

Brandon Smith
Houston Baptist University
School of Education
Lesson Plan #6

Subject: Physical Education

Grade Level: High School

Time Estimate: 90 mins

Unit: Major Muscle Groups

Topic: Circuit Training

Goal(s): To develop the student's knowledge of principles associated with muscular endurance while increasing their muscular endurance.

Objective(s): TSWBAT identify principles associated with the development of muscular endurance and apply them in a sequence to complete the activity for the day.

TEKS: §116.54. Aerobic Activities (c) 3 A, B, F, H

Materials/Resources/Technology needs:

Floor Space, Activity Worksheet, Heartrate monitors, Treadmills, Ellipticals

Instructional Procedures

- **Focusing Event:**

The students will enter the class and have a seat at their desks (or stand in the space) and wait for directions. I will then ask the question, "how much exercise do you think you could perform and at what intensity?" Listen to the class' responses [should range from "not much" to "I think I can handle a lot"]. Have a few students share their responses with the class. Ask the class to think of the terms reps, sets, absolute strength and relative strength, silently (for about 1 minute) and create a definition of each. Then have them turn to a partner and discuss their definitions. Let the students know that you will be asking for responses to share with the entire class. After asking for a few responses, remind the class that the focus of last week's lesson was muscular strength and that the focus for this week will be on muscular endurance.

- **Teaching/ Learning Procedures:**

1. Have the students come in and sit at their seats or stand in the open spaces.
2. Review the objective(s) of the day.
3. Conduct the focusing event.
4. Provide students with a concrete definition of muscular endurance.

5. Dictate the rotational routine for the entire day.
6. Issue Heart Rate Monitors to the entire class.
7. We will all begin outside in the loading dock area for a circuit training station for the next 20 mins!
8. After we return to the class, we will split into two groups.
9. Those on *Table time* will have their assignment to complete from our “Fitness For Life” text book pages 200-206 (25-30 mins).
10. Those students on the *Treadmill* station will have to set their treadmill at 3.5 speed and 3.0 incline or a speed and incline that keeps the students’ heart rate above 135 bpm (25-30 mins).
11. Close the class by having them share 1 thing they learned from their table time handout with at least 2-3 different people in the class.

Formative Check (ongoing or specific): The formative check will be conducted when the students are thinking and talking through the focusing event and during the activity time station.

Reteach (alternative used when needed): Model the proper way to perform the different exercises and provide alternatives for those who find the exercises difficult.

Closure: Students will perform aforementioned closing activity.

Assessment/Summative Evaluation: The *Table Time* activity sheet will serve as the summative assessment for the day.

Modifications/Notes:

ELLs: I would have them pair up with a more English-proficient, native Spanish-speaking peer explain the given instructions to them and provide modeling for the student on a 1-on-1 basis. Have the students read the instructions in English so that they have more processing time.

Sp. Ed.: Have the students participate in all the activities with a slightly slower and more manageable speed and incline setting for the treadmill and have them perform only the beginner level stretches until proficiency is gained. Then have them progress on a teacher-approved basis.