Lesson 8	Subject: HRE Lesson Description: MS NCPE Location 1.3b 2.1a; 2. 2.2c; 2.2d; 2.3a; 2.3b; 2.4a; 2.4b; 2.4a; 4b; 4c; 4d; 4e; 4f;	Year: 8 Ability: Duration:		Group: Period: w/c	Total No.: SEN:	M: F:	
To know and ι	understand the pro's and con's of th understand what type of fitness this to test for stamina						
Activity	Description	Object	ives	~	Teaching Points	Evaluation / Performance	Differentiation and Creativity
Warm Up	The pairs chosen last lesson lead the warm up	To be able to lead the heart raising exercise			- listen to and follow instructions of those leading the warm-up	Observe pupils performances Q & A on benefits of warming up	Ask students how the could make warm up eas / harder / intense / relaxe
MULTI STAGE FITNESS TEST (Bleep test)	 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	 Discuss cramp, stitch, sickness, lactic acid Record levels and VO2 measurements Cr - Ask students how they could make the test easy / harder / intense / relaxed
Student led Cool Down	The 2 students chosen to lead the cool down do so.	To understand the im cooling down at the e To be able to lead a c	and of a session.		- listen to and follow instructions of those leading the cool down	baseline test and data Q & A on benefits of cool down	observes students ability to lead the cool down

activity.

physical activity.

Evaluate the benefits and effects of exercise on the Muscular and Skeletal system

Citizenship

To be able to keep a record of

Evaluate with group the benefits and effects of exercise on the Cardiovascular and Respiratory system,

Stop watch, Cones, Whistle, Record sheets, MST Tape, CD Player / Tape player, Chairs

Evaluate the benefits and effects of exercise on the all the major systems in the human Body

Complete

Informed

Lifestyle

Choices and

Equipment ICT

training

diary.

Students fill in their training

diary. Inc. all the activity that

leaves you out of breath for at

Assessment

least 5 mins.

- complete exercises and

neatly and accurately

- Complete Diary correctly,

- Use correct units, times and

Literacy

Observe recording

Numeracy

and entries

PICK STUDENTS TO

DO NEXT LESSON'S

STRETCHING AND COOL DOWN.

Pupil planning

WARM UP,

stretches

distances

Peer Evaluation

Analysis of perf.	Evaluation	Feedback	Q & A	Mathematics	Art	English	Science	Technology
Comments / Notes: I	HOMEWORK	X : - DIARY	OF WHAT	TTHEY EAT F	'OR A W	/EEK AND H	BREAK SUBT	ANCES DOWN

HEALTH AND SAFETY THROUGHOUT THIS LESSON

- Check all equipment such as mats and benches are safe and pass requirements.
- Ask if pupils have any injuries, if so don't allow participation in lesson or work station.
- Clear obstructions and objects away that are sticking out or projected up away from stations
- Clearly demonstrate the correct techniques of lifting and setting up the equipment, and demonstrate the correct / safe ways of performing each skill.
- Always check the working areas for glass / objects.
- Do not allow pupils to sit or lay down in rest periods / obstruct others / or allow them to pull up early.
- Make sure students do not obstruct others when slowing down or drop out. They must drop out at the sides leaving a clear path -
- Make sure students land on two feet when performing the Jumps.
- Make sure the ground is safe to accurately replicate and perform the skills on. Make sure pupils are always thoroughly stretched, warmed up and cooled down
- Students are to drink plenty of water throughout the lessons Ensure students remove all jewelry and chewing gum
- If students feel faint, dizzy or sick during any of the exercises they are to stop working immediately.

- Accurately replicate and perform the skin fold carefully, placing / removing them safely. - Emphasise the correct and safe technique of performing the situp.

ADDITIONAL COMMENTS FOR LESSON, SCHEME AND PLANNING DEVELOPMENT							
Competence	Performance	Creativity	Health and Active Lifestyle				
Developing Skills	Making and Applying	Physical and Mental Capacity	Evaluating and Improving				