

Teacher Candidate:	Amy Young	Date Taught:	04/03/2020
Cooperating Teacher:	Mr. Rubble	School / District:	Norfolk
Grade:	9	Field Supervisor:	Mr. Jenga
Unit / Subject:	Health Management, Body Systems		
Lesson Title / Focus:	Healthy Heart, Cardiovascular Strength and Endurance		

PLANNING AND PREPARATION

Content Knowledge

This lesson is based on the ability to learn about the heart and it's four chambers. Students will also be able to know the flow of blood through the heart and perform the flow during the activity in the gym. Students will learn the proper flow and function of the heart while building their own cardiovascular endurance with a fun engaging game learning about the heart. Students will also be learning and working on their cardiovascular strength and endurance; two of the five components of health related fitness.

Learner Differences

Students of all abilities will have the same advantage when participating in the activities in this lesson. Teaching the flow of blood will benefit all students. Many physical skills and cognitive skills will be learned. The students will have the opportunity to play alongside students of all abilities in a nurturing learning environment. The learners will have the opportunity to build on a cognitive skill they do not have, or build on knowledge they already know. This lesson will help all students understand the chambers of the heart and how blood flows through it.

Outcomes/Goals

Students will be able to know how blood flows through the heart in the four chambers, actively learning during the games in the gym.

Students will work together individually and as a team during the activities in the gym with a positive attitude all of the time.

Students will demonstrate good teamwork and positive interactions with their peers during the 30 minute class time.

Students will be able to understand that the heart beats faster when you exercise.

Standards

VASOL

Essential Health Concepts

9.1) The student will identify the major body systems, healthy food and beverage choices, emotions, and social skills, and explain how each is connected to personal health.

- a) Identify structures that form body systems, to include the heart and lungs (cardiorespiratory system), bones (skeletal system), and muscles (muscular system).

Healthy Decisions

9.2 The student will identify personal health decisions and health habits that influence health and wellness throughout life.

- a) Identify possible consequences of not caring for cardiorespiratory, skeletal, and muscular systems.

SHAPE

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Resources and Materials

This lesson will be performed in the gym. There will be a large representation of the heart made into an obstacle circuit flow with stations related to what is happening in the heart. Stations will be marked off with visuals on the floor. This will be set up ahead of class and be left down for the entire health management unit.

Technology

This lesson is based in a gymnasium, the activities take up the entire elementary gym. There will be no need or use for technology in this lesson.

INSTRUCTIONAL DELIVERY

Learning Environment

There are twenty five students in the gym class. The class is 30 minutes of instructional time, with locker rooms 45 minutes total. This is a positive learning environment using the fundamentals of kinematic learning to help students increase their knowledge of cardiovascular strength and endurance using specific activities to target these goals.

Introduction/Activating Strategies

The instant activity will be a quick game of noodle freeze tag. The students play this game on a regular basis and little to no instruction is needed. Most all of the students know how to play if

they do not they are always encouraged to collaborate with another student. Students often peer teach and peer assess each other. This tag game will get the kids heart rates up and instantly moving around. This game will last around 3-4 minutes.

Instructional Strategies

The students will then get into their squad lines to await instruction of the activity. This may take a few minutes to take the role and get the children settled down. The activity will be explained along with a brief explanation of how the blood pumps through the heart. The explanation will take around two to three minutes. The students will then be able to start engaging in the activity. This activity will be composed of four stations where the students will work on their cardiovascular strength, along with two areas of locomotion where they will work on their cardiovascular endurance. The circuit will start at the veins where students will walk to the right atrium where they will do five push ups. They will then move to the right ventricle where they will do five jumping jacks. The next station will be lungs where they will take a minute break to recharge. Then they will stop at the left atrium to do ten lunges then to the left ventricle where they will do ten sit ups. Then they will run around half the gym in, "the body," and then walk at the halfway mark back to the beginning. All of the stations will have pictures along with an explanation of the planned activity at each circuit station. They will run through this a few times and it will be time to line up in their squad lines and have a quick verbal check for understanding.

Closure

Students will finish the lesson as they always do in their squad lines. They must be sitting cross legged quietly facing the front of the gym. This is when the quick verbal assessment is given to the students. It is always surprising to see how much they have learned. They will then head out to recess for fifteen minutes.

Differentiation

Modifications will be made when and where needed based on individual needs. Every student will be able to physically participate in the lesson. Examples of modifications include doing pushup on the knees instead of straight legged, or walking instead of running..

Assessment:

The assessment will be informal and casual. Most of the students will not even know they are getting assessed. They will be able to tell about the heart and how blood pumps through it and the body. They will also know what happens in the lungs.

PROFESSIONAL LEARNING

Reflection

I will evaluate the lesson on how much knowledge the students gain about the heart by the end of the lesson.

I will assess the students on the effectiveness of the lesson and the delivery of the material.

How will I make sure that all of the children are included and feel involved?

How will I make sure that the assessments questions are accurate to the material I was trying to teach?