

Subject/Grade: Physical Education Grade 7		Lesson Title: Planning and Goal Setting	Teacher(s): Paityn Ireland
Stage 1: Identify Desired Results			
<p>Outcome(s)/Indicator(s): <i>(List all of the Outcomes and Indicators that will be addressed during the lesson; when you do this for real, just using the codes will work BUT for the purpose of this assignment, I need you to cut and paste the full words for the indicators – this will help me during the assessment process!)</i></p> <p>PE 7.1 Create and implement a personal health-related fitness plan targeting the health-related fitness components of cardiovascular endurance, muscular endurance, and flexibility that involves setting a goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.</p> <p>(k) Identify responsible decisions that promote daily participation in movement activity and improved personal health-related fitness (e.g., be active outside whenever possible, participate in intramurals, play a game at recess, invite a friend to join in participating in movement activity, participate in community sports, walk to school)</p> <p>(o) Create and implement fitness plans, incorporating F.I.T.T. principles, to improve health-related fitness components of cardiovascular endurance, muscular endurance, and flexibility</p> <p>PE 7.2 Examine personal daily nutritional habits and fluid intake practices that support healthy participation in various types of movement activities and the attainment or maintenance of healthy body weight and body composition.</p> <p>(d) Monitor and assess own fluid intake practices.</p> <p>(e) Apply knowledge of recommended levels of water consumption to daily behaviours.</p> <p>(f) Describe the benefits of consuming water on a daily basis as it relates to participation in movement activities.</p> <p>DM 7.9 Examine health opportunities and challenges to establish personal commitment goal statements related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality</p> <p>(b) Examine factors that affect one's commitment related to personal goals.</p> <p>(c) Determine strategies of commitment necessary to meet individual goals</p>			
<p>Key Understandings: ('I Can' statements) <i>(Put the key learnings into student-friendly language that begin with 'I can...'. These should reflect the identified indicators. The students should know what these are at the beginning of the lesson. An example is: I can control how I throw a ball overhand. Doing this helps student engage in the learning since they know what it is that they will/need to learn).</i></p> <ul style="list-style-type: none"> - I can create a fitness plan, with F.I.T.T. principles, to improve health. - I can examine daily nutrition habits, and daily water intake. - I can understand why nutrition and water intake are important for the body. 		<p>Key Questions: <i>(What are three to four deeper learning questions that you want to make sure you ask during the lesson – write them out here – this will support you in asking purposeful questions during the lesson)</i></p> <ul style="list-style-type: none"> - Why is it important to look at fitness, nutrition and water intake all together? - How can fitness, nutrition, and water intake logs, plans, and goals benefit a person? - Why is drinking water so important for when being active? 	

EPE 317 - Lesson Plan - Paityn Ireland

<ul style="list-style-type: none"> - I can understand commitment needed to reach goals and also factors that might make it hard to reach those goals. 	<ul style="list-style-type: none"> - What could prohibit a person from reaching there goals with fitness, nutrition, and water intake?
--	---

Prerequisite Learning:

(What are some concepts, facts, and/or skills that students must already know/understand/be able to do in order to 'learn' what you expect of them today? An example is: what health promotions strategies are.)

Before this lesson students will have learned about fitness, and the F.I.T.T. principles, along with how movemnt benefits the body, and different areas of the body. Each student will have gone through what it means to be healthy, and what activities and movement they do everyday without even knowing it. They will also already covered why water intake is important, and how water is used with the body. They will also already learned about fitness plans, these would be a end of unit plan where students are combining learning from multiple places, to create the plan and goals.

Stage 2: Determine Evidence for Assessing Learning

(Identify your plans as either Formative and/or Summative and provide a brief description of what you will do to gain some form of evidence towards the O's and I's above, towards the 'I can' statements, towards the Key Questions. ALL of these should all connect and reflect each other! Strategy/process for how you will gather and retain this information should be briefly explained)

Students will be marked on their fitness and water intake log for the course of a week. They will also be marked on the goals they set after that week, and they will be responsible for making a plan that aligns with their goals in order to reach their goals. After some time they will then go back and reflect on their fitness plan and how much water they drink during the day and why drinking water is important when being active.

Stage 3: Build Learning Plan

Set (Engagement): Logs of Fitness, Nutrition, Water intake **Length of Time:** 10min
(Get their attention! And then tell them what you are going to learn through this lesson)

This lesson would begin a week before this actual class when students are asked to track their fitness (activity), nutrirtion (food intake), and water intake (what they drink) for a week before this class begins. Students will each have their logs infornt of them and I will start by asking some questions to get them thinking about nutrition, water intake, and activity.

Questions

- How much activity should a person get during the day?
- How much activity did you get in a day?
- How many calories should you eat a day? (can break down into protein, vegies, etc. or calories)
- How much did you eat on an average day?
- How much water should a person drink a day?
- How much water do you drink a day?

Development: Creating their plan and Setting Goalls **Length of Time:** 60 mins
(Remember, everything you do here needs to align with the identified O's and I's and support the students in answering the key questions as well as reaching the 'I can...' statements).

Instructional Strategies:

- Independent study
- Teacher directed
- cooperative (based on direction you chose for the last part of the lesson,which would depend on students within the class)

Materials/Resources:

- **students will need a log for teh week before this lesson**
- **They will need a format of guide to create their plans and goals (most likely a chart they could fill in)**
- **Pens, pencils, and paper**

**Possible Adaptations/
Differentiation:**

- For some students thay might need more direct, and in that case I would provide a very specific outline for those students who need to be more directed
- For studnet with physical limitations, we should be able to find some way for them to be active, and if not we can have them just nutrition and

EPE 317 - Lesson Plan - Paityn Ireland

This is when we would be moving on to creating a plan, and goals for students. They would have to do research into each of the areas they tracked and look for areas to improve on within their plan. They need to back up their plan with resources on each and why they need it, and how it benefits the body. They need to have all of it put together to answer all questions. It will probably take a while for students to do the research and create their plan and it might take over one class. They need to create a plan that is meant to specifically benefit them, so each student will be different. When creating the plan it is important to consider the activity that students already do weekly such as extracurricular sports.

Learning Closure: Reviewing Plans and Goals

Length of Time: 15 mins

(Do some form of 'check for understanding' and tell them or have them tell you what they learned today. This can be done using a variety of strategies).

This is when we will look over our plans and ask some key questions for learning, this can be done as a large group or in small groups, or even on their own in the form of an exit slip.

Questions

- What do you consider the most important part of your plan?
- What area in your log did you want to improve upon the most in your plan and goals?
- Why is setting goals important?
- Why might stop you from reaching your goals?

This would be carried onto another lesson, where students will actually carry out their plans and goals for a week and then continue on with the learning.

water intake and how can be involved within movement.

Management Strategies:

- With the majority of the lesson being individually based, I think it would be good to let students brainstorm different activities together that they use with in the plans.
- I also think using brain breaks or movement breaks within this long period of time so they can take a break and also get moving within the class.

Safety Considerations:

- The main concern would be making sure that the plans students create all include safe activities for students.

Stage 4: Reflection

(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)