Title: Fitness Subject/Course:_Health and Physical Education
Topic: Health-Related Fitness Grades: 6th

Designers: Connor O'Baker

Stage 1: Desired Results

P 6.3.d- Describe how being physically active leads to a healthy body.

H 6.3.c- Monitor personal progress toward a physical activity, nutrition, and sleep goals.

Established Goals:

Students will work toward their fitness goals written down in their PBAs.

Students will be able to execute proper form in a variety of muscular strength/endurance exercises.

Essential Questions:

How do I as a student work to achieve my fitness goals?

What are the proper forms for certain exercises?

Students will know...

Students will know how to properly do a variety of exercises, such as a push up or sit-up.

Students will know how to calculate their heart rate after participating in the stations.

Enduring Understandings: Students will understand that...

Students will begin to understand why personal fitness can lead to having a healthy body.

Students will understand how certain exercises are associated with a specific component of health or two.

Students will be able to ...

(do)

SWBAT participate in group-based fitness and be able to demonstrate to others specific exercises.

SWBAT participate it specific fitness stations and work towards their goals.

SWBAT identify which specific exercises identify with a component of health fitness.

Stage 2: Assessment Evidence

Performance Tasks:

Students' ability to participate in each individual exercise for the allotted time.

Students' ability to check their heart rate at the end of the main activity

Key Criteria:

Students will demonstrate achievement by pushing themselves to improve on their fitness performance day by day.

Other Evidence:

Students will reflect on themselves by continually looking back through their journals to see if they are making any progress in the fitness stations based on their PBAs (Performance Based Assesments)

Stage 3: Learning Plan-

1. Old Dominion University

Physical Education Lesson Plan

Name Comman O/Dalam				
Name: Connor O'Baker Date: 11/14/19 Grade Level: 6th				
Unit:Health-Related Fitness Lesson Focus: PBAs				
Lesson Duration: min Instructional Model: Direct Instruction				
(Cooperative Learning, Personalized Systems of Instruction (PSI), and Direct Instruction)				
PART I – STANDARDS, OBJECTIVES, AND ASSESSMENTS				
Lesson Goal(s):				
I can give an example of how to be physically active and which health-related component it represents.				
Objective: SWBAT give one way of how to be physically active.				
Domain: Cognitive				
NASPE: VA SOL: 6.3.d Describe how being physically active leads to a healthy body.				
Assessment: Bellringer				
Objective: SWBAT give one way of how to be physically active.				
Domain: Cognitive NASPE:				
VA SOL: 6.3.f Develop a personal fitness plan using baseline data to address two or more components of				
health-related fitness to improve or maintain fitness level to include SMART goals, action plan, and				
documentation of activities inside and outside of school.				
Assessment: PBAs on schoology				
PART II – REFERENCES AND EQUIPMENT				
Deferences				
References:				
Equipment:				
Technology, paper, white board				
PART III – LESSON ACTIVITIES				
INSTANT ACTIVITY (Time: 15 min)				
Organization/Transition:				
Students will pull out a sheet of paper to do the bellringer for the day				

Description: Students will write down each of the components of health-related fitness and can physically demonstrate each, students will be called on to share an idea as	
Materials: sheet of paper and writing utensil	
SET INDUCTION	(Time: 3 min)
Organization/Transition:	
Students will direct their attention to the front of the room	
Description:	
The instructor will review the learning target for the day	
Materials: whitboard	
MAIN LESSON	Total Time: 30 min)
MAIN LESSON [*	Total Time: 30 min)
Activity 1 (Time:15 min)	
Organization/Transition:	
Students will pull out their chrome books and open up their PBAs Description:	
Students will start to transfer the information they have on their PBAs to their SMART goals they have in case they need to be edited. Equipment: Chromebooks	r Wellnet PBAs, and review any
Activity 2 (Time:15 min)	
Organization/Transition:	
Description: students will participate in an online Kahoot! quiz to review their fitness Equipment: Chromebook	knowledge of health-related

CLOSURE	(Time: 3 min)
Organization/Transition:	
Students will turn their attention to the front board Description:	

Students will review the learning target with one of their classmates

Equipment: white board

PART IV - REFLECTION

Were the students engaged?

Do the students know what the components of health related

Old Dominion University Physical Education Lesson Plan

Name: <u>Connor O'Baker</u> Date:11/21/19 Grade Level: 6th				
Unit: Fitness Lesson Focus: Muscular Strength and Endurance				
Lesson Duration: 26 min Instructional Model: PSI				
PART I – STANDARDS, OBJECTIVES, AND ASSESSMENTS				
Lesson Goal(s): I can describe how being physically active based on the activities done in class today. I can show proper form when executing muscular performance/endurance exercises. I can monitor my goals set forth in my PBAs.				
Objective: SWBAT participate in specific fitness stations and work towards their goals. Domain: Psychomotor NASPE: VA SOL: P 6.3.d- Describe how being physically active leads to a healthy body. Assessment:				
Objective: SWBAT identify which specific exercises identify with a component of health fitness. Domain: Cognitive NASPE: VA SOL: H 6.3.c- Monitor personal progress toward a physical activity, nutrition, and sleep goals. Assessment:				
PART II – REFERENCES AND EQUIPMENT				
References: Equipment:				

Cones, warm up sheets

PART III – LESSON ACTIVITIES

INSTANT ACTIVITY	(Time: 10
min)	
Organization/Transition:	
Description: Students will start with a group based warm-up. Students will be divided i their squad lines and circle up. Each group will be given a piece of paper list individual exercises for them to do together as a group. Each group will also student to demonstrate the exercises listed on their piece of paper and the middle of the circle. When the music starts, the student leader will start from paper and work their way down the list, but it is also not a race to see who students will have about 5-10 minutes to go through this list, and if they fit the top and go again.	sting different so be assigned a ey will be in the rom the top of the o finishes first.
Materials:	
That can distribute the same and the same an	
SET INDUCTION	(Time: 3
min) Organization/Transition:	
Students gather in front of the white board	
Description: Next, students will be brought over to the whiteboard to go over the learn the instructor will go over the main activity for class.	ing target today and
Materials:	
MAINIFECON	/Tatal T:
MAIN LESSON min)	(Total Time:
······ <u>/</u>	
Activity 1 (Time:10 min)	

Organization/Transition:

Description:

Students group up by five and find a cone

Equipment: cones Cues: Remember your goals Modifications:
CLOSURE (Time: 3 min)
Organization/Transition: Students gather in front of the white board
Description: Instructor rereads the learning target and then asks the class how they achieved them
Equipment:
White board

Fitness Stations- Students will participate in a variety of fitness stations that will give them practice in regards to the different Fitnessgram tests. Each student will participate in each

station for one minute, and will rotate when they hear a whistle blow.

PART IV - REFLECTION

Were the students engaged? Did they improve on reaching their goals?

Old Dominion University Physical Education Lesson Plan

Name: Connor O'E	<u>Baker</u>	Date: 11/22/19	Grade Level: 6th			
Unit:Fitness	Lessor	Focus: <u>Components (</u>	of Health-Related Fitness			
Lesson Duration:	27 min	Instruction	nal Model:PSI			
	PART	I – STANDARDS, OBJE	CTIVES, AND ASSESSMENTS			
Lesson Goal(s): I can describe how being physically active can lead to a healthy body.						
fitness. Domain: Cognitive NASPE:			ises identify with a component of health active leads to a healthy body.			
Assessment:						
Domain: Psychomo NASPE:	otor		stations and work towards their goals. ard a physical activity, nutrition, and sleep			
References:		PART II – REFERENC	ES AND EQUIPMENT			
Equipment:						

cones

PART III – LESSON ACTIVITIES

INSTANT ACTIVITY (Time: 6 min)

Organization/Transition:

Students move to either inside or outside of lines

Description:

Students will start with a group based warm-up. One group will be walking on the inside of the volleyball line while the other is jogging around the outside of it. There is a little bit of a twist to it though. For the group that is on the outside, they will be jogging the straights and sprinting around the curves. For the group that is on the inside walking on the inside, they will be bringing their knees to their chests in order to stretch out their legs. These two groups will rotate through when they hear a whistle blow, every minute for 6 minutes.

Materials:

SET INDUCTION (Time: 3

min)

Organization/Transition:

Students gather at white board

Description:

Next, students will be brought over to the whiteboard to go over the learning target today and the instructor will go over the main activity for class.

Materials: White board

MAIN LESSON (Total Time:

min)

Activity 1 (Time: __15__ min)

Organization/Transition:

Instructor will take the students to the small gym where stations are set up, students gather 5 to a station, and the instructor will demonstrate each station

Description:

Fitness Stations- Students will participate in a variety of fitness stations that will give them practice in regards to the different Fitnessgram tests. Each student will participate in each station for one minute, and will rotate when they hear a whistle blow.

Equipment:

cones

Cues: think about fitness goals

CLOSURE	(Time: 3
min)	
Organization/Transition: Students will move back to white board	
Description: Students and teachers will review learning target and share with a partners	
Equipment: White board	

PART IV - REFLECTION

Did the students understand why they were participating in the stations?

Modifications: