

VCE PHYSICAL EDUCATION UNITS 3/4: LESSON PLANS

The following document includes 2 lesson plans that I devised to deliver to Unit 3/4 Physical Education students. I was required to teach one theory lesson and one practical lesson on the topic of fitness training and assessment.

VCE PE Unit 3/4: Lesson Plan 1 – Theory lesson

Theory Lesson Number	8	Date of Lesson	Wednesday 8 th June	Duration Of lesson	80min (double)	Class size	20
Topic Focus	Training methods - Methods of fitness training to enhance performance in sport.			Year level	12	Location	Classroom
				Unit	4		
				AOS	1		

Learning Focus: Training methods

Learning objectives:

- Students can provide a definition for each method of training and can explain the procedures involved in conducting that training method.
- Students can identify which methods of training are suitable for improving specific fitness components.
- Students can suggest training methods that are MOST effective for overall performance enhancement in particular sports.

Key knowledge of which lesson is focused:

- Fitness training methods, including continuous, interval, fartlek, circuit, weight/resistance, flexibility, plyometrics, speed, Swiss ball and core strength training to improve aerobic capacity, anaerobic, capacity, muscular strength and endurance, speed, flexibility and muscular power.

Key skills of which lesson is focused:

- Justify the selected training methods in relation to improving fitness components that are relevant to particular sports.

Assessment criteria and method of evaluation

Outcome	Assessment criteria	Evidence
Define types of training methods	Ability to provide a definition of types of training methods – explaining purpose and procedures involved	Quiz (see appendix B)
Links training methods to fitness components	Ability to identify which fitness components are trained as a result of using particular training methods	Quiz (see appendix B)
Links training methods to suitable sports	Ability to identify which training methods are appropriate for particular sports	Quiz (see appendix B)

Resources
<ul style="list-style-type: none"> ➔ Whiteboard ➔ Physical education text book (Nelson, 4th edition) ➔ Notebook/workbook

Stage Of lesson	Task	Time	Teacher Action/ Questions
Stage 1- Introduction	<p>Introduce the topic to the students. Explain the purpose and effectiveness of conducting different methods of fitness training to improve overall performance in sport. List and explain that there are 11 different methods of training that are covered in the text book, all of which have different purposes. Write necessary information on the whiteboard. However, do NOT go into detail about the features of each training method.</p> <ul style="list-style-type: none"> - Explain what today's lesson involves: <ul style="list-style-type: none"> • All students will pair up and learn/investigate ONE training method between the pair. • Students will then present the information they have gathered to the rest of the class, while the class take notes. 	10mins	<p>Check for understanding about the broad concept of training methods.</p> <p>Ensure students are familiar with the structure and objectives of today's class</p> <p>Key questions:</p> <p>What are some of the benefits of engaging in fitness training?</p> <p>How can training methods be adjusted to suit the needs of the team or individual? (All of the principles learned last lesson).</p> <p>Where can we get our information from for today's activity?</p>
Stage 2 – Partner study	<p>Students will pair up and be assigned ONE training method to study in detail. The teacher will write the following questions on the board which must be covered in the student's summary:</p> <ul style="list-style-type: none"> - What are the main features of this method? What are the procedures in conducting this method? - Which components of fitness are 	20mins	<p>Help students form pairs and assign a training method to each pair.</p> <p>Help students in need of assistance.</p> <p>Ensure students are</p>

	<p>trained using this method?</p> <ul style="list-style-type: none"> - Which components of fitness are not trained/ trained minimally using this method? - List 5 sports might that would benefit from using this training method. - List 5 sports in which this training method would not be beneficial. - Give 3 examples of how this method can be made 'sport-specific'. - How do the principles of training help to define this method/ how do they apply to this method? <p>The training methods that will be assigned to each pair include:</p> <ul style="list-style-type: none"> • Interval training • Continuous training • Fartlek training • Circuit training • Plyometric training • Flexibility training • Speed training • Pilates • Swiss ball training <p>Motor-skill development training will be covered by the teacher at end of lesson.</p>		<p>cooperating in their pairs.</p> <p>Do not directly answer questions for the students; only provide prompts that will assist students in answering their own question.</p>
<p>Stage 3 – Presenting</p>	<p>In their pairs, students take turns coming up the front of the class and presenting the information they have gathered about their training method. The teacher must ensure that each pair covers all of the aspects of that method, and must intervene if the information is incorrect or neglected.</p> <p>While each pair is presenting, the rest of the class must take notes in their workbooks about the information being presented. This is so that the students learn EVERY method in detail, rather than simply the one they have studied.</p>	<p>30mins</p>	<p>Ensure that all necessary information is being conveyed, and intervene if necessary.</p> <p>Check for class understanding before moving on to next pair.</p> <p>Ensure students are aware of the assessment that will take place at the end of the lesson, so that they are motivated to pay attention and take notes.</p>

<p>Stage 4 – Conclusion</p>	<p>The conclusion of the lesson is a wrap up of the ‘training methods’ topic. However, before giving a summary of training methods and their affectivity, the teacher must explain the last training method identified in the text book, ‘motor-skill development’. The students must also take notes on this training method, as they will be assessed on it.</p> <p>The teacher will then explain the quiz that will be conducted to assess the students’ learning.</p>	<p>5mins</p>	<p>Explain motor-skill development to the students, covering all necessary information.</p> <p>Checking for understanding.</p> <p>Summarize training methods as a whole.</p>
<p>Stage 5 – Assessment</p>	<p>This quiz has 11 questions that cover all 11 training methods. Questions may also relate to the content in the previous lesson on ‘training principles’. The students are not allowed to refer to the text book during the quiz, but may refer to their notes taken from the presentations. They have 15 minutes to complete the task. For a copy of the quiz, refer to ‘appendix B’.</p>	<p>15mins</p>	<p>Ensure students are being quiet and not looking to the textbook/ other students for guidance.</p>

VCE PE Unit 3/4: Lesson Plan 2 – Theory lesson

Practical Lesson Number	3	Date of Lesson	Friday 3 rd June	Duration Of lesson	50min	Class size	20
Activity Focus	Fitness tests - Assessing various components of fitness			Year level	12	Location	Indoor courts/ classroom
				Unit AOS	4 1		

Learning Focus: Assessment of fitness

Learning objectives:

- Students can competently conduct a range of fitness assessments and tests.
- Students can correctly identify which fitness components are being tested in each assessment.
- Students are able to compare their results with the test 'norms', as to establish a predicted level of performance in a variety of sports.

Key knowledge of which lesson is focused:

- Assessment of fitness, including aims, protocols (informed consent and fitness testing), and methods and outcomes of at least two standardised, recognised tests for each fitness component.

Key skills of which lesson is focused:

- Explain fitness assessment aims, methods, risks, safeguards, informed consent and confidentiality.
- Perform, observe, analyse and report on laboratory exercises designed to explore the assessment of fitness pre and post training.
- Justify the selected fitness tests in relation to the strengths and weaknesses of the testing methodology.

Formative Assessment

Assessment for learning:

- After the practical component of the lesson, the students will return to the class where they will be given the opportunity to engage in a class discussion about their results and findings from the practical application of fitness testing. The teacher will check for understanding during this time to ensure that all students have grasped thorough knowledge about this topic.

Summative Assessment

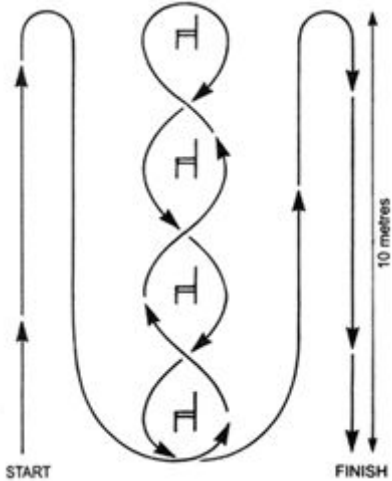
Assessment of learning:

- SAC 1 will cover some of the key concepts in this topic and relate them to other topics in AOS 1. Refer to the 'Assessment' section of this document to view a copy of SAC 1

Equipment
<ul style="list-style-type: none"> → Stepping bench (50cm high) → 4 Stopwatches → Cones → 5 chairs → Masking tape → Sit and reach box → Ruler → Chalk → Measuring board

Stage Of lesson/ Diagrams	Task	Time	Teacher Action/ Questions
Stage 1- Introduction	<p>Introduction to lesson will take part in the classroom before the commencement of practical activities in the indoor basketball courts. During the introduction, the teacher will inform students of the following:</p> <ul style="list-style-type: none"> - Re-cap of content covered in previous lesson & explain what content needs to be applied in the practical component of today's lesson. - Reiterate rules and expectations – i.e., appropriate uniform, whistle means?, participation from everyone, etc. - Explain what today's lesson involves: <ul style="list-style-type: none"> • Every students will undertake all 6 fitness tests that are being conducted during the lesson. • Individual results must be recorded after the completion of each test (see 'appendix C') • Results will be compared with the norms identified in the text book. • A discussion will be held in relation to results and applications of these findings. 	5mins	<p>Check for understanding.</p> <p>Ensure students are familiar with the outline, expectations and objectives of today's class</p> <p>Key questions:</p> <p>What are some of the concepts we covered in the last 2 lessons on fitness assessment?</p> <p>Judging by the handout (appendix 3), are these fitness tests direct or indirect? Maximal or submaximal? Why?</p> <p>Judging by the handout (appendix 3), why do you think these 6 tests were chosen for analysis?</p>

<p>Stage 2 –Warm up</p>	<p>Warm up: Jog 4 laps of the basketball stadium for warm-up.</p> <p>Stretching: Stretching is important in today’s lesson because the students will often be performing at 100% intensity and are more susceptible to injury.</p>	<p>5mins</p>	<p>Ensure all students are adequately warmed-up and stretched in order to minimise risks of injury.</p>
<p>Stage 3 – Athletics circuit</p>	<p>Students form 6 groups (with 3 or 4 students in each group). Each group of students will be allocated to a fitness test in which to undertake. Each student will take turns to perform the fitness test, while the others observe and ensure correct procedures are being used. Observation will reinforce the students’ knowledge as to how each test is conducted. Each student must record their OWN results, not the other members of the group. All fitness tests will be prepared prior to the lesson, however the teacher will NOT demonstrate the procedures involved in conducting the tests, students must research this information by referring to the text book. The following equipment must be set up for each of the following fitness tests:</p> <ol style="list-style-type: none"> 1. Harvard step test: <ul style="list-style-type: none"> • A 50cm high bench placed on the ground • A stopwatch prepared for use 2. 50 metre sprint test: <ul style="list-style-type: none"> • 2 cones placed on the ground to mark the start of the sprint and 2 cones placed 50m away from the starting line to mark the end of the sprint. • A stopwatch prepared for use 3. Push up test: <ul style="list-style-type: none"> • A standard chair placed on the ground with the back-rest against the wall. • Masking tape prepared for students to mark their position. • A stopwatch prepared for use. 	<p>25mins</p>	<p>Ensure students are conducting tests safely and correctly.</p> <p>Check for student understanding</p> <p>Teacher can walk around room and ask questions to test students’ knowledge about applications of these tests.</p> <p>Questions:</p> <ul style="list-style-type: none"> - What fitness component is this testing? - Are males or females likely to perform better in this test? Why? - What would be some of the benefits of performing this test prior to starting a training program?

	<p>4. Sit and reach test:</p> <ul style="list-style-type: none"> • A sit and reach box placed on the ground against the wall • A ruler appropriately attached to the sit and reach box <p>5. Vertical jump test</p> <ul style="list-style-type: none"> • Measuring board attached to the wall at the appropriate height. • Adequate amount of chalk prepared for use <p>6. Illinois agility run:</p> <ul style="list-style-type: none"> • 4 chairs evenly spread in a straight line across a 10m distance. • Cones used to mark the course of the test (refer to floor plan below) • Stopwatch prepared for use. 		
<p>Stage 4 – Conclusion</p>	<p>The conclusion of the lesson will take place back in the classroom. Students will be given the opportunity to compare their personal results to the norms identified in the text book. The teacher will then ask a list of questions that can be applied to the results each student has obtained. Students are encouraged to engage in a discussion regarding assessment of fitness.</p>	<p>15mins</p>	<p>Checking for understanding.</p> <p>Ensure all students are participating in class discussion.</p> <p>Questions:</p> <p>List the fitness tests in which your results were below the norms identified in the text book. What fitness component would you train in order to improve these results?</p>