

<b>Lesson</b> <b>8</b>	Subject: <b>HRE</b>	Year: <b>8</b>	Group:	Total No.:	M:	F:
	Lesson Description: <b>MST</b> NCPE Location 1.3b 2.1a; 2.1b; 2.2c; 2.2 a; 2.2b; 2.2c; 2.2d; 2.3a; 2.3b; 2.4a; 2.4b; 2.4c; 2.4d; 3.b; 3.c; 3.d; 4a; 4b; 4c; 4d; 4e; 4f;	Ability:	Period:	SEN:		
		Duration:	w/c			

**Objectives:**

To know and understand the pro's and con's of this test  
 To know and understand what type of fitness this test measures  
 To know how to test for stamina

Activity	Description	Objectives	Teaching Points	Evaluation / Performance	Differentiation and Creativity
<b>Warm Up</b>	The pairs chosen last lesson lead the warm up	To be able to lead the group through heart raising exercises.	- listen to and follow instructions of those leading the warm-up	Observe pupils performances <b>Q &amp; A</b> on benefits of warming up	① Ask students how they could make warm up easy / harder / intense / relaxed
<b>MULTI STAGE FITNESS TEST</b> <b>(Bleep test)</b>	- Pupils must listen to instructions and clearly accurately replicate and perform the task. - Take pulse prior to exercise - Explain what the MSFT actually tests and how it works. All students take part in the test and record their score.  - TAKE HR & BR – RECORD IN DIARY - RECORD LEVEL	To develop and improve their knowledge and understanding of what Stamina is, and what type of training methods can be performed to develop it. To understand and know the importance of stamina when training To know and understand the pro's and con's of this test To know and understand what type of fitness this test measures To know how to test for stamina. To be able to administer, participate in and record the results of the bleep test.	- Continue until you cannot physically do any more. - Make sure you touch the line with hand or feet. - Space Out - Do not run in front of other participants - When finished slow down and do not obstruct other runners - After the pupils have written their score, get them to stand up and walk around to allow sufficient air	Observe students ability to administer, participate in and record the results from each of these tests.  See if the students are using knowledge and understanding to achieve maximum results in testing session  - Record times and use for baseline test and data	① Discuss cramp, stitch, sickness, lactic acid  - Record levels and VO2 measurements  <i>C*</i> - Ask students how they could make the test easy / harder / intense / relaxed
<b>Student led Cool Down</b>	The 2 students chosen to lead the cool down do so.	To understand the importance of cooling down at the end of a session. To be able to lead a cooling down activity.	- listen to and follow instructions of those leading the cool down - complete exercises and stretches	<b>Q &amp; A</b> on benefits of cool down	observes students ability to lead the cool down
<b>Complete training diary.</b>	Students fill in their training diary. Inc. all the activity that leaves you out of breath for at least 5 mins.	To be able to keep a record of physical activity.	- Complete Diary correctly, neatly and accurately - Use correct units, times and distances	Observe recording and entries	PICK STUDENTS TO DO NEXT LESSON'S WARM UP, STRETCHING AND COOL DOWN.
<b>Informed Choices and Lifestyle</b>	Evaluate the benefits and effects of exercise on the Muscular and Skeletal system Evaluate with group the benefits and effects of exercise on the Cardiovascular and Respiratory system, Evaluate the benefits and effects of exercise on the all the major systems in the human Body				
<b>Equipment</b>	Stop watch, Cones, Whistle, Record sheets, MST Tape, CD Player / Tape player, Chairs				

ICT	Assessment	Citizenship	Peer Evaluation	Literacy	Numeracy	Pupil planning
-----	------------	-------------	-----------------	----------	----------	----------------

