes a physical activity routine that you enjoy. We'll identify potentially stressful times (e.g., testing time) in which you could use this plan.

TEACHING
STRATEGY
FOCUS

Help students process content: Aerobic Tic Tac Toe is an engaging and vigorous physical activity that students enjoy. Oftentimes, it sets a very positive tone for a class and provides an opportunity to talk about positive feelings and the emotional benefits of being physically active with friends. Use the questions above as a starting point for rich, student-centered discussion. Allow students to talk freely about their experience, transfer their thinking to past activity events, and process the connection between physical activity and good mental and emotional health.

TABATA INTERVAL STATIONS

STUDENT TARGETS

- ✓ **Skill:** I will adjust exercise intensity in order to work in my target zone.
- ✓ **Cognitive:** I will discuss best safety practice in exercise environments.
- ✓ **Fitness:** I will increase my heart rate into a target zone.
- ✓ **Personal & Social Responsibility:** I will work in self-space with awareness of and respect for others.

TEACHING CUES

- ✓ Move Safely
- ✓ Rotate Quickly
- ✓ Keep Your Pace

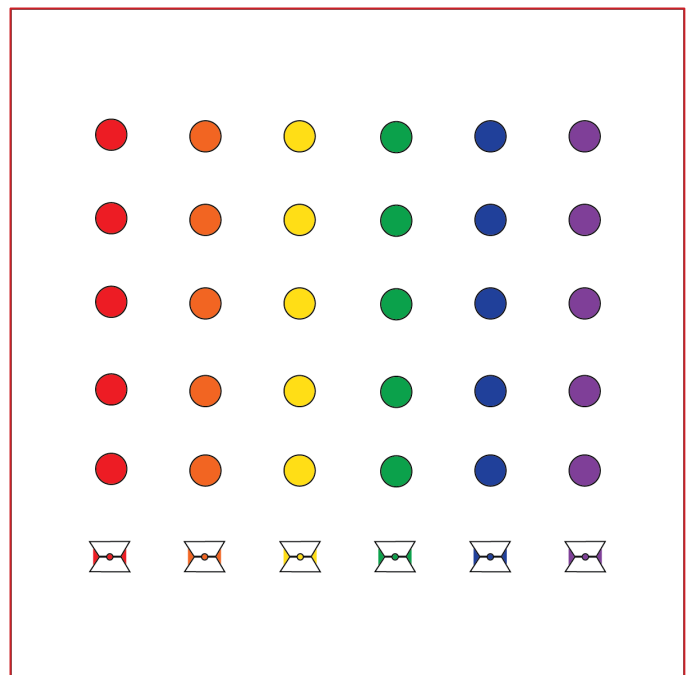
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 spot marker per student
- ✓ 6 cones with task tents (use 6-color set if available)
- ✓ Interval Station Cards
- ✓ Equipment specific to each station card
- ✓ Music with Tabata interval breaks

Set-Up:

1. Place cones in a line along one side of the activity area.
2. Place Interval Station Cards in task tents on each cone.
3. Distribute spot markers in a line behind each cone with space for safe movement. Color-coordinate spots with cones if possible.
4. Distribute station equipment at corresponding spots.



Activity Procedures:

1. It's time to try Tabata interval training. This style of HIIT training was adapted from a research study done by Dr. Izumi Tabata from Tokyo, Japan. He studied and found positive effects when individuals completed 8 rounds of 20-second exercise intervals followed by 10-second rest intervals, lasting a total of 4 minutes.
2. To create a 20-minute workout, we'll complete four separate 4-minute interval cycles with 1 minute of rest in between each cycle.
3. Prepare to begin the exercise designated for your row of spot markers. Start when the music begins. On the signal, stop your exercise and move to the spot to your left. Prepare to start the new exercise and begin on the signal. The station on the far left will move quickly around the circuit to the spots on the far right. After 8 cycles, we'll rest for 1 full minute.
4. Pace your movement so that you stay in the target heart rate zone.

Grade Level Progression:

L2: Use several types of activity tracking technology and compare the results of each. Discuss the pros, cons, and accuracy issues of the technology used.



TABATA INTERVAL STATIONS

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Change the duration of work and rest intervals.
- ✓ Provide modifications at each station, and allow students to work at the level of their choices.

ACADEMIC
LANGUAGE

Tabata Interval Training, Perceived Exertion, Personal Challenge, Deliberate Practice

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 3. [H10.L1 & L2]** 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).
- ✓ **Standard 4. [H5.L1]** Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, use of equipment, implementation of rules) (L1).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What would you include on a list about safety in exercise/fitness environments?
- ✓ **DOK 2:** How does safety affect the long-term health benefits of exercise?
- ✓ **DOK 3:** Can you describe a sequence of safety measures and precautions that one could take in an exercise/fitness environment?
- ✓ **DOK 4:** Analyze the consequences of past behavior with respect to safety and exercise. How has that behavior either enhanced or hindered your physical activity experiences? Why?

TEACHING
STRATEGY
FOCUS

Help students elaborate on content: The debrief question set above requires students to make inferences about the information presented in class as it relates to prior experiences and past behavior. Allow students to explore these inferences through focused discussion, prompting them to give evidence and context to support their thinking.

TABATA ROUTINE CARD

One and Done: Health-Related Fitness Card 1

Set #	Exercise Name	Interval Start
1	Half-Jack Med-Ball Squeeze [Medicine Ball]	0:00
	Rest 10 Seconds	
2	Biceps Curl [Medicine Ball]	0:30
	Rest 10 Seconds	
3	Half-Jack Med-Ball High [Medicine Ball]	1:00
	Rest 10 Seconds	
4	Triceps Extension [Medicine Ball]	1:30
	Rest 10 Seconds	
5	Half-Jack Med-Ball Squeeze [Medicine Ball]	2:00
	Rest 10 Seconds	
6	Med-Ball Oblique Twist [Medicine Ball]	2:30
	Rest 10 Seconds	
7	Half-Jack Med-Ball High [Medicine Ball]	3:00
	Rest 10 Seconds	
8	Walking Lunge [Medicine Ball]	3:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

One and Done: Health-Related Fitness Card 2

Set #	Exercise Name	Interval Start
1	Decline Planks [Fitness Ball]	0:00
	Rest 10 Seconds	
2	Wall-Ball Squat [Fitness Ball]	0:30
	Rest 10 Seconds	
3	Straight Crunch [Fitness Ball]	1:00
	Rest 10 Seconds	
4	High-Ball Squat [Fitness Ball]	1:30
	Rest 10 Seconds	
5	Twist Crunch [Fitness Ball]	2:00
	Rest 10 Seconds	
6	T-Raises [Fitness Ball]	2:30
	Rest 10 Seconds	
7	Incline Planks [Fitness Ball]	3:00
	Rest 10 Seconds	
8	Y-Raises [Fitness Ball]	3:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

One and Done: Skill-Related Fitness Card 1

Set #	Exercise Name	Interval Start
1	High Knees Straight Through [Agility Ladder]	0:00
	Rest 10 Seconds	
2	In-Out Jumps [Agility Ladder]	0:30
	Rest 10 Seconds	
3	In-Out Toe Touches [Agility Ladder]	1:00
	Rest 10 Seconds	
4	2-Foot Lateral Run [Agility Ladder]	1:30
	Rest 10 Seconds	
5	Jumping Jacks [Agility Ladder]	2:00
	Rest 10 Seconds	
6	90-Degree Jump Turns (Clockwise) [Agility Ladder]	2:30
	Rest 10 Seconds	
7	90-Degree Jump Turns (Counter-Clockwise) [Agility Ladder]	3:00
	Rest 10 Seconds	
8	Hop Scotch In-Outs [Agility Ladder]	3:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

One and Done: Skill-Related Fitness Card 2

Set #	Exercise Name	Interval Start
1	One-Legged Marching Pose (Right)	0:00
	Rest 10 Seconds	
2	One-Legged Marching Pose (Left)	0:30
	Rest 10 Seconds	
3	One-Legged Clock with Arms (Right)	1:00
	Rest 10 Seconds	
4	One-Legged Clock with Arms (Left)	1:30
	Rest 10 Seconds	
5	Power Man Vertical Jumps	2:00
	Rest 10 Seconds	
6	180-Degree 2-Foot Jump Turns	2:30
	Rest 10 Seconds	
7	Stationary Skips	3:00
	Rest 10 Seconds	
8	Plank Scarf Tosses	3:30
	Rest 10 Seconds	

Name: _____

Date: _____

Directions: Answer Yes or No to the first 8 items, then write a short response for items 9 and 10.

	YES	NO
I think I can ask an adult (teacher or family member) to help me find opportunities to participate in circuit or Tabata training.	<input type="checkbox"/>	<input type="checkbox"/>
I think I can ask a friend or family member to participate in a circuit training or Tabata workout with me.	<input type="checkbox"/>	<input type="checkbox"/>
I think I have the skills I need to participate in circuit or Tabata training outside of physical education class.	<input type="checkbox"/>	<input type="checkbox"/>
I think I have the knowledge I need to improve personal fitness outside of physical education class.	<input type="checkbox"/>	<input type="checkbox"/>
I think I know where to find resources to learn more about circuit and Tabata training.	<input type="checkbox"/>	<input type="checkbox"/>
I think I will participate in circuit or Tabata training in the future if the opportunity is available.	<input type="checkbox"/>	<input type="checkbox"/>
I think I will feel comfortable participating in circuit or Tabata training with my peers outside of physical education class.	<input type="checkbox"/>	<input type="checkbox"/>
I think activities like circuit and Tabata training can help me stay active and healthy in the future.	<input type="checkbox"/>	<input type="checkbox"/>

If you could choose between circuit or Tabata training and other physical activity options, would you choose either of these options? Why or why not?

Did you enjoy the challenges that you faced while learning about circuit and Tabata training? Why or why not?

HEART RATE ZONE CHART

	HR Zone BPM	Benefits	Perceived Exertion	Recommended For:
PERFORMANCE	90 to 100% 180 – 200	Max performance & speed	Exhausting for breathing and muscles	Those training for specific vigorous performances
HEART HEALTH	70 to 90% 140 – 180	Aerobic fitness & performance capacity	Some muscle fatigue, heavy breathing, sweating	Everyone: Moderately long activity
	60 to 70% 120 – 140	Basic endurance and fat burning	Light muscle exertion, easy breathing, light sweating	Everyone: Longer, more frequent activity
ACTIVE	50 to 60% 100 – 120	Overall health, warm-up, and cool-down	Easy for breathing and muscles	Everyone: Active warm-up & recovery

Adapted from Polar Lessons for Life

HEART RATE ZONE

(noun)

A range of heart beats per minute, measured as a percentage of Maximum Heart Rate, identified because specific health benefits are associated with sustained exercise intensity within that range.

Cammy worked within her target **heart rate zone** in order to maximize the cardiorespiratory benefits of the workout.



PACE

(verb)

To move or work at a steady and consistent speed, oftentimes in order to avoid becoming overly tired.

Marissa learned how to **pace** her run so she could make it through the entire 5K race course.



PERSONAL CHALLENGE

(noun)

An individual goal related to a specific task or area of improvement that extends up to, or just beyond, the individual's current ability.

Barret began training for an obstacle course race to provide a **personal challenge** and motivation to reach his fitness goals.



TABATA INTERVAL TRAINING

(noun)

A form of high intensity interval training inspired by the research of Dr. Izumi Tabata. It is characterized by 8 rounds with 20-second intervals of high intensity exercise followed by 10 seconds of rest. Oftentimes, this 4-minute interval pattern is repeated 4 times to create a 20-minute workout routine.

Tabata Interval Training is a great way to get maximum exercise benefits in a short 20-minute workout.



TARGET HEART RATE

(noun)

A range in the number of heart beats per minute chosen in order to reach a level of exercise intensity required to gain specific fitness benefits.

The heart health zone is the **target heart rate** toward which the class was working in order to improve their cardiorespiratory endurance.



CLASSROOM

(noun)

A room in a school in which students grow, explore, and benefit from the learning process.

The gym is our physical education **classroom**.
It's where we learn how to move with confidence, cooperate with compassion, and value physical activity.

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COMMUNITY

(noun)

A feeling of unity with others as a result of sharing attitudes, interests, and goals.

Parents are an important part of our physical education **community** because they want all students to grow up to be healthy and active.

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ENCOURAGEMENT

(noun)

Support, confidence, or hope offered by someone or some event.

The friends gave each other constant **encouragement** to help them build self-confidence during the most difficult parts of the cooperative challenge.

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GRIT

(noun)

The combination of passion and perseverance, which allows an individual to continuously develop skill and work toward consistent achievement through a repetitive cycle of purposeful practice and peak performance.

Izzi's display of **grit** during the 6-week fitness challenge was impressive and characterized by her desire to stick with it and her drive to improve.



PHYSICAL EDUCATION

(noun)

A planned, sequential, standards-based program of curricula and instruction designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence.

SHAPE America

Physical education is an important academic subject that helps prepare students for success in the 21st Century.

PHYSICAL LITERACY

(noun)

The ability, confidence, and desire to be physically active for life.

Aspen Institute Physical Literacy Working Group

Physical literacy will help you keep your body and mind healthy for a lifetime.



A PUBLIC SERVICE OF



Active Schools



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RESPECT

(noun)

A feeling of deep admiration for someone or something due to their abilities, qualities, or achievements.

We have a lot of **respect** for parents who encourage their children to live a physically-active lifestyle.

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21st CENTURY LEARNING

(noun)

A set of skills, knowledge, and expertise that students must master to succeed in work and life in the modern world.

Practicing skills like cooperation and collaboration make **21st century learning** an important part of our physical education lessons.

