**Indian Land High School**

**Physical Education/Health**

**Lesson Plan**

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| **Grade Span/Level:**  **Time Frame:****2 Unit:** **Fitness Gram**    **Activity:** **Pacer, push-ups, curl-ups, sit and reach, trunk lift, body fat analyzer. Objective:** **The student will be able to demonstrate a current healthy range/level of physical fitness via a FITNESS GRAM TEST as it relates to cardiorespiratory endurance (Pacer Test), muscular strength and muscular endurance (Push-Ups and Curl-Ups), flexibility (Sit and Reach and Trunk Lift), and body composition (Body Fat Analyzer-Electronic Impedence Device). The student will also demonstrate physical fitness skills as it relates to teamwork, sportsmanship, and cooperation.** | | |
| Physical Fitness Goals**:** **Cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition.**  Fitness Gram: **Yes  No** | **PE** **Standards Addressed:** **1-6**  **Health Standards Addressed:** | |
| Equipment Needed: height chart, weighing scale, body fat analyzer, fitness gram cd, cd player, toilet tissue rolls (push-ups), mats and tape (curl-ups), bleachers, rulers, tape (sit and reach), yard stick (trunk lift). | Space Requirements: Gym | |
| Essential Skills: Basic strategies of fitness exercises.  Skills: reading and comprehension (FITNESS GRAM STANDARDS and HEALTHY RANGE-FITNESS ZONE and Body Fat Analyzer), running, push-ups, curl-ups, and flexibility exercises.  Development of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition, cooperation, teamwork, and sportsmanship..  Essential Content Knowledge: Rules of etiquette, safety, and fitness testing. Basic strategies of fitness testing. Knowledge of Fitness Gram Standards, Fitness Gram Healthy Range-Fitness Zone, body composition, Body Fat Analyzer, cardiorespiratory endurance, running, muscular strength, push-ups, muscular endurance, curl-ups, flexibility, sit and reach, and trunk lift. | | |
| **Activity** | **Description/Process** | **Time** |
| Warm-up | **Dynamic-Jog/sprint, line jumps, shuttle run, push-ups, sit-ups, squats, high knees, a-skip, power skip, bounding, speed rope.** | **5 minutes.** |
| Teacher Demonstration | **The teacher will demonstrate the following: First Day-Background Fitness Gram Standards and Healthy Range-Fitness Zone (Visual Aid-poster, Handouts, Study Guide)-Student Note-Take. Demonstrate height chart, weighing scale, body fat analyzer, pacer, push-ups, curl-ups, sit and reach, and trunk lift.** | **10 minutes** |
| Practice Activities | **Students will:**  **Individually-Fill out Fitness Gram Sheet (name, age, birthday, gender, scores, goals, Healthy Range-Fitness Zone)**  **Partner-Record height and weight**  **Partner-perform and record Pacer Test score**  **Partner-perform and record Push-Up Test score**  **Partner-perform and record Curl-Up Test score**  **Partner-perform and record Sit and Reach Test score**  **Individual-perform and record Trunk Lift Test score**  **\*Develop a Personal Fitness Plan (document in a journal) based on current Pre Fitness Gram Test scores (determine areas of strengths/weaknesses, set goals-based on FITT principle, create an action plan-activities/equipment/days/time, encourage family members to participate, monitor throughout the semester, and evaluate via Post Fitness Gram Fitness Test at the end of the semester-validate improved areas of fitness).** | **60 minutes** |
| Cool-Down | **Static-Superman, standing hurdles, squatted butterflies, sit and reach, trunk lift.** | **5 minutes.** |
| Monitor and Feedback  (Formative Assessments) | **The teacher will walk around the peripheral area giving specific feedback (ex. making positive comments regarding effort, attitude, good teamwork, and good communication skills. Teacher Observation, Peer Observation, Skills Test (Fitness Gram Rubric), and Personal Fitness Plan.** | **Throughout the lesson.** |
| Special Needs/Modifications | **Peer buddies, extended time, preferential spacing, colored equipment, smaller equipment, smaller groups, equal groups based on personalities/ethnicity/gender/ability, music-Fitness Gram music and cadence/cues.** | **N/A** |
| Integration Elements: | **Literacy Skills:** **Reading and comprehension, interpreting textual information.**  **Math Skills:** **Counting, angles, geometry, measurement.**  **Lifetime Appreciation:** **Teamwork, sportsmanship, cooperation, improvement of fitness level, recreational activity, social interaction, family/church/local league participation.**  **Health:** | |