***Lesson title-* Fitness Relay**

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| **Teacher Name** | J. Sutherby |
| **Subject** | Physical Education |
| **Grade Level** | **6th** |
| **Length of Lesson** | 40 minutes |

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| **Outcomes***Code + full description + domain* | Participate in a variety of cardiorespiratoryendurance activities. PE3.7.6Use pacing in cardiorespiratory enduranceactivities. PE3.4.6c |

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| **Learning Targets***“I can…” in student-friendly terms* | I will work with a partner to complete four exercises within a given timeframe.I will use pacing techniques during the activities to keep moving during the duration of the activity.I will use teamwork to complete all the exercises in a given timeframe. |

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| **Lesson Connections-** *Must* ***include 1+ research/theory*** *resources here + cite. Where does this lesson fall within the learning segment or unit?* |
| This lesson will fall into a team oriented cardiovascular endurance unit. The unit will include activities that build the students stamina and also teaches them how to utilize teamwork strategies to effectively accomplish tasks. The unit this lesson falls under will be building off of a standard used in 5th grade Identify activities used to develop components of health-related fitness (cardiorespiratory endurance,muscular endurance, muscular strength, flexibility, body composition) (PE3.3.5a). This lesson will provide opportunities for students to use different muscle groups as well as build their cardiovascular endurance. The lesson falls under the Washington State grade level standards for 6th grade physical education and is an appropriate activity for the grade level. I chose this activity because research suggests that “by middle school, students need to develop strategies for dealing with challenges they face in life, in school, and, most important to physical educators, in physical education”. (Stephen A. Mitchell; Jennifer Walton-Fisette, 2016). From previous standards being taught the students will be able to comprehend what each activity is and what muscle groups they hit (cognitive domain). The students will have a better understanding of their bodies and how to pace themselves during the activity (psychomotor domain).  |

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| **Assessment-** Explain assessment used + **attach** all assessment tools for this lesson |
| Assessment 1 – Teacher Observation (Outcome #1 – psychomotor domain) – During the activity teacher will observe and assess students on the following: Student will use pacing techniques, student will effectively work with their partner, and student will use proper form for each activity. Assessment 2 – Exit ticket (outcome #2- cognitive domain) – The students will answer the following questions at the end of the lesson by filling out a paper provided by the teacher.Questions: 1. What part of the body did exercise 1 utilize upper or lower?
2. What muscles were used on the second exercise?
3. Why is it important to pace yourself during exercise?
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| **Instructional Strategies/Learning Tasks to Support Learning** |
| *Sequenced Instruction for the full 40-min lesson* |
| Activity Name&Time | Teacher’s Role | Students’ Role |
| Learning targets 1 min. | Post the learning targets and briefly explain to the students. | Read the learning targets and follow along with the teacher.  |
| Warm up 5 minutes. | Explain the warmup sequence.Have the students form lines. | Follow the teachers lead and complete warmups.  |
| Pairing 4 minutes. | Have the students stay where they are after warmups. Have the students count off one through four and repeat. Have students pair up in groups of two with someone who has the same number.  | Listen to teacher instructions, count off, and get with a partner.  |
| Fitness relay exercise 1.Air Squats | The teacher will explain that each station will last 6 minutes. And that each station will be marked by a cone with a number. The group of two students will alternate doing the exercise so each will get a breather. After 6 minutes each team will rotate to a new exercise station. The teacher will explain that the first exercise is air squats and that it is an exercise that works the lower body (legs) and that it also helps build muscular and cardiovascular endurance.  | The students will go to a selected exercise station and remain there for 6 minutes. The pair will alternate doing the exercise so each person will get breathers. The pair can do it in 1 minute, 2 minute, or 3-minute segments.  |
| Fitness relay exercise 2.Push ups | The teacher will explain that each station will last 6 minutes. And that each station will be marked by a cone with a number. The group of two students will alternate doing the exercise so each will get a breather. After 6 minutes each team will rotate to a new exercise station. The teacher will explain that the second exercise is an upper body exercise that works your chest and triceps.  | The students will go to a selected exercise station and remain there for 6 minutes. The pair will alternate doing the exercise so each person will get breathers. The pair can do it in 1 minute, 2 minute, or 3-minute segments. |
| Fitness relay exercise 3.Jumping jacks | The teacher will explain that each station will last 6 minutes. And that each station will be marked by a cone with a number. The group of two students will alternate doing the exercise so each will get a breather. After 6 minutes each team will rotate to a new exercise station. The teacher will explain that the third exercise is a full body exercise that works on coordination and cardiovascular endurance. | The students will go to a selected exercise station and remain there for 6 minutes. The pair will alternate doing the exercise so each person will get breathers. The pair can do it in 1 minute, 2 minute, or 3-minute segments. |
| Fitness relay exercise 4.Jog around the court | The teacher will explain that each station will last 6 minutes. And that each station will be marked by a cone with a number. The group of two students will alternate doing the exercise so each will get a breather. After 6 minutes each team will rotate to a new exercise station. The teacher will explain that the fourth exercise is a running activity and it works on cardiovascular endurance.  | The students will go to a selected exercise station and remain there for 6 minutes. The pair will alternate doing the exercise so each person will get breathers. The pair can do it in 1 minute, 2 minute, or 3-minute segments. |

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| **Resources and Materials** |
| *Equipment/Materials (What will you have ready for students to use- PE equipment + assessments)- How many? (1 per student/pair)*Materials/Equipment:Cones marked with numbers (4)Basketball court (1)Large timer display (1) Student exit ticket papers (1 per student)Pencils (1 per student)Moveable whiteboard for learning targets (1)*Resources (What did you use to plan this lesson- books, websites, etc. Include research/theory you cited)*Resources:How to Teach PE with Station Activities:https://www.thepespecialist.com/stationteaching/#:~:text=Most%20importantly%2C%20station%20activities%20give,active%20outside%20of%20PE%20class.Standards:*Health and physical education standards. (n.d.). https://ospi.k12.wa.us/sites/default/files/2023-08/physicaleducationk-12learningstandards.pdf*Textbook:Mitchell, S. A., & Walton-Fisette, J. L. (2022). The Essentials of Teaching Physical Education: Curriculum, instruction, and assessment. Human Kinetics, Inc. |