

# PHYSICAL EDUCATION LESSON PLAN

**Teacher:** Sara Russell

**Unit:** Health-Related Fitness

**Lesson:** Team Circuit

**Grade:** 9

## LESSON PLANNING

<p><b>Standard(s)</b></p> <p>Circle all that apply</p> <ul style="list-style-type: none"> <li>• Motor Skills</li> <li>• Movement Concepts</li> <li>• Fitness</li> <li>• Responsible Behavior</li> <li>• Value Physical Activity</li> </ul>	<p><b>State Standards:</b></p> <p><b>Standard 2:</b> Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><b>Standard 3:</b> Demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> Exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p> <p><b>CCSS:</b></p> <p><b>SL.9-10.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<p><b>Outcomes/ Learning Target(s)</b></p>	<p><b>Primary Focus:</b></p> <ul style="list-style-type: none"> <li>• Apply training principles and knowledge (progression, specificity, overload, reversibility, diminishing return) to a self-selected activity. PE2.4.HS1</li> <li>• Use types of muscular strength and muscular endurance exercises (isometric, concentric, eccentric). PE3.5.HS1b</li> <li>• Uses types of flexibility exercises (static, dynamic). PE3.5.HS1c</li> <li>• Solve problems and think critically when working with others in physical activity, both as an individual and in groups. PE4.3.HS1</li> <li>• Choose an appropriate level of challenge to experience success in a physical activity. PE5.1.HS1</li> </ul> <p><b>Possible Secondary Focus:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate competency in activity-specific movement skills in two or more individual-performance activities. PE1.2.HS1</li> <li>• Demonstrate best practices for participating safely in physical activity and exercise. PE4.4.HS1</li> </ul>

<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>Students will be able to create a circuit incorporating progressions of cardiorespiratory endurance, muscular endurance, muscular strength, and flexibility exercises.</li> <li>Students will be able to work together as a team to create a circuit.</li> </ul>
<b>Essential Question</b>	How can you use the health-related components of fitness and training principles to create a workout?

### LESSON INSTRUCTIONAL STRATEGIES

<b>Lesson Introduction:</b>  <u>Lesson Directions:</u> Learning targets and success criteria are displayed on the gym white board and verbally gone over by the teacher. Students are reminded that they have previously learned the health-related components of fitness and the training principle of progression. Today they will be focusing on how to apply their knowledge of these concepts while developing a fitness circuit.	
(circle all that apply):	<b>Motor Skills/ Movement Concepts/ Fitness/ Responsible Behavior/Value of Physical Activity</b>
<b>Content Focus:</b>  <u>Team Circuit Design:</u> In groups of 3-4 students will be designing their own circuit that incorporates the health-related components of fitness of cardiorespiratory endurance, muscular endurance, muscular strength, and flexibility. For each exercise, they will be developing beginning, intermediate, and advanced progressions. Students should apply their knowledge of progression to incorporate activities that all students in class may be challenged by, and successfully complete. <ul style="list-style-type: none"> <li>After directions are explained, each team is given a circuit sheet, assigned an area to work, and create their circuit. (Approximately 10 minutes)</li> <li>Teams must determine appropriate exercises and progressions for each component of health-related fitness. <ul style="list-style-type: none"> <li>When determining progressions the “intermediate” exercises should typically be the traditional way the exercise is done. For example – for push-ups, the intermediate would be regular push-ups. Beginning may be push-ups on knees, advanced may be diamond push-ups.</li> </ul> </li> <li>Once the circuit is created groups must post their circuit sign and gather their needed equipment for their exercises.</li> <li>Focus during this time is on working together as a team to successfully complete the task.</li> </ul>	

### Circuit Training:

- Teacher starts students in their circuit training for the day; each circuit will take a total of 5 minutes.
- Groups start at their own circuit, moving from one exercises to the next on the whistle.
- For each exercise students will select the appropriate level of challenge (from the progressions offered) that allows them to be successful. This is done individually, not as a team; each individual selects their own level.
- When completed groups have a 30 second transition time to get to their next circuit and begin.
- Complete as many team stations as time allows!

(circle all that apply):

**Motor Skills/ Movement Concepts/ Fitness/ Responsible Behavior/Value of Physical Activity**

### **Closure:**

One Minute Write: (Groups write on back of their circuit sign before turning in)

How did the training principle of progression help you successfully complete today's workout?

How did your group successfully work together in today's lesson?

(circle all that apply):

**Motor Skills/ Movement Concepts/ Fitness/ Responsible Behavior/Value of Physical Activity**

## **LESSON SUPPORT**

<b>Equipment / Set-Up</b>	<ul style="list-style-type: none"><li>• Groups of 3-4 students; each group needs to have space to work</li><li>• Groups may be set up to form a large circle, or in a line, etc. Any formation that allows rotating from one station to the next.</li><li>• 1 Circuit sign and marker/pen for each group.</li><li>• This activity may be done with no equipment (body weight exercises) or with equipment. Teachers can offer for whatever fitness equipment they choose!</li></ul>
<b>Safety Considerations</b>	<ul style="list-style-type: none"><li>• Make sure there are clear expectations and guidelines for proper equipment use at the start of the class period.</li><li>• Make sure that groups have enough space for the activities/equipment they choose to use.</li></ul>

<b>Assessment:</b> circle below <ul style="list-style-type: none"> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding questions throughout the class period. Individually check in with groups to ask questions on health-related components and training principles throughout the period.</li> <li>• Student circuits created will demonstrate their understanding of health-related components of fitness and the training principle of progression.</li> </ul>
<b>Differentiating Instruction</b>	<ul style="list-style-type: none"> <li>• Giving student groups ownership in determining exercises allows students to pick exercises they are able to perform.</li> <li>• Requiring students to determine progressions for each exercises provides the opportunity for all students to select their own appropriate level of challenge.</li> </ul>
<b>Student Vocabulary</b>	<ul style="list-style-type: none"> <li>• Health-related components of fitness (specifically: cardiorespiratory endurance, muscular endurance, muscular strength, flexibility)</li> <li>• Training principles (specifically: progression)</li> </ul>
<b>Helpful Hints?</b>	It is likely that groups may choose the some of the same exercises. To prevent this teachers may limit the number of groups that may choose an exercise. To do this teachers may “check off” circuits as they are created and write them on the board to show what has already been selected. This can prevent repetition when students are going through other group’s circuits.
<b>Resources</b>	
<b>Reflection</b>	

**Group Circuit Sheet:**

	BEGINNING	INTERMEDIATE	ADVANCED
<b>Cardiorespiratory Endurance</b> (1 minute)			
<b>Muscular Endurance</b> (1 minute)			
<b>Muscular Strength</b> (30 seconds)			
<b>Cardiorespiratory Endurance</b> (1 minute)			
<b>Favorite Fitness Activity Component:</b>  _____			
<b>Flexibility</b> (30 seconds)			