

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

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 give an example of how they can physically demonstrate each, students will be called on to share an idea after everyone has completed it

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)

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 Wellnet PBAs, and review any SMART goals they have in case they need to be edited.

Equipment:

Chromebooks

Activity 2 (Time: __15__ min)

Organization/Transition:

Description: students will participate in an online Kahoot! quiz to review their knowledge of health-related fitness

Equipment:

Chromebook

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: Connor O'Baker 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 into groups based on their squad lines and circle up. Each group will be given a piece of paper listing different individual exercises for them to do together as a group. Each group will also be assigned a student to demonstrate the exercises listed on their piece of paper and they will be in the middle of the circle. When the music starts, the student leader will start from the top of the paper and work their way down the list, but it is also not a race to see who finishes first. Students will have about 5-10 minutes to go through this list, and if they finish they start from the top and go again.

Materials:

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 learning target today and the instructor will go over the main activity for class.

Materials:

MAIN LESSON

(Total Time:

min)

Activity 1 (Time: __10__ min)

Organization/Transition:

Students group up by five and find a cone

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:

Remember your goals

Modifications:

CLOSURE

(Time: 3

min)

Organization/Transition:

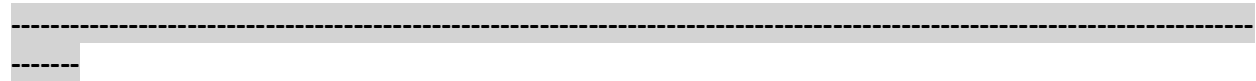
Students gather in front of the white board

Description:

Instructor rereads the learning target and then asks the class how they achieved them

Equipment:

White board



PART IV - REFLECTION

Were the students engaged?

Did they improve on reaching their goals?

Old Dominion University
Physical Education Lesson Plan

Name: Connor O'Baker Date: 11/22/19 Grade Level: 6th

Unit: Fitness Lesson Focus: Components of Health-Related Fitness

Lesson Duration: 27 min Instructional Model: PSI

PART I – STANDARDS, OBJECTIVES, AND ASSESSMENTS

Lesson Goal(s):

I can describe how being physically active can lead to a healthy body.

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

Domain: Cognitive

NASPE:

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

Assessment:

Objective: SWBAT participate in specific fitness stations and work towards their goals.

Domain: Psychomotor

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

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

Modifications:

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?