

## PHYSICAL EDUCATION LESSON PLAN

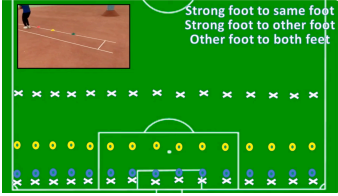
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|---------------------|--------------------|-----------------|------------------------------------|-----------------|------------------|
| <b>Subject</b>      | Physical Education | <b>Unit</b>     | Track & Field                      | <b>Date</b>     | April 15th, 2026 |
| <b>Grade</b>        | 7                  | <b>Lesson #</b> | 1 — Jumping Events & Sprint Starts | <b>Duration</b> | 53 minutes       |
| <b>Developed by</b> | Samantha Lazaruik  |                 |                                    | <b>Room</b>     | Small Gymnasium  |

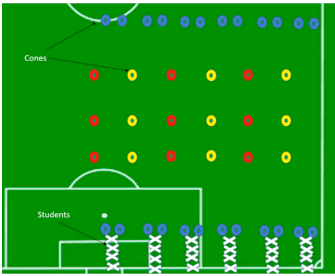
| <u>General Outcomes:</u>                                                                                                                                                                                                                                                                                                                                                                                                                | <u>Specific Outcomes:</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>A - Activity (<b>Locomotion</b>)</p> <p>C - Cooperation (<b>Communication</b>)</p>                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>A7-1 demonstrate ways to improve and refine the functional and expressive quality of locomotor skills to improve personal performance</li> <li>A7-2 demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance</li> <li>C7-1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity</li> </ul> |
| <u>Student Learning Outcomes:</u>                                                                                                                                                                                                                                                                                                                                                                                                       | <u>Assessment Strategies</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>★ Students will improve jumping and running technique by applying cues such as arm swing, balance, and body positioning</li> <li>★ Students will demonstrate awareness of body control and space while performing long jump, triple jump, and sprinting activities.</li> <li>★ Student will provide respectful and constructive feedback to a partner during the triple jump activity</li> </ul> | <p><b>Formative (during class):</b></p> <ul style="list-style-type: none"> <li>Observation checklist (technique in jumping &amp; sprinting)</li> <li>Peer feedback (triple jump partner coaching)</li> <li>Teacher questioning (during activities)</li> </ul>                                                                                                                                                                                                                       |
| <u>Lesson Equipment/Resources:</u>                                                                                                                                                                                                                                                                                                                                                                                                      | <u>Personalization/Differentiation</u>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Cones (for lanes, boundaries, and marking jumps)</li> <li><input type="checkbox"/> Dodgeballs (for warm-up game)</li> <li><input type="checkbox"/> Colored cones (for triple jump sequence)</li> <li><input type="checkbox"/> Stopwatch (optional for sprints)</li> <li><input type="checkbox"/> Whistle</li> </ul>                                                     | <ul style="list-style-type: none"> <li><b>Skill Level:</b> Beginners: shorter distances, slower pace, simplified steps<br/>Advanced: add run-up to jumps, increase sprint distance</li> <li><b>Support:</b> Visual aids (cones for triple jump sequence)<br/>Peer coaching for feedback</li> <li><b>Challenge:</b> Add timing to sprints &amp; Track personal best distances</li> </ul>                                                                                             |

### PHYSICAL EDUCATION LESSON PLAN SEQUENCE

#### Introduction

- Wait for students to change & complete Attendance (5 min)
- Discussion** (2 min)
- Getting ready for track & field meet (“What are all the events, both track & field?”)
  - Today were working on locomotion and our jumping events
  - Introduce long jump
    - Focus:** Distance
    - Technique:** Fast run-up, Takeoff on one foot, Swing arms forward, & Land with both feet
    - Teaching Cues:** “Run fast, jump high”, “Swing arms forward” & “Land soft with bent knees”
  - Introduce triple jump
    - Sequence:** Hop → Step → Jump
    - Technique:** Hop (same foot), Step (other foot), & Jump into pit
    - Teaching Cues:** “Hop-step-jump rhythm” & “Stay balanced”
  - Introduce sprint start & how to use acceleration properly

| Time   | Activity                                                                         | Teacher Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Modifications/Safety Considerations:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Cues/Questions:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| 9 min  | Warm-up<br><b>Rock-Paper-Scissors Chase</b>                                      | <p><b>Setup</b></p> <ul style="list-style-type: none"> <li>- Divide the class into two teams.</li> <li>- Each team goes to their sideline and secretly chooses one symbol: Rock, Paper, or Scissors</li> <li>- Once decided, teams line up facing each other along the center line</li> </ul> <p><b>How to play</b></p> <ol style="list-style-type: none"> <li>1. Each player stands across from a player on the other team.</li> <li>2. On the signal <b>“GO!”</b>, both teams show their chosen symbol at the same time.</li> <li>3. Determine the winner: <ul style="list-style-type: none"> <li>o Rock beats Scissors</li> <li>o Scissors beats Paper</li> <li>o Paper beats Rock</li> </ul> </li> <li>4. <b>If your team loses:</b> <ul style="list-style-type: none"> <li>o Turn and run back to your safe zone without getting tagged.</li> </ul> </li> <li>5. <b>If your team wins:</b> <ul style="list-style-type: none"> <li>o Chase the other team and try to tag players before they reach safety.</li> </ul> </li> <li>6. <b>If a player is tagged:</b> <ul style="list-style-type: none"> <li>o They switch teams and join the side that tagged them.</li> </ul> </li> </ol> <p><b>End of the Game</b></p> <ul style="list-style-type: none"> <li>• The game continues until all players are on one team</li> </ul> | <p><b>Modifications:</b></p> <p><b>Easier:</b></p> <ul style="list-style-type: none"> <li>- Allow a head start for the losing team before tagging begins.</li> <li>- Make the tagging area shorter (move safe zones closer).</li> <li>- Let tagged players have a second chance (e.g., do 5 jumping jacks to rejoin their team).</li> </ul> <p><b>Harder:</b></p> <ul style="list-style-type: none"> <li>- Require players to use specific locomotion (e.g., two foot jumping, one foot jumping, skip, shuffle, backpedal).</li> </ul> <p><b>Safety:</b></p> <ul style="list-style-type: none"> <li>- Remind students to keep their heads up while running.</li> <li>- Use two-hand touch tagging only (no pushing or grabbing).</li> <li>- Ensure there is enough space between teams and boundaries are clear.</li> <li>- Encourage controlled speed—run fast but stay in control</li> </ul> | <p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>→ “React quickly!” – Make a fast decision after seeing the result.</li> <li>→ “Turn and go!” – No hesitation when switching from game to chase.</li> <li>→ “Run to space!” – Avoid running straight into others.</li> <li>→ “Eyes up!”</li> </ul> <p><b>**Add variation of different locomotor skills</b></p> <p><b>3 rounds:</b></p> <ol style="list-style-type: none"> <li>1 → running,</li> <li>2 → hopping on 1 foot</li> <li>3 → jumping on two feet</li> </ol> |
| 10 min | Skill Focus<br><b>Long Jump Demo Skill &amp; Longest Jumps in 5</b>              | <p><b>Setup</b></p> <ul style="list-style-type: none"> <li>• Students work by themselves to mark the longest 5 consecutive jumps using cones</li> </ul> <p><b>How to Play</b></p> <ul style="list-style-type: none"> <li>• Students perform standing long jumps to see how far they can get</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>- Use standing jumps only (no run-up)</li> <li>- Allow visual markers to aim for distance goals</li> </ul> <p><b>Safety:</b></p> <ul style="list-style-type: none"> <li>- Land with bent knees to avoid joint strain</li> <li>- Ensure clear jumping lanes (no students in landing area)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Teaching Cues</b></p> <ul style="list-style-type: none"> <li>→ “Swing arms back, then forward”</li> <li>→ “Jump and land on two feet”</li> <li>→ “Bend knees to land softly”</li> <li>→ “Keep your weight forward”</li> </ul>                                                                                                                                                                                                                                                                                             |
| 10 min | Skill Focus<br><b>Triple Jump Demo Skill &amp; Triple Jump Sequence Practice</b> | <p><b>Setup</b></p> <ul style="list-style-type: none"> <li>• Use <b>3 different colored cones</b>, each representing: <ul style="list-style-type: none"> <li>o Strong foot landing</li> <li>o Other foot landing</li> <li>o Two feet landing</li> </ul> </li> <li>• Students work in <b>pairs</b></li> </ul> <p><b>How to Play</b></p> <ul style="list-style-type: none"> <li>• One student performs the <b>full triple jump sequence</b>: Hop → Step → Jump</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>- Practice steps slowly without distance focus</li> <li>- Use fewer phases (hop → jump only)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Teaching Cues</b></p> <ul style="list-style-type: none"> <li>→ “Hop, Step, Jump”</li> <li>→ “Stay tall and balanced”</li> <li>→ “Don’t jump too far on the first phase”</li> <li>→ “Use your arms to help”</li> </ul> <p><b>Key Points</b></p> <ul style="list-style-type: none"> <li>• Must follow correct order: <b>Same foot</b> → <b>other foot</b> → <b>two feet</b></li> </ul>                                                                                                                                      |

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|       |                                           | <ul style="list-style-type: none"> <li>Partner acts as a <b>coach</b>: Watches technique &amp; Gives feedback</li> <li>Switch roles after each turn</li> <li>They will then progress to placing cones at each step in the sequence of triple jumps to help memory skills.</li> </ul>                                                                                                                                                                                                                                 | <b>Safety:</b> <ul style="list-style-type: none"> <li>Maintain balance to prevent falls</li> <li>Space out pairs to avoid interference</li> </ul>                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Focus on: Smooth transitions between phases &amp; Staying balanced</li> </ul>                                                                                                                                                                                                                                                                                       |
| 3 min | Sprint Demo w/ Students                   | <b>How to Demo</b> <ul style="list-style-type: none"> <li>Teacher may run a quick experiment race: <ul style="list-style-type: none"> <li>One student facing forward</li> <li>One facing backward</li> <li>Compare who accelerates faster</li> </ul> </li> </ul> (two students about similar speed → the student not facing target will actually win = better acceleration)                                                                                                                                          | <b>Questions:</b> Ask students who is going to win the race (forwards or backwards students)?                                                                                                                                                                                                                                                                                                                               | <b>Cues:</b> <ul style="list-style-type: none"> <li>→ power from legs to push you forwards</li> <li>→ weight on front foot &amp; leaning forwards</li> <li>→ first step is forwards, pump arms with 90 degree angle at elbow/ hands (“hip to lip”)</li> </ul>                                                                                                                                              |
| 7 min | Skill Focus<br><br><b>Sprint Practice</b> | <b>Setup</b> <ul style="list-style-type: none"> <li>Create <b>straight sprint lanes</b> using cones.</li> <li>Place “<b>gates</b>” (two cones) at the end of each lane to keep students running straight.</li> <li>Set up a <b>loop or running path</b> around cones.</li> <li>Students line up in groups at the start of each lane.</li> </ul> <b>How to Play</b> <ul style="list-style-type: none"> <li>Students perform short sprints focusing on acceleration</li> <li>Start from a standing position</li> </ul> |  <b>Modifications:</b> <ul style="list-style-type: none"> <li>Shorten sprint distance</li> <li>Start from different positions (kneeling, seated)</li> </ul> <b>Safety:</b> <ul style="list-style-type: none"> <li>Ensure lanes are clearly marked and spaced</li> <li>Emphasize stopping safely after sprint (no sudden stops)</li> </ul> | <b>Key Points</b> <ul style="list-style-type: none"> <li>Start position: <ul style="list-style-type: none"> <li>Weight on front foot</li> <li>First step goes forward (not backward)</li> </ul> </li> <li>Sprint technique: <ul style="list-style-type: none"> <li>Arms at 90°, swing “hip to lip”</li> <li>Start with short, quick steps</li> <li>Gradually increase stride length</li> </ul> </li> </ul> |

## Conclusion & Debrief

### Wrap-up Discussion (3 min)

→ Students return equipment then prompt them to have a seat for a wrap-up chat. (at the end of the day clean up the next 5 min extra)

### Guiding questions:

- What helped you jump farther in the long jump?
- Why is it important to use your arms when jumping?
- What is the correct sequence for the triple jump?
- Which part of the triple jump did you find most challenging? Why?
- Why is leaning forward important at the start of a sprint?

### Reinforce the key learning points:

- **Long Jump:** Speed + strong takeoff + arm swing = more distance
- **Triple Jump:** Follow the correct rhythm → *Hop* → *Step* → *Jump*
- **Sprint Start:** Lean forward, push off strong, and drive arms “hip to lip”
  - ◆ **Acceleration:** Start with quick, short steps before lengthening stride

- Send student to change at the end of class (5 min)

Reflection Notes:

Positives (What worked well?):

Things to change for future lessons:

### PRE-SERVICE TEACHER SELF-REFLECTION

In your self- reflection of your lesson, please consider the following questions:

1. What went well in your lesson? What were the strengths of the lesson?
2. What are the areas that need to be refined? What might you do differently next time?
3. What are your next steps to further develop/ refine this lesson? How will you continue to grow in your practice? What actions will you take?

These are additional questions that can help guide your response to the three self- reflection questions.

- How do you feel your students experienced this lesson?
- How were they able to make explicit and self-evaluate their growing understanding, skills and/or knowledge?
- How did you employ formative assessment for/of/as learning?
- Were you successful in reaching all students and how do you know? How did you accommodate diverse learners and those requiring accommodations?
- Were there opportunities to address Indigenous, multicultural and interdisciplinary activities and knowledge?