

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- **Standard 1 [H3.L1-2]:** Demonstrates competency in one or more specialized skills in health-related fitness activities (L1); Demonstrates competency in two or more specialized skills in health-related fitness activities (L2).
- **Standard 3 [H3.L2]:** Applies rates of perceived exertion and pacing (L2).
- **Standard 3 [H5.L1]:** Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle (L1).

FOCUS TARGETS

- **Skill:** I will demonstrate proper running form, focusing on pace and stride.
- **Cognitive:** I will discuss the importance of pacing.
- **Fitness:** I will find a comfortable pace that allows me to remain actively engaged during this activity.
- **Personal & Social Responsibility:** I will communicate with my team to determine and hold a pace that everyone can maintain.

ACADEMIC LANGUAGE

- Aerobic
- Cardiorespiratory Endurance
- Comfortable
- Pace
- Stamina
- Stride

SELECTED ASSESSMENT

- Fitness Running Portfolio
- DOK Questions

SAMPLE LESSON PLAN

| | TRANSITION NOTES | ACTIVITY | DEBRIEF |
|--|--|------------------------------------|--|
| <p>1 INSTANT ACTIVITY</p> | <p>Victory Lap activity area is set up. As students arrive, they immediately begin the warm-up activity. Continue for 5 minutes and then transition to the track.</p> | <p>→ RPS Victory Lap →</p> | <p>DOK 1: What is a warm-up? DOK 2: What can you notice about your body's reaction to the warm-up activity? DOK 3: Why is a warm-up important when you begin exercising?</p> |
| <p>2 LEARNING TASK</p> | <p>Introduce Fitness Running to students with an explanation of running form. Explain and demonstrate the activity over a 100M distance. Then discuss the distance markers and group students at each marker.</p> | <p>→ Line Pursuit →</p> | <p>DOK 1: What do you know about pace? DOK 2: How did the pace of the line runners affect the lead runner's ability to catch the line ahead of them? DOK 3: How is pace related to race distance? Give details to support your answer for a variety of distances.</p> |
| <p>3 LEARNING TASK</p> | <p>Provide students with the DOK questions for the cool-down debrief. Prompt them to walk the first 200 meters with a focus on controlled breathing and heart rate recovery. During the second 200 meters, they will discuss the DOK questions with partners.</p> <p>When the cool-down is complete introduce the Fitness Running Portfolio.</p> | <p>→ Walk/Talk Cool Down →</p> | <p>DOK 1: What is a cool-down? DOK 2: What can you notice about your body's reaction to the cool-down walk? DOK 3: Why is a cool-down important when you finish exercising?</p> |
| <p>4 EXIT ASSESSMENT</p> | <p>Fitness Running Portfolio (Day 1)</p> | | |