

PHYSICAL EDUCATION LESSON PLAN

Subject	Physical Education	Unit	Track & Field – Jumping Events	Date	April 16th, 2026
Grade	8	Lesson #	1	Duration	53 minutes
Developed by	Samantha Lazaruik			Room	Small Gymnasium

General Outcomes:	Specific Outcomes:
A - Activity (Locomotion) D - Do it daily .. for Life! (Safety)	- A8-1 select, combine and perform specific locomotor skills in a variety of activities to improve personal performance - A8-2 select, combine and perform locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance - D8-5 appraise or judge movement experiences for safety that promote an active, healthy lifestyle
Student Learning Outcomes:	Assessment Strategies
★ Students will apply and refine locomotor skills (running, hopping, jumping) with increased control to improve performance in long jump and triple jump ★ Students will apply body and space awareness, effort, and timing to improve rhythm, balance, and coordination in jumping sequences ★ Students will demonstrate and apply safe movement practices, including controlled run-ups, proper landing technique, and awareness of others during activities	Observation Checklist (during stations): - Run-up control (long jump) & Arm swing usage - Triple jump sequence accuracy (hop–step–jump) Peer Feedback: - Students give one “glow” (strength) and one “grow” (area to improve)
Lesson Equipment/Resources:	Personalization/Differentiation
☐ Cones (for boundaries, takeoff lines, stations) ☐ Gym mats (landing areas) ☐ Poly spots or hoops (triple jump sequence) ☐ Dodgeballs (lead-up game)	Task Modification - Use visual markers for spacing and rhythm - Reduce or increase run-up distance Learning Preferences - Visual learners: demonstrations, floor markers - Kinesthetic learners: repeated practice - Verbal learners: cues and peer discussion Support - Provide extra guidance and cueing for struggling students

PHYSICAL EDUCATION LESSON PLAN SEQUENCE

Introduction

- Wait for students to change & complete Attendance (5 min)
- Discussion** (3 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 triple jump
 - Sequence:** Hop → Step → Jump

Technique: Hop (same foot), Step (other foot), & Jump into pit
Teaching Cues: “Hop-step-jump rhythm” & “Stay balanced”

Time	Activity	Teacher Description	Modifications/Safety:	Cues/Questions:
8 min	Warm-up Rock-Paper-Scissors Chase	Setup - Divide the class into two teams. - Each team goes to their sideline and secretly chooses one symbol: Rock, Paper, or Scissors - Once decided, teams line up facing each other along the center line How to play 1. Each player stands across from a player on the other team. 2. On the signal “GO!”, both teams show their chosen symbol at the same time. 3. Determine the winner: Rock beats Scissors Scissors beats Paper Paper beats Rock 4. If your team loses: ○ Turn and run back to your safe zone without getting tagged. 5. If your team wins: ○ Chase the other team and try to tag players before they reach safety. 6. If a player is tagged: ○ They switch teams and join the side that tagged them. End of the Game - The game continues until all players are on one team	Modifications: Easier: - Allow a head start for the losing team before tagging begins. - Make the tagging area shorter (move safe zones closer). - Let tagged players have a second chance (e.g., do 5 jumping jacks to rejoin their team). Harder: - Require players to use specific locomotion (e.g., two foot jumping, one foot jumping, skip, shuffle, backpedal). Safety: - Remind students to keep their heads up while running. - Use two-hand touch tagging only (no pushing or grabbing). - Ensure there is enough space between teams and boundaries are clear. - Encourage controlled speed—run fast but stay in control	Cues: → “React quickly!” – Make a fast decision after seeing the result. → “Turn and go!” – No hesitation when switching from game to chase. → “Run to space!” – Avoid running straight into others. → “Eyes up!” ** Add variation of different locomotor skills 3 rounds: 1 → running, 2 → hopping on 1 foot 3 → jumping on 2 feet
3 min	Skill Demo	Talk about long jump and triple jump.		
12 min	Skill Focus Long Jump/ Triple Jump	Long Jump Setup stations ● Place a takeoff line (cones) ● Area for run up steps ● Mats for sand pit How it Works 1. Student starts behind the takeoff line 2. Performs a standing jump OR a short run-up (3–5 steps) 3. Jumps forward, landing on two feet on the mat 4. Walks around and rejoins the line *** After 4 min groups will switch stations Triple Jump station ● Use 3–4 poly spots/cones in a straight line ● End with a mat for landing ● Label or demonstrate: Hop → Step → Jump How it Works 1. Student starts at the first marker 2. Performs: Hop (same foot → same foot)	Modifications: <u>Long Jump</u> - Beginner: standing long jump - Intermediate: 3-step approach - Advanced: aim for distance markers <u>Triple jump</u> - Beginner: walk through pattern slowly - Intermediate: light bounce between markers - Advanced: add speed and distance Safety: - Students must land on two feet with bent knees to absorb impact and avoid injury. - Only one student jumps while others wait behind the takeoff line to prevent collisions. - Ensure mats are flat, secure, and free of gaps before each jump. - Keep enough distance between	Cues: <u>Long Jump</u> → “Swing arms forward” → “Bend knees, explode up and out” → “Land soft like a ninja (bend knees)” <u>Triple jump</u> → “Hop (same foot), step (other foot), jump (two feet)” → “Stay tall and balanced” → “Use your arms to help rhythm”

		Step (switch feet) Jump (land on two feet on mat) 3. Walk back and repeat	Long Jump and Triple Jump areas to avoid interference. - Shoes must be tied and appropriate for activity to prevent slipping	
1 min	Skill Demo	Talk about high jump.		
12 min	Skill Focus High Jump	High Jump Setup stations - Place a takeoff line (cones in curved running path) - Area for run up steps - High Jump mat for sand pit How it Works - Student starts behind the takeoff line and then run the curve - Performs a high jump (Take off from the outside leg, furthest from bar) - Lands on their back on the mat - Walks around and rejoins the line - Once mat is clear next student can go	Modifications: - Lower the height of the high jump (or use a visual line instead of a bar) for beginner students. - Allow walking or reduced-speed approaches (instead of running) to focus on technique Safety: - Only one student jumps while others wait behind the takeoff line to prevent collisions. - Shoes must be appropriate for activity to prevent slipping	Cues: → Lean into the curve → Take off tall → Safe back landing Questions: - “Which foot should you take off from?” - “What part of your body should land first for safety?”

Conclusion & Debrief

Wrap-up Discussion (2 min)

→ Students return equipment then prompt students to sit for a short class discussion.

Guiding questions:

- What helped you jump farther in the long jump—speed, arms, or takeoff? Why?
- How does the rhythm of “hop–step–jump” help you stay balanced in triple jump?
- What is one technique you improved today that would help you in a track & field meet?

Reinforce the key learning points:

- Distance in long jump comes from a fast run-up, strong takeoff, and arm swing
- Proper landing is important: two feet, bend knees, stay balanced
- Triple jump is about rhythm and control (hop–step–jump), not just speed

- Send student to change (5 min)

Reflection Notes:

Positives (What was successful?):

What to change for next time?:

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?