



Lesson Plan 5

Physical Education

Grade Level: 6-10

Goals/Objectives:

- Identify individual fitness goals
- Develop and perform an individualized fitness plan to improve their own fitness level
- Differentiate plans for individuals at different fitness levels
- Develop a fitness plan for a New England Patriots player

Curriculum Framework Standard(s):

- 2.20 Demonstrate exercises in strength training, cardiovascular activities, and flexibility training
- 2.21 Identify the components of physical fitness and the factors involved in planning and evaluating fitness programs for individuals at different stages of the life cycle
- 2.22 Conduct a personally developed physical activity program

Prior Knowledge:

- Students need to be familiar with the following:
- Five elements of fitness: muscle strength, muscle endurance, heart and lung endurance, flexibility, and body composition.
- Benefits of different types of exercises
- Difference between aerobic and anaerobic activity
- Three phases of a workout: warm-up, main activity, and cool-down
- Intensity of a workout
- How to develop individualized fitness plan
- Vertical leap and reaction time
- How to use the internet as a research tool

Procedures:

1. Begin the lesson by reviewing key terminology. Ask students what the five elements of fitness are. Ask students to define each element giving specific examples.
2. Ask students to take five minutes and reflect on their own fitness. Ask them to think about what they would like to improve about their fitness and how they would do that.
3. Distribute a fitness program outline.
4. Review outline with students using an example fitness plan to improve a specific area of an individual's fitness.
5. Give students time to fill out an outline on their own. Assist the students as needed.
6. When students are finished, ask if there are any volunteers who would like to share their outline. Encourage students to ask questions.
7. Ask students to consider what a fitness routine might include for different individuals at different stages of their life. Ask students to consider professional athletes and what their plans might include. Ask students to consider a New England Patriots player. Discuss the differences in





player positions and the different levels of fitness a certain player may require. A kicker may want to focus most on the muscular strength of their legs. A wide receiver may focus most on their heart and lung endurance. All players may follow one plan for the season and a different plan for the off-season.

8. Divide students into virtual groups of five and have them brainstorm a fitness plan for a professional football player while giving them one of the following goals: improved vertical leap, reaction time, off season workout plan, increased heart and lung endurance, and leg strength. Review with students what the importance of each of these goals might be in football. Provide them with a fitness plan outline to fill in their ideas.
9. Bring the virtual class together and have each group share with the class what they came up with. As a class, discuss the differences between a Patriots player's plan vs. the student's plan. Ask the students how the intensity levels might vary, how the goals would be different. Ask the students to consider what a Patriots player's level of fitness may have been at your student's age. Does the student think the football player set a goal at student's age to increase his element of fitness to one day become a professional football player?

Use the following three-point rubric to evaluate the students' work during and following the completed lesson:

3 points: The student actively participated in class discussions and demonstrated a thorough understanding of the concept. The student completed all necessary worksheets and worked well in the group portion of the lesson. Student put in a high amount of effort in implementing a fitness plan.

2 points: The student participated in most of the class discussion and demonstrated a partial understanding of the concept. The student completed most of the necessary worksheets and worked well in the group portion of the lesson. Student put in a good amount of effort in implementing their fitness plan.

1 points: The student did not participate in class discussion and demonstrates only a limited understanding of the concept. The student completed some of worksheets and contributed a limited amount to the group portion of the lesson. Student put very little effort into implementing their fitness plan.

0 points: The student did not participate in class discussion. The student's worksheets were not completed and they did not contribute in the group portion of the lesson. Student put no effort into implementing their fitness plan.

Follow up:

- Have students put their individualized fitness plan into action charting their improvements over a prolonged period of time.
- Use the rubric above to assess students.

Materials/Resources:

- Fitness Plan Outline for student and for New England Patriots
- Stages of Fitness Worksheet
- Pens/Pencils

