

SAMPLE LESSON PLAN

INTERMEDIATE (3-5)

FOCUS
OUTCOMES

- ✔ **Standard 3 [E4.3,5]** Recognizes the importance of warm-up and cool-down relative to vigorous physical activity (3); Identifies the need for warm-up and cool-down relative to various physical activities (5).
- ✔ **Standard 4 [E1.3-5]** Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).
- ✔ **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

FOCUS
TARGETS

- ✔ **Skill:** I will be mindful of others while moving in open space.
- ✔ **Cognitive:** I will explain proper technique for pushing and controlling the bobsled safely in open space.
- ✔ **Fitness:** I will apply muscular strength and endurance to this activity.
- ✔ **Personal & Social Responsibility:** I will work cooperatively with others by taking turns pushing the bobsled.

ACADEMIC
LANGUAGE

- ✔ Tabata Interval Training
- ✔ Warm-up
- ✔ Communication
- ✔ Force
- ✔ Guide
- ✔ Pathway
- ✔ Teamwork

SELECTED
ASSESSMENT

- ✔ Self-Assessment (Pre-Assessment)

SAMPLE LESSON PLAN

TRANSITION NOTES

ACTIVITY

DEBRIEF

1

INSTANT
ACTIVITY

As students enter the activity area they can begin to play Around the World RPS. If they are waiting for a player to arrive at a World Zone Card, they can complete an aerobic exercise like a jumping jack, or burpee.

Around the World RPS

The Olympics are about to begin!

- ✔ What is the Olympic Spirit?
- ✔ How can we display the Olympic Spirit in physical education class?

Use Around the World RPS as a way to introduce the international spirit of the Olympics.

2

LEARNING
TASK

Students transition to spaced floor spots for Tabata Training. Routine card is displayed using computer projector.

Train Like an Olympian

- ✔ How can you recognize appropriate and safe fitness participation?
- ✔ How do exercise/activity cues affect safe participation?
- ✔ How is appropriate behavior related to independent participation?

When the Tabata interval music starts, students follow the routine card.

3

LEARNING
TASK

Create groups of 4. Designate 2 equipment captains for each group. The equipment captains build the bobsled. The rest of the students are the course crew. They set up the bobsled course.

Cooperative Bobsled

- ✔ What is cooperation?
- ✔ How can group cooperation affect the performance of the sled?
- ✔ How can negative interactions with others affect the sled's performance and the performance of athletes at the Olympics?

Teams meet at their starting lines and get 2 practice rounds.

4

EXIT
ASSESSMENT

Students collect self-assessment and pencil from 4 piles of worksheets (1 in each corner). Complete the Pre-assessments for *following directions* and *working safely*.