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| Lesson Plan 2 of 4 | NYS/National Standards | Teacher: Michael Lopes | School: Central Boulevard Elementary | Date: Week of 02/26/24 |
| | | Teaching Style: <input checked="" type="checkbox"/> Command <input type="checkbox"/> Reciprocal <input type="checkbox"/> Self-Check <input type="checkbox"/> Guided Discovery <input checked="" type="checkbox"/> Practice <input type="checkbox"/> Inclusion <input type="checkbox"/> Peer Teaching | | Grade: 4-5 |
| | | Safety Statement:Spatial awareness – being in control of your body, keeping eyes and head up, stay within boundaries of practice area. Look both ways as you cross or enter the track. | | # in class: approx. 40-50 |
| Domains | | Objectives | Assessment | Length of class: 35 minutes |
| Psychomotor | S3.E2 NY.S1.4 | 1. SWBAT actively engages in all the activities of the personal trainer mystery spot fitness task. | Teacher observation: all students executing physical activity during trainer task | Unit: Fitness |
| Affective | S4.E4 NY.S4.3 | 2. SWBAT praise the movement performance of others both more and less-skilled while acting as trainer or client in personal trainer mystery spot fitness task. | Teacher observation: all students positively praising and encouraging their classmate performing exercises | Equipment: • 8 hula hoops • 8 six sided foam dice • 8 trainer fitness cards • 30 poly spots • laminated play money - (200) \$1 - (10) \$5 - (8) \$10 - (6) \$20 - (4) \$50 - (2) \$100 • Team HR tracker sheet • 8 pencils • Smartboard • Speaker |
| Cognitive | S5.E1 NY.S5.1 | 3. SWBAT recognizes the value in the skill of finding one's heart rate to help monitor target heart rate zones. | Self assessment: students stand up once they’ve located their pulse and perform a 15-second pulse count and record their HR | |
| New York State Standards: | | | National Standards: | |
| ANCHOR STANDARD 1. Demonstrates competency in a variety of motor skills and movement patterns. | | | Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. | |
| ANCHOR STANDARD 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. | | | Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. | |
| ANCHOR STANDARD 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. | | | Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. | |
| ANCHOR STANDARD 4. Exhibits responsible personal and social behavior that respects self and others. | | | Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others. | |
| ANCHOR STANDARD 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression. | | | Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | |
| ANCHOR STANDARD 6. Recognizes career opportunities and manages personal and community resources to achieve and maintain overall wellness. | | | | |

| Time | Instant Activity/ Jog Around The Track | Organization | Assessment/ Criteria to move on | Teacher/Skill Cues |
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| 5 Mins (0:00-5:00) | <p>The teacher will greet the students at the door and instruct them to begin jogging around the track.</p> <p>Students will pace themselves as the teacher signals them to jog for 30 seconds and walk for 10 second during the duration of the warm-up</p> | <p>Students moving around the gymnasium within the volleyball (red line) & basketball (navy line) boundaries.</p> <p>Speaker play uptempo music.</p> <p>Teacher walking perimeter of gymnasium.</p> | 5 minute warm-up is complete | n/a |

Transition: The teacher pauses music at around the 4:50 mark and informs the students to walk over and sit down on their squad spots, showing whole body listening. Teacher will use a 5-second countdown and then begin complimenting the students showing whole body listening.

| Time | Introduction/Set Induction | Organization | Assessment/ Criteria to move on | Teacher/Skill Cues |
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| 1 Min (5:01-6:01) | <p>Hello, raise your hand if you remember my friend that spoke with us this week. (picks on student with hand up) Who was he? Yes, that's right, Hank! Now if we recall the second letter in his name "A" stood for activity, and Hank likes for us to be physically active for 1 or more hours a day. It is our job as physical education teachers to teach you all sorts of ways to perform physical activity. Today we'll be showing you different types of body weight exercises.</p> | <p>Smartboard on, displaying google slides presentation.</p> <p>Students will be seated at their spots, actively listening to instructions given by the teacher.</p> | reminder of the amount of physical activity should achieve a day | n/a |

Transition: Teacher will move to the next slide on presentation on the smartboard and ask everyone to stand up.

| Time | Task: Fitness Card Review | Organization | Assessment/ Criteria to move on | Teacher/Skill Cues |
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| 4 min (6:02-10:02) | <p>Teacher will go through prompts of all 6 exercises and a modification (regression/progression) of each. Students will practice each.</p> <ol style="list-style-type: none"> 1. Jog 2 laps around the track 2. Perform 25 jumping jacks together as a team 3. Perform 5 push-ups together as a team 4. Perform 10 body squats together as a team 5. Perform 5 burpees together as a team 6. Perform 20 mountain climbers together as a team | <p>Smartboard on, displaying google slides presentation.</p> <p>Students will be seated in front of the smartboard, actively listening.</p> | All exercises and their modifications have been shown and practiced | <p>Modifications</p> <ol style="list-style-type: none"> 1. Walk 2. Step Jacks 3. Kneeling/Single Leg 4. n/a 5. Squat into Vert Jump 6. Stationary High Knees |

Transition: Teacher walks around the gym introducing the concept of a personal trainer and 8 “commercial gyms” in our CBS community. Asks a couple students if they’d like to join the teacher’s gym for a demo.

| Time | Task: Personal Trainer Mystery Spot | Organization | Assessment/ Criteria to move on | Teacher/Skill Cues |
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| 10 mins (10:03 - 20:03) | <p>Each student takes turns being the personal trainer of the group. Trainer rolls the die, whatever number comes up they lead their clients in that corresponding exercise on the fitness card. After the entire group has successfully completed the exercise, the trainer can get their pay from their boss (take \$1 from middle of court). After the group has earned \$5 in singles they can choose to use that money to purchase a mystery spot. Under the domes there are bills ranging from \$1 up to \$100.</p> <p>Teachers walk around and hand out “bonus buck” to teams working well together and trainers praising and encouraging clients.</p> <p>Mystery spots can only be purchased with \$5 in singles. This encourages students to keep exercising to then purchase remaining spots.</p> | <p>Smartboard on, displaying google slides presentation.</p> <p>Students will be seated around hula hoop of choice</p> <p>8 hula hoops will be evenly spread out within the boundaries of the volleyball court</p> <p>Each hoop will have 1 six sided foam die and 1 trainer fitness card</p> <p>Pile of \$1 bills will be located inside center court jump circle</p> <p>Next to main entrance bleachers will be 30 spots with play money placed underneath ranging from \$1-\$100</p> | <p>10 minutes have elapsed</p> <p>Psychomotor: S3.E2 & NY.S1.4</p> <p>SWBAT actively engages in all the activities of the personal trainer mystery spot fitness task.</p> <p>Affective: S4.E4 & NY.S4.3</p> <p>SWBAT praise the movement performance of others both more and less-skilled while acting as trainer or client in personal trainer mystery spot fitness task.</p> | n/a |

Transition: Teacher will pause music and say freeze. Students will then be prompted to begin to find pulses.

| Time | Task: Locating Pulse (carotid and radial) | Organization | Assessment/ Criteria to move on | Teacher/Skill Cues |
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| 1 min (20:04 - 21:04) | <p>A pulse is the heart rate, or the number of times your heart beats in one minute. The pulse can be measured using the radial artery in the wrist or the carotid artery in the neck.</p> <p>General instructions for taking your pulse To get an accurate pulse: Take your pulse at the same time each day. Sit down and rest several minutes before taking your pulse. Count your pulse for a full 60 seconds unless told otherwise by your healthcare provider.</p> | <p>Smartboard on, displaying google slides presentation.</p> <p>Students will be seated in front of the smartboard, actively listening.</p> | <p>Students that have located their pulse keep a hold of it and stand up indicating they can feel it.</p> <p>Move on if at least 80% of the class is standing.</p> | <p><u><i>Taking your radial pulse</i></u> -With your palm up, look at the area between your wrist bone and the tendon on the thumb side of your wrist. Your radial pulse can be taken on either wrist. -Use the tip of the index and third fingers of your other hand to feel the pulse in your radial artery between your wrist bone and the tendon on the thumb side of your wrist.</p> |

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| | | | | <p>-Apply just enough pressure so you can feel each beat. Do not push too hard or you will obstruct the blood flow.</p> <p>-Watch the second hand on your watch or a clock as you count how many times you feel your pulse.</p> <p>-Record your pulse rate.</p> <p><u>Taking your carotid pulse</u></p> <p>-Find the area on one side of your neck near your windpipe. Your carotid pulse can be taken on either side of your neck. Avoid this if you have been diagnosed with plaques in your neck arteries (carotid).</p> <p>-Put the tip of your index and long finger in the groove of your neck along your windpipe to feel the pulse in your carotid artery. Do not press on the carotid artery on both sides of your neck at the same time. This may cause you to feel lightheaded or dizzy, or possibly faint.</p> <p>-Apply just enough pressure so you can feel each beat. Do not push too hard or you will obstruct the blood flow.</p> <p>-Watch the second hand on your watch or a clock as you count how many times you feel your pulse.</p> <p>-Record your pulse rate.</p> |
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Transition: As we discussed in our last class, it takes 60 seconds for the circulatory system to complete a full cycle from the heart, through the body and back again. We are going to try and measure our 15 second heart rate.

| Time | Task: Measuring 15 second HR <u>15 second timer</u> | Organization | Assessment/ Criteria to move on | Teacher/Skill Cues |
|---------------------------|--|---|---|---|
| 1 mins (21:05 - 22:05) | <p>Teacher will remind students to count the number of times they feel their heartbeat (pulse) and when the timer runs out not to shout out their number but to keep it to themselves. The teacher will play video on slide and also measure their own pulse along with students.</p> <p>Once the timer expires, the teacher will remind</p> | <p>Smartboard on, displaying google slides presentation.</p> <p>If they find their pulse, students will be standing in front of the smartboard, actively listening.</p> | <p>Video concludes & pulses have been taken, multiplied, and recorded</p> <p>Cognitive: S5.E1 & NY.S5.1</p> <p>SWBAT recognizes the value in the skill of finding one's heart</p> | <p>When you feel your pulse, count the number of beats in 15 seconds. Multiply this number by four to calculate your beats per minute.</p> <p>Keep in mind that many factors can influence heart rate, including:</p> |

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| | <p>the students that heart rates are measured in beats per minute (BPM). Therefore the students must take the number they counted and multiply that by 4 to get their respective BPM.</p> <p>Teacher can use a 15 second pulse chart on the following slide to help speed up the multiplication process.</p> | | rate to help monitor target heart rate zones. | <ul style="list-style-type: none"> -Age -Fitness and activity levels -Being a smoker -Having cardiovascular disease, high cholesterol or diabetes -Air temperature -Body position (standing up or lying down, for example) -Emotions -Body size -Medications |
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Transition: Teacher will inform groups to log their HRs and then trainers will continue training their clients.

| Time | Task: Personal Trainer Mystery Spot (Cont.) | Organization | Assessment/ Criteria to move on | Teacher/Skill Cues |
|---------------------------|---|---|---|--------------------|
| 8 mins (22:06 - 30:06) | <p>Each student takes turns being the personal trainer of the group. Trainer rolls the die, whatever number comes up they lead their clients in that corresponding exercise on the fitness card. After the entire group has successfully completed the exercise, the trainer can get their pay from their boss (take \$1 from middle of court). After the group has earned \$5 in singles they can choose to use that money to purchase a mystery spot. Under the domes there are bills ranging from \$1 up to \$100.</p> <p>Teachers walk around and hand out “bonus buck” to teams working well together and trainers praising and encouraging clients.</p> <p>Mystery spots can only be purchased with \$5 in singles. This encourages students to keep exercising to then purchase remaining spots.</p> | <p>Smartboard on, displaying google slides presentation.</p> <p>Students will be seated around hula hoop of choice</p> <p>8 hula hoops will be evenly spread out within the boundaries of the volleyball court</p> <p>Each hoop will have 1 six sided foam die and 1 trainer fitness card</p> <p>Pile of \$1 bills will be located inside center court jump circle</p> <p>Next to main entrance bleachers will be 30 spots with play money placed underneath ranging from \$1-\$100</p> | <p>8 minutes have elapsed</p> <p>Psychomotor: S3.E2 & NY.S1.4</p> <p>SWBAT actively engages in all the activities of the personal trainer mystery spot fitness task.</p> <p>Affective: S4.E4 & NY.S4.3</p> <p>SWBAT praise the movement performance of others both more and less-skilled while acting as trainer or client in personal trainer mystery spot fitness task.</p> | n/a |

Transition: Teacher will pause music and say freeze. Students will then be prompted to finish final exercise and then begin counting money.

| Time | Closure | Organization | Assessment/ Criteria to move on | Teacher/Skill Cues |
|---------------------------|---|------------------------------------|---|--------------------|
| 5 mins (30:07 - 35:00) | <p>Everyone, great job! (teacher will hand out any remaining bonus bucks that are necessary) I'm very proud of the way you worked together and encouraged one another. Did you have to work hard in order to earn enough money to buy a mystery spot?</p> <p>By a show of hands, did you compliment or encourage a team member today?</p> <p>Does anyone want to share how it made them feel to receive and give someone a compliment or some encouragement?</p> <p>Excellent, before we line up, everyone locate your pulse and stand up once you've found it. I'd like to take one more HR reading now that you've been sitting for a few minutes.</p> <p>Please log your 2nd HR down on your charts.</p> <p>Hopefully the majority of you noticed your second reading is lower than your first. This is exactly what should happen when a healthy heart comes in and out of physical activity.</p> | Students seated around hula hoops. | <p>Cognitive: S5.E1 & NY.S5.1</p> <p>SWBAT recognizes the value in the skill of finding one's heart rate to help monitor target heart rate zones.</p> | n/a |

References/ Resources:

www.nysed.gov

www.shapeamerica.org

[Mayo Clinic - How to Take Your Pulse](#)

[Mayo Clinic - HR Factors](#)

[YouTube Channel - T1mer Hay0](#)