

Old Dominion University
Physical Education Lesson Plan

Name: Kelsey Bowser Date: Oct 8th 2019 Grade Level: 6th

Unit: components of fitness Lesson Focus: Cardiovascular Endurance
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Lesson Duration: 40 min Instructional Model: Direct
instruction

(Cooperative Learning, Personalized Systems of Instruction (PSI), and Direct Instruction)

PART I – STANDARDS, OBJECTIVES, AND ASSESSMENTS

Lesson Goal(s):

- By the end of this lesson students should be able to explain what cardiovascular endurance is
- Students should be able to give examples of cardiovascular endurance
- Students should be able to understand the importance of cardiovascular endurance
- Students should be able to explain the relation between cardiovascular endurance and heart health
- Students should be able to calculate their heart rate

Learning Targets:

- I can identify activities that are cardio endurance
- I can explain the importance of cardio endurance
- I can explain how cardio endurance works in the heart
- I can create my own cardio endurance fitness plan
- I can calculate my heart rate

Objective: Students will demonstrate different cardio endurance activities

Domain: Psychomotor

NASPE: **Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

VA SOL: 7.1 b) Identify ways to increase daily physical activity

Assessment: Students will get in groups to come up with 2 cardio endurance activities

Objective: Students will understand the importance of cardio endurance

Domain: Cognitive

NASPE: Standard 3- The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

VA SOL: 7.1 f) Describe ways to prevent weather- or climate-related physical conditions such as allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia

Assessment: Students will create a plan that involves limiting weather or climate related physical conditions when engaging in a cardiovascular activity

Objective: Students will be able to demonstrate appropriate encouragement to peers and receive feedback

Domain: Affective

NASPE: Standard 4- The physically literate individual exhibits responsible personal and social behavior that respects self and others

VA SOL: 7.1 k) Evaluate the validity of information from different resources, and share findings with others.

Assessment: Students will reflect on how they communicated to their peers and how that effected their peers.

PART II – REFERENCES AND EQUIPMENT

References: Instructor

Equipment:

Projector, powerpoint, notes, pen/pencil, health books

PART III – LESSON ACTIVITIES

INSTANT ACTIVITY

(Time: 5 min)

Organization/Transition: Students will enter the room and sit in their assigned seats.

Description: They will take out a half sheet of paper and answer the 4 questions posted on the board. Once completed students will wait for the teacher and everyone else in their class to go over the questions

Materials: projector, pen/pencil, paper

SET INDUCTION

(Time: 5 min)

Organization/Transition: Once instant activity is complete; students will turn their attention to the learning targets board while staying in their seats

Description: Teacher will review learning targets. Students will be asked what they know about cardio endurance.

Materials: learning targets board

MAIN LESSON

(Total Time: 30 min)

Activity 1 Get up and move (Time: __5__ min)

Organization/Transition: Students will stay seated until instructions are given

Description: Students will stand up by their desk and on the count of the teacher they will perform various cardiovascular exercises such as running in place, skipping, and so on.

Equipment: non

Cues: keep move, feel your heart rate rise

Modifications: can move around the room in a clockwise pattern for some exercises

Activity 2 heart rate calculation (Time: __5__ min)

Organization/Transition: Students will then return to their seats.

Description: Students will be instructed to take 2 fingers and place them up to their jugular vein firmly and count for 10 seconds every time they feel a pulse. They will then multiply that number by 6.

Equipment: none

Cues: none

Modifications: students may use timer or stopwatch to help them keep track of time. Or a calculator for math.

Activity 3 note taking (Time: __30__ min)

Organization/Transition: Students will stay in their seats and pull out their note packet previously given to them in class

Description: Students will go through a power point presentation where students will then fill out their note packet

Equipment: projector, note packet, pen/pencil

Cues: none

Modifications: students may use their health book if they need extra help or time filling out a note page

CLOSURE (Time: 5 min)

Organization/Transition: students will be in groups of 5 with those around them so they stay in their seats

Description: students will work with their groups to come up with cardio endurance activities

Equipment:
none



PART IV - REFLECTION

Did the students learn how to calculate their heart rate during an activity?

Can the students describe how cardio endurance is important?

Did the lesson have high activity level?

Does anything need to change to make this lesson more effective and engaging?

Did the students offer appropriate encouragement?