

1. Lesson Plan Information	
<b>Subject/Course:</b> Physical and Health Education	<b>Name:</b> Adapted from Ms. Litt
<b>Grade Level:</b> 9	<b>Date:</b> September 29 <sup>th</sup>
<b>Topic:</b> Health: Setting goals and fitness plan	<b>Time and Length of Period:</b> 1:00-2:15 (75 min)

2. Expectation(s) The students will:
<ul style="list-style-type: none"> <li>Demonstrate improvement in personal health-related physical fitness through the use of a record sheet and personal journal</li> </ul> <p><b>Today, students will:</b></p> <ul style="list-style-type: none"> <li>Use personal decision-making skills to achieve goals related to personal health</li> <li>Demonstrate positive, responsible personal and social behaviour (e.g., striving for personal best, practising regularly, encouraging others, playing fair) in physical activity settings</li> </ul>

3. Pre-assessment
<p><b>A. (i) Students</b></p> <ul style="list-style-type: none"> <li>Know the benefits of cardiovascular activity</li> <li>Have experience with how to make data tables for workouts</li> <li>Understand that being healthy includes social, emotional, physical, and spiritual wellbeing</li> <li>Recognize the difference between daily activity and vigorous activity</li> <li>Are able to take an average; students know how to multiply by four</li> <li>Have had exposure to taking their pulse</li> <li>Two students require additional support</li> </ul> <p><b>(ii) Differentiation of content, process, and/or product (may be accommodations and/or modifications)</b></p> <ul style="list-style-type: none"> <li>P.J. requires a buddy to assist with writing tasks. Potential buddy – L.M. is a strong writer and finishes fast</li> <li>S.R. is integrated into this class from the Enhanced Learning Program. He will require modifications to the writing assignment (Have someone read the questions – S.R. will respond in a tape recorder.)</li> </ul>
<p><b>B. Learning Environment</b></p> <ul style="list-style-type: none"> <li>Classroom to start</li> <li>Desks are set up in groups (squads 1-6), students are in their assigned seating plan</li> <li>Seating plan is located in teacher's binder</li> <li>Outside field for application (check scheduling – if not available use track as alternate)</li> </ul>

### C. Resources/Materials

- Location of teacher – at front right of room by the clock at the start; circulates during application. Journals (one per student)
- Teacher’s reflective journal (see attached)
- Whistle
- Classroom clock with a second hand (for timing)
- Overhead projector (alternative – use blackboard)
- Overhead markers/chalk, glue sticks
- Questions and note on the board (See Strategies – Introduction)
- Sample table to show students how to set up their exercise tables
- Clip board, class list and pencils (for inside and outside)
- Stop watches (for outside) – alternative: use student wrist watches (must have second hand)

#### **Sample Journal for Modeling** Teacher’s Reflective Journal

##### Guiding Questions:

- “Why are you interested in taking physical education?”
- “How do you monitor your abilities?”
- “What activities are you good at?”
- “What types of activities do you enjoy?”
- “What types of activities do you not enjoy?”
- “What would you like to improve?”

Physical Education is my favorite period of the day! It’s so important to live a healthy lifestyle. I love team sports and the outdoors, and I want to keep active for many years. I try to eat well so I can keep biking, hiking, skiing, and swimming. I want to cut down on cheesecake but it’s so yummy!

Last year I took lessons at the YMCA to improve my swimming strokes and meet new people. I’m on the volleyball team at the regional level and the competition keeps me sharp. We have so much fun in practice. I never like hockey or running because they tend to hurt my knees. I’d like to improve my stamina and also learn to keep up with my grade 9 students in badminton this year!

Students may be surprised to know that I learned how to roller blade this summer and I’m addicted! This winter I also want to learn how to snowboard. Cowabunga!

4. Content (The What)	Teaching/Learning Strategies (The How)
<p><b>A. Introduction (motivational steps/hook/ activation of students' prior knowledge)</b></p> <p>(10 min.)</p> <p>Reflective Journal Entry for a personal health/fitness plan from teacher's journal</p> <p>Teacher says "I would like to share something with you."</p> <p>Teacher reads from her reflective journal (See Resources/Materials)</p> <p>Teacher has students brainstorm what might be included in a personal journal based on the example.</p> <p>Provide the following prompts:          "Why are you interested in taking physical education?"          "How do you monitor your abilities?"          "What activities are you good at?"          "What types of activities to you enjoy?"          "What types of activities do you not enjoy?"          "What would you like to improve?"</p>	
<p><b>B. Content for New Learning</b></p> <ol style="list-style-type: none"> <li>1. A prioritized list of what is important to live a healthy lifestyle.             <ul style="list-style-type: none"> <li>• Stress management</li> <li>• Healthy diet</li> <li>• Exercise</li> <li>• Support Networks</li> <li>• Emotions</li> </ul> </li> <li>2. Creation of a personalized prioritized list (Goal Setting)</li> <li>3. Short Term Goal Setting Sample (One Week)             <ul style="list-style-type: none"> <li>- walking 3 days /week for 30 minutes</li> <li>- Drinking 2 litres of water/day</li> <li>- Learn how to use the weight machines</li> </ul> </li> </ol>	<p><b>B. Teaching/Learning Strategies for New Learning</b></p> <p>(29-30 min.)</p> <ol style="list-style-type: none"> <li>1. The students will be asked to find a partner or work independently for this portion of the lesson. Using the Guiding Questions on the board, students will think and discuss their responses to each question:             <ol style="list-style-type: none"> <li>1. "What stresses do you have in your life and how do you deal with them?"</li> <li>2. How important is eating a healthy diet?</li> <li>3. How do you feel after exercising?</li> <li>4. Are friends and family there for support?</li> <li>5. When you're feeling down what makes you happy?</li> <li>6. What priority is daily physical activity and what priority is vigorous activity?"</li> </ol> </li> <li>2. The teacher models a sample list. It is the expectation that each student will create his/her own list reflective of his/her needs. (8 min)</li> <li>3. Large Group Discussion – discuss short term goal setting. What plan will you make to achieve your personal health/fitness goals over the next week? From the prioritized lists, students will create goals for the remainder of the week. Have students make the following chart in their phys-ed journals.</li> </ol> <p>Short Term Goals: _____</p> <p>_____</p> <p style="text-align: right;">(8 min)</p>

4. Long Term Goal Setting Sample (One Semester/One Year):
- run a 5km race
  - lose 10 pounds
  - play squash with my Dad

5. Ways of knowing you are achieving personal/health fitness:

- Keeping records

- Taking Pulse
  - the concept of RHR (Resting Heart Rate)
  - the concept of WHR (Working Heart Rate)

4. Large Group Discussion – discuss long term goal setting. Ask: What plan will you make to achieve your personal health/fitness goals this semester/year? From the prioritized lists, students will create goals for the remainder of the semester/year. Have the students write goals that will help them become more physically active and healthier. Have students make the following chart in their phys-ed journals.

Long Term Goals: \_\_\_\_\_  
 \_\_\_\_\_  
 (8 min)

5. Brainstorm ways of knowing you are achieving your goals for personal health/fitness. The students may generate many possibilities but I will focus on:
- Record keeping (Students will have their journals and a sample chart to record pulse to be glued in their journals)

Resting Heart Rate:		Working Heart Rate:
Date:	Activity & Duration	Pulse/Comment

- Taking Pulse – the concept of RHR (Resting Heart Rate):
  - a) Show students how to measure beats by placing index and middle finger on their carotid artery. Walk around to help students find pulse.
  - b) Practice taking resting heart rate.
  - c) Thumb should not touch the body or else a false reading may be given.
  - d) Count number of heart beats for 15 seconds
  - e) Record the number of beats.
  - f) Multiply the number by 4 and record Resting Heart Rate (RHR) in the notebook. Inform students that it may be a little high because they have been walking

	<p>around and talking and that their true Resting Heart Rate should be taken first thing in the morning.</p> <p>g) Do calculation:  <math>((220 - \text{age}) - \text{RHR}) \times 60\% + \text{RHR} =</math> and  <math>((220 - \text{age}) - \text{RHR}) \times 80\% + \text{RHR} =</math> Working Heart Rate (WHR)</p> <p>i) Record the collected data on the chart:  (5 min)</p>
--	--

### 5. Consolidation/Recapitulation Questions (Check for understanding/ scaffolded practice)

(5 min)

Discuss the chart data with the students. Ask:  
Why do we want to measure resting heart rate? What does it tell us?  
What is the purpose for having goals?  
Why would an Olympic athlete have goals and track their progress?

### 6. Application (Moving from guided, scaffolded practice to increasingly independent practice and understanding / gradual release of responsibility)

(approx. 30 min)

Take students out for a mini jog or walk. Have them bring their journals with the Heart Rate charts and pencils. Instruct the class that when the whistle blows they are to stop and take their pulse for 15 seconds and record the data.

Repeat the above activity three times.

Return to the classroom – have students find average and record in their chart. The students will reflect on the five questions introduced in the Introduction part of the lesson:

- “Why are you interested in taking physical education?”
- “How do you monitor your abilities?”
- “What activities are you good at?”
- “What types of activities do you enjoy?”
- “What types of activities do you not enjoy?”
- “What would you like to improve?”

Have students hand in their journals.

### 7. Assessment (collection of data) / Evaluation (interpretation of data)

The student journals will demonstrate whether the students understood the role of record sheets and journals in achieving their personal health/fitness goals.

Responses will be recorded on a class checklist (complete/ not complete).

## 8. Lesson Conclusion

(2 min.)

What are the key concepts we have discussed today?

## 9. Student teacher's Reflections on the Lesson

### A. (i) Evidence of Student Learning Related to the Lesson Expectation(s)

- All students seem to have understood the concept of the importance of tracking and setting goals.
- Many of the journals contained comments beyond a superficial nature. Some student comments lacked depth and sufficient detail. Students had little difficulty taking their pulse. I noted during observations while circulating that most had this skill down immediately.
- L.M. was able to help P.J. with the writing task once he was finished his own task.
- S.R. was able to take his pulse with some additional guidance. His E.A. was able to read the questions to him and he responded into the tape recorder.

### (ii) Next Steps for Student Learning Related to Lesson Expectation(s)

- Next class – review the importance of setting goals and tracking. If I can find an athlete who set a goal to succeed, it may be a good hook.
- Have students take pulse at the beginning of class as reinforcement of skill.
- L.M. and S.R will continue with support and adaptations.

### B. (i) Evidence of the Effectiveness of the Student Teacher

- My delivery was well done. I kept the pace steady and managed to adhere to the time lines I planned in this lesson. Having the materials necessary to go outside set out by the door was a good idea. I am glad I remembered everything in the resource section of this lesson plan because it made preparation easier which made the transition from indoors to outdoors go relatively smoothly.
- Management was not an issue outside as the students were very active, busy and on-task. Management during the class work needs a little more improvement. I have to resist the temptation to simply call out the misbehaving student's name. Though students responded well, I did not use sufficient low key responses to keep them on task.
- I could have been more effective if the guided questions were of a higher level of Bloom's Taxonomy
- I need to remember to include prompts and probes as I accepted each answer without encouraging deeper thought.
- I neglected to include adequate wait times for questions 1 or 2.
- My feedback seems superficial in that I continuously say: "Good", "Right", "Yeah".

### (ii) Next Steps Related to the Effectiveness of the Student Teacher

- Try another form of cardiovascular activity such as step aerobics for 20 minutes.
- Guided questions need to be of a higher level of Bloom's Taxonomy – perhaps include written prompts which the students have to answer to encourage higher level answers
- Introduce a non-verbal signal which will be a reminder to get back on task so I don't have to rush across the room. May want to consider implementing Preferred Activity Time (PAT). Monitor to see if necessary.