Wayne State University
College of Education
Kinesiology, Health & Sport Studies

Physical Education Lesson Plan Guidelines

Directions: Use the following guidelines in developing lesson plans. Lesson plans may be prepared on a computer by addressing the 15 areas listed below in chronological order or on the standardized form.

1. **Unit –** Indicate the topical unit for this lesson. For example, if you are teaching a lesson with for forearm bump and serve, the unit would be volleyball skills or if you are teaching a creative dance lesson, the unit would be dance.

2. **Skill or Content –** List the skill or content for the lesson (e.g., forearm bump or creative dance).

3. **Equipment Needs –** List the equipment you will need for your lesson. Make sure that the equipment is available at the school where you will be teaching. If the equipment is not available at the school, equipment can be checked out from the Division of KHS. Make prior arrangements with your university instructor. **Special Needs –** List any accommodations needed for students with disabilities or other diverse needs.

4. **Pre-Class Preparation –** Describe how you will set up/prepare the facility for your lesson. This should be completed *before* students enter class.

5. **Personal Objectives (teacher candidate) –** List at least one teaching objective for yourself in the lesson. For example, "I will provide at least 10 instances of positive, corrective feedback to students" or "I will use the crutch word 'OK' fewer than 15 times during the lesson. What do you, personally, need to work on in order to help students meet the lesson objectives?

6. **Safety Tips/Risk Management –** Include any necessary safety tips regarding the equipment, facility, or using correct form during the lesson.

7. **Instructional Objectives –** Include at least one objective from the psychomotor, cognitive, and affective domains. Each objective should be written in behavioral, terms, which include the 3 components – skill, condition, and measurement criteria. Indicate the **NASPE Standard(s)** each objective meets by stating the standard number(s) in parentheses before or after each objective.

   Objectives should address exactly what the students will be able to accomplish as a result of your teaching, and how it will be measured (evaluation). Start each objective with "Student Will Be Able To…" which can be shortened to S.W.B.A.T.

8. **Procedures or Learning Activities** (Including Review Introduction and Warm Up) - procedures need to be clear and specifically describe the activities that you will

be teaching. They also must demonstrate that you understand the curricular area that you are teaching. Transitions between activities are procedures and must be included in your lesson plans. *Explain how activities can be easily adapted for students with special needs.*

9. **Teaching Points and Cues –** For each procedure, list all the teaching points and/or verbal information you will be presenting during the procedure (learning activity). Teaching points may address proper form or cues that you will provide the students (e.g., "follow through in the direction you want the ball to go" or "can you think of three different pathways to travel across the gymnasium?"). Be specific in your teaching points.

10. **Time –** Indicate the time frame for each procedure in the lesson. For example, the procedure might be the lesson closure (reviewing 3 teaching cues for the forearm pass and serve), time frame could be written in minutes (5 minutes) or actual time (9:10 –9:15).

11. **Formation –** Diagram the class formation for each procedure or learning activity.

12. **Evaluation (as related to the objectives) –** Indicate how you will measure the students' performance relative to the objectives. Indicate how you will know if the students have met the objectives for each lesson. For example, students will select a comfortable distance from their partner and successfully return a pass to a partner using the forearm bump so that their partner can catch it 8/10 times.

13. **Closure** – This should include your cool-down, review of the lesson (list questions you will ask students in order to evaluate their cognitive learning) and discussions of what's to be expected in future classes.

The following items are to be completed AFTER lesson has been taught

14. **Teacher Candidate Evaluation of Lesson –** Specify areas needing improvement. Were the objectives met? If not, how would you change this lesson in the future?

15. **Cooperating Teacher Evaluation of Lesson –** If this lesson is part of a pre-student teaching or student teaching experience, have cooperating teacher specify areas needing improvement

16. **Attach 'Assessments of Student Learning'** (inc. Descriptions & Rubrics)

*The lesson plan should contain enough **detail** so that a substitute teacher could teach from it*