

PHYSICAL EDUCATION LESSON PLAN

Subject	Physical Education 20	Unit	Personal Fitness	Date	Tuesday, September 15th
Participants	12 Students	Topic	Circuit Training: Progression & Specificity	Duration	30 minutes
Developed by	Samantha Lazaruik			Room	Dance Studio

<u>General Outcomes:</u>	<u>Specific Outcomes:</u>
A - Activity Dimension → Individual activity B - Benefit Health → Functional Fitness	A20-13 develop and combine more challenging activity-specific skills in a variety of individual pursuits; B20-2 add to the variety of ways for achieving a personal functional fitness level B20-3 plan, assess and maintain personal fitness, using the principles of training: progression, overload and specificity

<u>Lesson Equipment & Resources:</u>	<u>Personalization/Differentiation/Adaptions</u>
☐ Cones ☐ Skipping ropes (x2) ☐ Mats ☐ Exercise balls (x2) ☐ Medicine balls (x3 different weights) ☐ Timer ☐ Station cards ☐ Speaker	Support (easier) - Reduce distance for shuttle runs, Reduce time or repetitions. - Use lower-intensity versions of each exercise. - Provide additional rest/recovery time. Extension (challenge) - Progress to the next exercise variation while maintaining proper technique. - Select a more challenging variation independently. - Set and attempt a personal performance goal <u>Learning Preferences</u> - Visual learners: Station cards with pictures/diagrams, teacher demonstrations, and visual examples of each progression. - Verbal learners: Use cues and guided questioning throughout the lesson. - Kinesthetic learners: Learn through repeated practice, movement demonstrations, and hands-on exploration of exercise progressions.

PHYSICAL EDUCATION LESSON PLAN SEQUENCE
Introduction
Introduction & safety (2 min) Explain purpose, stations, demo exercises, and safety considerations Introduction – 5 Minutes Teacher: “Today we are going to focus on functional fitness and individual activity skills. You will be moving through six different fitness stations, and at each station you will have different levels or progressions to choose from. Before we begin, I want you to think about this question: What does being fit actually mean? Is it simply being able to run fast or do a lot of repetitions?” <i>Allow students to respond.</i>

“Fitness is different for everyone. Today, our goal is not to see who can do the most or who is the fastest. **Instead, I want you to focus on your own fitness level and your own improvement.**”

“Each station will give you an **opportunity to choose a level that is appropriate for you.** You might start with an easier variation, and if you can **perform it safely with good technique, you can progress to a more challenging variation.**”

“Today we are also going to use two important training principles: progression and specificity.”

- Progression means gradually making an activity more challenging as your fitness improves.
- Specificity means training in a way that develops a particular fitness component or skill.

“For example, at the push-up station, you might begin with wall push-ups, progress to knee push-ups, and eventually try full push-ups. The exercise is still working similar muscles, but the challenge increases.”

“Throughout the lesson, I want you to ask yourself: Can I perform this movement with good technique? Am I ready to progress? And how is this exercise improving my fitness?”

“Remember, you are working at your own level. If something is too difficult, you can modify it, reduce your repetitions, slow down, or take a short rest. A challenge should be difficult, but it should still allow you to move safely and with control.”

“Let’s start with our dynamic pyramid warm-up. As we increase the repetitions, pay attention to how your breathing, heart rate, and effort change. Think about how you can control your intensity while still maintaining good technique.”

“Most importantly: quality before quantity, individual improvement before competition, and progress when you are ready.”

“Any questions before we begin?”

Briefly review safety expectations and begin the warm-up.

Time	Activity	Teacher Description:	Safety:	Teaching/ Cues/ Questions:
5 minutes	Dynamic Pyramid Warm-Up	Students complete the following exercises, gradually increasing the number of repetitions from 10 to 50 and then working back down. Pyramid: • 10 plank jacks • 20 squats • 30 mountain climbers • 40 high knees • 50 jumping jacks • 40 high knees • 30 mountain climbers • 20 squats • 10 plank jacks How to: 1. The teacher demonstrates each exercise and reviews proper technique. 2. Students begin at 10 repetitions and gradually work up to 50. 3. Students then work back down from 50 to 10 repetitions. 4. Students work at an appropriate pace while maintaining proper technique. 5. Students may modify the number of repetitions or movement intensity as needed.	Safety: • Maintain adequate personal space between students. • Keep movements controlled and focus on proper technique. • Keep the core engaged during plank jacks and mountain climbers. • Keep knees aligned with toes during squats. • Land softly during jumping jacks. • Students may reduce intensity or take a short rest if needed. • Stop if experiencing pain, dizziness, or feeling unwell.	Teaching Style: Teacher demonstration followed by student practice Cues: • Plank jacks: "Brace your core." • Squats: "Chest up." • Mountain climbers: "Hands under shoulders." • High knees: "Stay light on your feet." • Jumping jacks: "Land softly." Teacher Questions: • "How does your breathing change as the number of

				repetitions increases?" "How can you control your intensity during the warm-up?"
18 minutes	Fitness Stations 6 stations x switch every 3 min	Station 1: Stuttle run progressions (cardio) Challenge: Complete as many quality lengths as possible in 2.5 minutes while progressing from walk → jog → sprint. Progression: Walk: approx. 2 lengths ↓ Jog: approx. 3-4 lengths ↓ Sprint: 4+ lengths Rest 10–15 seconds between attempts Specificity: Cardiovascular endurance How to: - Start behind the cone with your body facing forward. - Move toward the opposite cone. - Touch or pass the cone before changing direction. - Turn under control and return to the starting cone. - Continue moving back and forth for the assigned time. - Begin at a comfortable walking pace. - Progress to jogging and then sprinting when you are ready and can maintain good control. - Take a short 10–15 second rest between attempts if needed. Station 2: Lower body station (Lunges) Progression: Bodyweight Lunges (step forwards): 10 reps/leg ↓ Reverse lunges (step backwards): 10 reps/leg ↓ Jumping Lunges: 10 reps/leg Rest 10–20 seconds between attempts Specificity: Quadriceps, glutes and lower-body muscular endurance How to: Forward Lunge - Stand tall with feet about hip-width apart. - Step forward with one leg. - Bend both knees and lower your body toward the floor. - Keep your front knee controlled and aligned with your foot. - Push through your front foot to return to the starting position. - Repeat on the opposite leg. Reverse Lunge - Start standing tall. - Step one foot backward. - Lower your body by bending both knees. - Keep your front foot planted and your torso upright. - Push through the front foot to return to standing. - Alternate legs. Jumping Lunge - Start in a controlled lunge position. - Push through both feet to jump.	Safety: Running - Stay in your own lane and watch for other students. - Slow down before changing direction. Lunges - Keep the front knee aligned with the toes. - Land softly during jumping lunges. - Keep enough space between students. Push-ups - Keep enough space between students. - Do not allow the lower back to sag. - Stop if there is pain in the shoulders or wrists Plank - Keep the exercise ball in a clear area. - Students should not progress to the ball if they cannot maintain a stable standard plank. - Keep movements slow and controlled. Med. Ball Squad - Use an appropriate medicine-ball weight. - Keep the ball under control at all times. - Do not throw or drop the ball.	Teaching Style: Student-centred, differentiated and progressive - Allow students to select an appropriate starting level. - Encourage students to progress only when they can perform the current movement with good technique. - Circulate between stations to provide feedback, corrections and encouragement. - Use questioning to encourage students to monitor their own effort and technique. - Emphasize individual improvement rather than competition. Cues: Running: "Eyes up." & "Progress your speed when ready." Lunges: "Chest up." & "Knee tracks over toes." Push-ups: "Straight line." & "Brace your

		- Switch your legs in the air. - Land softly in the opposite lunge position. - Immediately control the landing before the next repetition. Station 3: Upper-body Station (Push-up) Progression: Wall Push-Ups: 15-20 reps ↓ Knee Push-Ups: 8-12 reps ↓ Full Push-Ups: 5-10 reps Rest 10–20 seconds between attempts Specificity: Chest, triceps and shoulders How to: Wall Push-Up - Stand facing the wall with hands slightly wider than shoulder-width apart. - Walk your feet back so your body forms a straight line. - Bend your elbows and bring your chest toward the wall. - Push through your hands to return to the starting position. Knee Push-Up - Start on your hands and knees. - Place your hands slightly wider than shoulder-width apart. - Move your knees back and keep your body in a straight line from your knees to your head. - Bend your elbows and lower your chest toward the floor. - Push through your hands to return to the starting position. Full Push-Up - Start in a high-plank position with hands underneath or slightly wider than your shoulders. - Keep your body in a straight line from head to heels. - Bend your elbows and lower your chest toward the floor. - Push through your hands to return to the starting position. - Keep your core tight throughout the movement. Station 4: Core Station (Plank) Progression: Standard plank: 20–30 sec ↓ Exercise-ball plank: 15–20 sec ↓ Exercise-ball plank Stir the pot: 5–8 circles each direction Rest 10–20 seconds between attempts. Specificity: Core stability and muscular endurance How to: Standard Plank - Place your forearms on the floor with elbows underneath your shoulders. - Extend your legs behind you. - Keep your body in a straight line from your head to your heels. - Brace your core and hold the position. - Breathe steadily while maintaining good posture. Exercise-Ball Plank - Place your forearms on the exercise ball. - Extend your legs behind you. - Keep your body straight and your core engaged. - Hold the position without allowing your hips to drop or rise. Stir the Pot - Start in the exercise-ball plank position. - Brace your core and keep your body stable.	- Make sure there is enough space between students Skipping - Make sure you have enough space around you. - Keep your rope in your own area. - Look forward rather than down constantly. - Avoid swinging the rope toward other students Overall - Students work within their own designated station area. - Demonstrate each movement before students begin. - Students should choose a progression that allows them to maintain proper technique. - Encourage students to rest when needed and to stop if they experience pain, dizziness, or feel unwell. - Check equipment and station spacing before beginning. - Keep floors and activity areas clear of bags, water bottles and other obstacles. - Use appropriate medicine-ball weights and ensure exercise balls are properly inflated and stable. - Emphasize quality movement over maximum repetitions or speed.	core.” Plank: “Straight line.” & “Hips level.” & “Breathe.” Med. ball Squats: “Feet shoulder-width.”, “Sit your hips back.” & “Chest up.” Skipping: “Keep jumps low and controlled.”, “Turn from the wrists.”, “Elbows close.” & “Stay light on your feet.” Teacher Questions: General “How do you know when you are ready to progress to the next level?” “How does this station improve your fitness?” Shuttle Run “What happens to your breathing as you increase your speed?” Lunges “How can you make a lunge more challenging while maintaining control?” Push-Ups
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		- Slowly move your forearms in a small circular motion. - Complete 5–8 controlled circles in one direction. - Reverse direction and complete 5–8 circles. Station 5: Full body (Med. Ball Squad) Progression: Med. Ball squats: 10 -15 reps ↓ Med. ball squat w/ press: 8-12 reps Specificity: Lower-body strength/endurance, upper-body strength/endurance and full-body coordination How to: Medicine Ball Squat - Hold the medicine ball securely with both hands. - Stand with feet about shoulder-width apart. - Bend your knees and hips to lower into a squat. - Lower the ball toward the floor and lightly tap it on the floor. - Keep your chest lifted and knees controlled. - Push through your feet to stand all the way back up. Medicine Ball Squat with Press - Hold the medicine ball at chest height. - Lower into a controlled squat. - Return to standing. - As you reach the top of the squat, press the ball overhead. - Lower the ball back to chest height. - Repeat with control. Station 6: Skipping (Cardio/Coordination) Progression: Basic Two-Foot Skip: 30-45 sec ↓ Alternating-Foot Skip: 20-30 sec ↓ High-Knee / Faster Skip: 20-30 sec Specificity: Cardiovascular endurance, coordination and rhythm How to: Basic Two-Foot Skip - Hold the rope handles with your hands beside your hips. - Keep your elbows close to your body. - Turn the rope using your wrists. - Jump with both feet together as the rope passes underneath. - Keep your jumps small and controlled. Alternating-Foot Skip - Continue turning the rope with your wrists. - Alternate your feet as the rope passes underneath. - Keep your jumps light and consistent. - Maintain a steady rhythm. High-Knee / Faster Skip - Begin with the alternating-foot skip. - Gradually increase your skipping speed. - Lift your knees slightly higher while maintaining control. - Keep the rope turning smoothly. - Return to a slower pace if your technique breaks down.	“How can you modify the exercise while still working the same muscles?” Plank “Why might a slower movement be more challenging than a faster one?” Medicine Ball Squat “What changes when you add the overhead press?” Skipping “How can you increase the intensity while keeping your jumps controlled?” “Why do smaller jumps often make skipping more efficient?”
Conclusion & Debrief			
Wrap-up Discussion (2 min) Teacher: “Let’s bring it back together. Take a moment to catch your breath and think about the stations you just completed.”			

"First, think about this: **How did you know when you were ready to progress to a more challenging exercise?**"

Allow students to share responses.

"Exactly. Being ready to progress isn't just about completing more repetitions. We also **need to consider technique, control, effort, and how our body feels**. Now, let's connect what we did today to the training principles."

Progression: "Where did you see progression during today's lesson?"

Expected responses: wall → knee → full push-ups; standard plank → ball plank; walking → jogging → sprinting; basic skipping → faster/high-knee skipping.

Specificity: "Each station focused on a different area of fitness. Can you give me an example of a station and what fitness component it developed?"

Examples:

- "Shuttle runs → cardiovascular endurance."
- "Lunges → lower-body muscular endurance."
- "Push-ups → upper-body muscular endurance."
- "Planks → core stability."
- "Medicine-ball squats → strength/endurance and coordination."
- "Skipping → cardiovascular endurance and coordination."

"Now think about your own performance. **Which station challenged you the most, and what could you do next time to improve?**"

Allow a few students to respond.

"Remember that improving fitness doesn't mean comparing yourself to someone else. It means understanding your current ability and finding a safe way to challenge yourself."

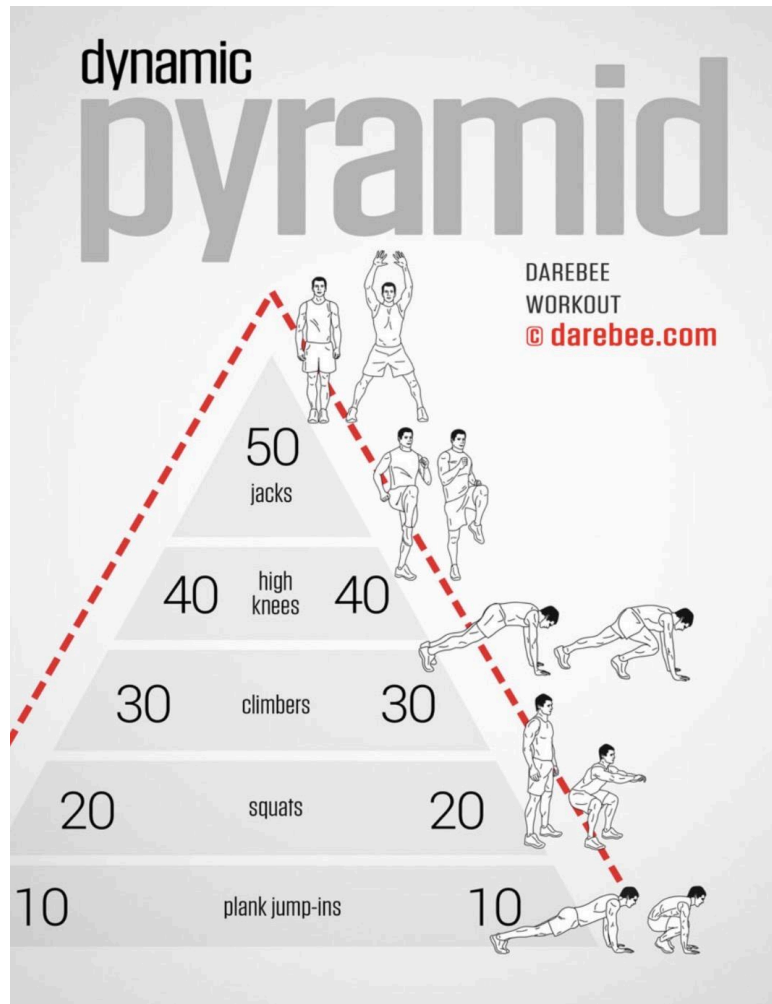
"Before we finish, I want you to think about one goal for your next fitness lesson. It could be improving your technique, increasing your time, completing more quality repetitions, or progressing to the next exercise variation."

"So, our main takeaway today is: choose an appropriate challenge, maintain good technique, and progress when you are ready. By using progression and specificity, you can plan and maintain your own personal fitness."

"Great work today. Make sure you return the equipment safely and take some time to recover and hydrate."

Reflection/Lesson Notes:

Warm-up Resource:



Station Task Cards:

STATION 1: CARDIO (SHUTTLE RUNS)

★ CHALLENGE ★

Complete as many quality lengths as possible in time while progressing from one of the levels of a walk → jog → sprint.

★ PROGRESSION ★

- 1 Walk: approx. 2 lengths
- 2 Jog: approx. 3 lengths
- 3 Sprint: 4 lengths

REST

10-15 seconds between attempts

WORKOUT AIM: SETS: 3

SPECIFICITY

Cardiovascular endurance

How to

1. Start behind the cone with your body facing forward.
2. Move toward the opposite cone.
3. Touch or pass the cone before changing direction.
4. Turn under control and return to the starting cone.
5. Continue moving back and forth for the assigned time.
6. Begin at a comfortable walking pace.
7. Progress to jogging and then sprinting when you are ready and can maintain good control.
8. Take a short 10-15 second rest between attempts if needed.

Safety: Running

Stay in your own lane and watch for other students. Slow down before changing direction.

STATION 2: LOWERBODY STATION (LUNGES)

★ PROGRESSION ★

- 1 Bodyweight Lunges (step forwards): 10 reps/leg
- 2 Reverse Lunges (step backwards): 10 reps/leg
- 3 Jumping Lunges: 10 reps/leg

REST

10-20 seconds between attempts

WORKOUT AIM: SETS: 3

SPECIFICITY

Quadriceps, glutes and lower-body muscular endurance

HOW TO

Forward Lunge

1. Stand tall with feet about hip-width apart.
2. Step forward with one leg.
3. Bend both knees and lower your body toward the floor.
4. Keep your front knee controlled and aligned with your foot.
5. Push through your front foot to return to the starting position.
6. Repeat on the opposite leg.

Reverse Lunge

1. Start standing tall.
2. Step one foot backward.
3. Lower your body by bending both knees.
4. Keep your front foot planted and your torso upright.
5. Push through the front foot to return to standing.
6. Alternate legs.

Jumping Lunge

1. Start in a controlled lunge position.
2. Push through both feet to jump.
3. Switch your legs in the air.
4. Land softly in the opposite lunge position.
5. Immediately control the landing before the next repetition.

Safety: Lunges

Keep the front knee aligned with the toes. Land softly during jumping lunges. Keep enough space between students.

STATION 3: UPPER BODY STATION (PUSH-UP)

★ PROGRESSION ★

- 1 Wall Push-Ups: 15-20 reps
- 2 Knee Push-Ups: 8-12 reps
- 3 Full Push-Ups: 5-10 reps

REST

10-20 seconds between attempts

WORKOUT AIM: SETS: 3

SPECIFICITY

Chest, triceps and shoulders

HOW TO

Wall Push-Up

1. Stand facing the wall with hands slightly wider than shoulder-width apart.
2. Walk your feet back on your body forms a straight line.
3. Bend your elbows and bring your chest toward the wall.
4. Push through your hands to return to the starting position.

Knee Push-Up

1. Start on your hands and knees.
2. Place your hands slightly wider than shoulder-width apart.
3. Move your knees back and keep your body in a straight line from your knees to your head.
4. Bend your elbows and lower your chest toward the floor.
5. Push through your hands to return to the starting position.

Full Push-Up

1. Start in a high-plank position with hands underneath or slightly wider than your shoulders.
2. Keep your body in a straight line from head to heels.
3. Bend your elbows and lower your chest toward the floor.
4. Push through your hands to return to the starting position.
5. Keep your core tight throughout the movement.

Safety: Push-ups

Keep enough space between students. Do not allow the lower back to sag. Stop if there is pain in the shoulders or wrists.

STATION 4: CORE (PLANK)

PROGRESSION

- 1 Standard plank: 20-30 sec
- 2 Exercise-ball plank: 15-20 sec
- 3 Exercise-ball plank Stir the pot: 5-8 circles each direction



REST

10-20 seconds between attempts.
WORKOUT AIM SETS: 3



SPECIFICITY

Core stability and muscular endurance

HOW TO

Standard Plank

- 1 Place your forearms on the floor with elbows underneath your shoulders.
- 2 Extend your legs behind you.
- 3 Keep your body in a straight line from your head to your heels.
- 4 Brace your core and hold the position.
- 5 Breathe steadily while maintaining good posture.



Exercise-Ball Plank

- 1 Place your forearms on the exercise ball.
- 2 Extend your legs behind you.
- 3 Keep your body straight and your core engaged.
- 4 Hold the position without allowing your hips to drop or rise.



Stir the Pot

- 1 Start in the exercise-ball plank position.
- 2 Brace your core and keep your body stable.
- 3 Slowly move your forearms in a small circular motion.
- 4 Complete 5-8 controlled circles in one direction.
- 5 Reverse direction and complete 5-8 circles.



Safety: Plank

- Keep the exercise ball in a clear area.
- Students should not progress to the ball if they cannot maintain a stable standard plank.
- Keep movements slow and controlled.

STATION 5: FULL BODY (MED. BALL SQUAT)

PROGRESSION

- 1 Med. Ball Squats: 10-15 reps
- 2 Med. Ball Squat with Press: 8-12 reps



REST

10-20 seconds between attempts.
WORKOUT AIM SETS: 3



SPECIFICITY

Lower-body strength/endurance, upper-body strength/endurance and full-body coordination

HOW TO

Medicine Ball Squat

- 1 Hold the medicine ball securely with both hands.
- 2 Stand with feet about shoulder-width apart.
- 3 Bend your knees and hips to lower into a squat.
- 4 Lower the ball toward the floor and lightly tap it on the floor.
- 5 Keep your chest lifted and knees controlled.
- 6 Push through your feet to stand all the way back up.



Medicine Ball Squat with Press

- 1 Hold the medicine ball at chest height.
- 2 Lower into a controlled squat.
- 3 Return to standing.
- 4 As you reach the top of the squat, press the ball overhead.
- 5 Lower the ball back to chest height.
- 6 Repeat with control.



Safety: Med. Ball Squat

- Use an appropriate medicine-ball weight.
- Keep the ball under control at all times.
- Do not throw or drop the ball.
- Make sure there is enough space between students.

STATION 6: CARDIO (SKIPPING)

PROGRESSION

- 1 Basic Two-Foot Skip: 30-45 sec
- 2 Alternating-Foot Skip: 20-30 sec
- 3 High-Knee / Faster Skip: 20-30 sec



REST

10-20 seconds between attempts.
WORKOUT AIM SETS: 3



SPECIFICITY

Cardiovascular endurance, coordination and rhythm

HOW TO

Basic Skipping

- 1 Hold the rope handles with your hands beside your hips.
- 2 Keep your elbows close to your body.
- 3 Turn the rope using your wrists.
- 4 Jump with both feet together as the rope passes underneath.
- 5 Keep your jumps small and controlled.



Alternating Foot Skip

- 1 Continue turning the rope with your wrists.
- 2 Alternate your feet as the rope passes underneath.
- 3 Keep your jumps light and consistent.
- 4 Maintain a steady rhythm.



High-Knee/Faster Skip

- 1 Begin with the alternating-foot skip.
- 2 Gradually increase your skipping speed.
- 3 Lift your knees slightly higher while maintaining control.
- 4 Keep the rope turning smoothly.
- 5 Return to a slower pace if your technique breaks down.



Safety: Skipping

- Make sure you have enough space around you.
- Keep your rope in your own area.
- Look forward rather than down constantly.
- Avoid swinging the rope toward other students.