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**24-25 Lesson Plan Teacher Subject: Lifetime Fitness and Wellness**

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| **Week of:**  **DATE 8/12/24** | **Monday** | **Tuesday** | **Wed./Thurs.** | **Friday** |
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| **TEKS** | * 2A: Apply procedures to ensure safety. * 3A: Demonstrate safety procedures including wearing proper attire, using equipment safely, practicing exercise etiquette, and recognizing situational environmental hazards. * 3B: Identify and describe exercise techniques that may be harmful or unsafe.   4D: Accept successes and performance limitations of self and others by exhibiting appropriate behavior and response. | * 2A: Apply procedures to ensure safety. * 3A: Demonstrate safety procedures including wearing proper attire, using equipment safely, practicing exercise etiquette, and recognizing situational environmental hazards. * 3B: Identify and describe exercise techniques that may be harmful or unsafe.   ·  4D: Accept successes and performance limitations of self and others by exhibiting appropriate behavior and response. | 3D: Explain the relationship between physical fitness and wellness.  4A: Describe and analyze the relationship between physical activity and social emotional health concepts.  4B: Recognize that improvement is possible with appropriate practice.  4C: Recognize and respond to challenges, successes, conflicts, and failures in physical activities in socially appropriate ways.  · 4D: Accept successes and performance limitations of self and others by exhibiting appropriate behavior and response. | 3D: Explain the relationship between physical fitness and wellness.  4A: Describe and analyze the relationship between physical activity and social emotional health concepts.  4B: Recognize that improvement is possible with appropriate practice.  4C: Recognize and respond to challenges, successes, conflicts, and failures in physical activities in socially appropriate ways.  · 4D: Accept successes and performance limitations of self and others by exhibiting appropriate behavior and response. |
| **Learning Objective** | 1.• SWBAT explain rules and procedures for physical education classes.  SWBAT explain how developing physical literacy can lead to overall physical fitness and wellness.  SWBAT Identify factors that affect wellness and analyze how they are connected to overall well-being; and  SWBAT the benefits of engaging in regular physical activity for life. | 1.• SWBAT explain rules and procedures for physical education classes.  SWBAT explain how developing physical literacy can lead to overall physical fitness and wellness.  SWBAT identify factors that affect wellness and analyze how they are connected to overall well-being; and  · Identify the benefits of engaging in regular physical activity for life. | Students will be able to: Understand what health related fitness components are included in the FITNESSGRAM. Complete the test assessments required by state assessments that may help to develop health related fitness/ and physical activity engagement. Read and understand what the Healthy Fitness Zone is for each on the FITNESSGRAM assessment | Pre-Assessment |
| **Higher Order Thinking Questions** | How can physical activity help you stay healthy throughout your lifetime?  What are the benefits of being physically literate throughout your life?  What are the benefits of improving the quantity and quality of your sleep? Describe how sleep is essential for achieving optimal recovery. | 1. What are two ways physical activity positively influences emotional and mental health?  1. How does regular physical activity affect the quality of sleep?  2. Which three hormones are affected by physical activity? | 1. How would improving your physical fitness benefit your mental health in your daily life?  2. Describe a current stressor in your life. How does your current physical fitness affect this stressor? | What are two factors that affect social and emotional well-being.? |
| **Agenda** | Go over class syllabus, assign lockers, and give class orientation.   1. PE dress code 2. Locker room 3. Cell phone 4. Medical policy 5. Absence 6. Health/Safety 7. Illness/Injuries   Take Students on tour of the facilities, explain locker room procedures.  Seating assignment. | Getting to know you Activities.  Team Building Activities  1. Group students in teams of four.  2. On your command to start the activity, one member of each group runs to retrieve a Definition Card and returns to their group.  3. The returning group member then chooses an exercise from the Exercise List for the entire group to perform.  4. When the group is finished performing the chosen exercise, the remaining group members will each take a turn running to retrieve a Definition Card and choosing an exercise for the group to perform.  5. Once the group retrieves all the Definition Cards, groups will repeat steps 2–4 to collect the Term Cards.  6. Once the group retrieves all the Term Cards, students will work together in their groups to match each Definition Card with the corresponding Term Card.  7. You can correct each group’s matches as they finish, or you can wait until all the groups are finished and go over the correct answers as a class. | Warm-Ups (6-8 Minutes)   1. Exercises 2. Dynamics 3. Pre-assessment Fitness Gram 4. Activities: set up testing stations. 5. Present the components of each test chosen for this lesson, emphasized the proper skills. 6. Explain the Fitness Gram healthy zones. 7. Divide class into groups.   Begin testing. | Pre-Assessment |
| **Demonstration of Learning** | Orientation Quiz | Exit ticket | Think Pair Share- Which three hormones are affected by physical activity? | Exit ticket |
| **Intervention & Extension** | · Lead students to complete the Teacher-Directed Activity: Physical Literacy Relay. This activity promotes student understanding of physical literacy. Included in the activity is a list of materials needed, activity instructions, suggestions for adding a challenge to the activity, and an Instructor Debrief section to further help students understand the importance of physical literacy. | · Lead students to complete the Teacher-Directed Activity: Physical Literacy Relay. This activity promotes student understanding of physical literacy. Included in the activity is a list of materials needed, activity instructions, suggestions for adding a challenge to the activity, and an Instructor Debrief section to further help students understand the importance of physical literacy. | · Lead students to complete the Teacher-Directed Activity: Physical Literacy Relay. This activity promotes student understanding of physical literacy. Included in the activity is a list of materials needed, activity instructions, suggestions for adding a challenge to the activity, and an Instructor Debrief section to further help students understand the importance of physical literacy. | · Lead students to complete the Teacher-Directed Activity: Physical Literacy Relay. This activity promotes student understanding of physical literacy. Included in the activity is a list of materials needed, activity instructions, suggestions for adding a challenge to the activity, and an Instructor Debrief section to further help students understand the importance of physical literacy. |
| **Resources** |  |  |  |  |