AIM: Teacher will introduce 1st year students to the general principles and guidelines associated with regular physical activity. It is important that the teacher creates a learning environment in which physical activity is attainable, fun and universal to each class member within the unit.

### HRA Topic Lesson 1
60mins

<table>
<thead>
<tr>
<th>Health benefits of physical activity:</th>
<th>Learning Outcomes</th>
<th>Class Structure &amp; Content</th>
<th>Resources / Equipment</th>
<th>Assessment Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>sense of well-being</td>
<td>Engage in a variety of physical activities specific to individual, pair and teamwork challenges.</td>
<td>1.Team Challenge –Word Run Principles and Guidelines of PA taught – Progress Intensity.</td>
<td>Development Stage 1: Cones or court markings for boundaries in rats &amp; rabbits.</td>
<td>Self-Assessment: Individual student must reflect upon content of lesson within the re-capitulation phases particularly during the cool – down activity.</td>
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<tr>
<td>lifelong physical activity</td>
<td>Cognitive:</td>
<td>Development Stage 1 (10 mins)</td>
<td>Development Stage 2: Cones to divide 4 zones into individual, pair, team and sedentary areas. Writing paper and sheets for sedentary task. Specific equipment for activities pending the teacher decision.</td>
<td>Peer Assessment: Students give feedback to each other during development stage 2 and the cool down activity.</td>
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<td>Comprehend the importance of meeting the physical activity (PA) daily guidelines.</td>
<td>2.Rats &amp; Rabbits or alternative. PA is fun, enjoyable and helps student make friends.</td>
<td>Cool – Down: No equipment needed: maximum use of hall and space for final activity. PA journal week 1.</td>
<td>Homework: Fill out student physical activity journal week 1.</td>
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<td>Affective:</td>
<td>Development Stage 2 (20 mins)</td>
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<td>Participate in class discussions and show ability to problem solve collectively.</td>
<td>3.Students exposed to 3 mins each of individual, pair, team and sedentary activities. Students explore different types of activities.</td>
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<td>Cool-Down (15 mins)</td>
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<td>4.Thematic expression: students express the number “60” on the ground followed by PA Journal week 1. Students lower heart rate through group reflection.</td>
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</tbody>
</table>
1. Team challenge: word run
“Run out to sheet on ground, tick box and return back”

Word sheets end of hall; Students run out, tick box; Next student then runs out etc

2. Fun game: rats & rabbits
Teacher calls rats or rabbits; students then run to their zone

3. Individual, pair, team & sedentary activities
Students exposed to 3 minute activities including sedentary writing task

4. Thematic expression
Class challenge: represent number 60 on floor or alternative word if time
**AIM:** Teacher will further enhance students' knowledge of the concept of physical activity. Teacher will strive to create a learning environment in which pupils can positively engage and adapt to the health related education lesson.

<table>
<thead>
<tr>
<th>HRA Topic Lesson 2</th>
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<th>Assessment Strategy</th>
</tr>
</thead>
</table>
| Health benefits of physical activity:  
  - self esteem  
  - sense of well-being  
  - lifelong physical activity | Psychomotor: Partake in a selected variety of physical activities specific to general exercises (jogging, jumping) and sport (basketball, dancing).  
  Cognitive: Recognise and appreciate that physical activity choice is specific to individual preference.  
  Affective: Conceptualise the importance of comradeship and teamwork within physical education; Respect individual choice within the physical activity environment. | Warm Up (15 mins)  
 1. Moderate Dance Warm-Up  
 True/false statements – zones.  
 Re – cap lesson 1 through activity.  
  Development Stage 1 (10 mins)  
 2. Students re-cap 5 key words & design fun body movement.  
  Task to express PA.  
  Development Stage 2 (20 mins)  
 3. Six stations – MVPA activities. Individual choice at each station – autonomous decision making.  
  PA highly individualised.  
  Cool-Down (15 mins)  
 4. Group Interaction – students given task card to perform.  
  Focus on variety within PA. | Warm – Up: Music player, cones for designating zone A (true) and zone B (false).  
  Development Stage 1: Worksheet to jot down 5 key words associated with lesson 1 & 2 – learning to date. Task card for prompts – dictionary of movement. Pencils and pens.  
  Development Stage 2: each station pending teacher decisions will have specific equipment – e.g. skipping ropes, benches, basketballs, footballs.  
  Cool – Down: Task Cards with specific group performance – cater for 4 groups within the lesson (4 physical activity scenarios need to be set). | Teacher Assessment: Teacher question students understanding of previously acquired knowledge during re-cap phases: warm up and development stage 1  
  Self-Assessment: Within this lesson, students are expected to make independent activity choices highlighting that physical activity is individualised: development stage 2  
  Peer Assessment: Work collaboratively to re-cap during the pair work task within development stage 1  
  Homework: Fill out student physical activity journal week 2. |
1. Moderate dance warm-up
   *Dance to music - when question asked, run to either true or false zone*

2. Re-cap & design fun body movement
   *Students in pairs write 5 key words, then proceed to design body action*

3. Six stations – choice in physical activity
   *Students have an option at each station e.g. walk or run on the spot*

4. Group interaction
   *Groups given a physical activity scenario to rehearse and perform e.g. wash car*
“Low active students need to develop positive physical activity perceptions and awareness” – Improve physical activity attitude

AIM: During lesson 3, the teacher shifts the learning towards the body’s response during physical activity. The teacher within this lesson must emphasise that physical activity has a positive effect on the body; In particular, teacher will familiarise students with the concept of increased heart rate (HR).

<table>
<thead>
<tr>
<th>HRA Topic Lesson 3</th>
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<th>Assessment Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity and the body:</td>
<td>Psychomotor: Practice recording their heart rate through 2 x pulse taking methods (radial wrist and carotid neck regions). Cognitive: Identify that their heart rate increases as a result of activity intensity. Affective: Students demonstrate a strong class rapport through peer work activity tasks.</td>
<td>Introduction (15 mins): 1. Teach pulse taking. Record resting heart rate. Warm Up (15 mins) 2. Moderate intensity warm up station choices: individual, peer &amp; group tasks- record HR Re – cap lesson 2 through activity choice warm up. Development Stage 1 (10 mins) 3. Moderate activity engagement – record HR Students understand intensity. Development Stage 2 (10 mins) 4. Vigorous activity engagement – record HR Students understand intensity. Cool-Down (10 mins) 5. Slow walk modified game Resting HR post-exercise.</td>
<td>Introduction: Worksheet for student to record heart rate in introduction, warm up and development stage 2. Pencils and pens. Warm – Up: 3 zones laid out, pending the tasks specific sporting equipment may be needed Development Stage 1 &amp; 2: Pending the teacher’s decisions for moderate and vigorous activities specific equipment will be needed for pupil engagement. Cool – Down: Worksheet as needed in development stages 1 &amp; 2 to record heart rate post exercise in cool down. Also modified game equipment.</td>
<td>Teacher Assessment: Teacher visually observes pupils adaptation and application to the pulse taking methods during introduction Self-Assessment: Students ability to differentiate heart rate at varying activity levels within their engagement of light, moderate and vigorous activities: development stage 2 Homework: Fill out student physical activity journal week 3.</td>
</tr>
</tbody>
</table>
1. Introduction- pulse taking (radial & carotid)
Teacher introduces students to 2 x pulse taking methods at resting heart rate (HR)

2. Moderate Intensity Warm Up Choices
Students different types of moderate activity - record HR on sheet after each

3 & 4. Moderate & vigorous activity engagement
Students recognise difference in heart rate intensity – record HR after both intensities

5. Cool Down – walking modified game
Slow walking pace activity – students HR back to normal (record on sheet)

Moderate activity – volleyball passing
Vigorous activity – tag belt snatch

Walking Game: Example Olympic Handball (no running)
“Low active students need to develop positive physical activity perceptions and awareness” – Improve physical activity attitude

**AIM:**
During lesson 4, the teacher will introduce and practically engage students within two components of health – related fitness. The lesson will aim to educate students on the importance of both flexibility and cardiovascular endurance within physical activity.

<table>
<thead>
<tr>
<th>HRA Topic Lesson 4 60mins</th>
<th>Learning Outcomes</th>
<th>Class Structure &amp; Content</th>
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<th>Assessment Strategy</th>
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</thead>
<tbody>
<tr>
<td>Activity and the body:</td>
<td></td>
<td>Warm Up (15 mins)</td>
<td>Warm – Up: Court markings needed for the boundaries within everybody’s it game. Task card prompts for major muscle group stretching. HR record sheet. Pencils/pens.</td>
<td>Teacher Assessment: Teacher will visually observe and monitor students control and technique of stretching during flexibility phases – warm up and cool down</td>
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<tr>
<td>heart</td>
<td></td>
<td>1.Increased HR warm up</td>
<td>Development Stage 1: Cannon ball activity requires 30 foam tennis balls. Whiteboard/flipchart brainstorming re – cap. HR record sheet.</td>
<td>Self Assessment: Students will have to self evaluate and record their HR after each of the 4 CVE activities in development stage 2</td>
</tr>
<tr>
<td>increased heart rate</td>
<td></td>
<td>Everybody’s It (x3) intensities</td>
<td>Development Stage 1: Cannon ball activity requires 30 foam tennis balls. Whiteboard/flipchart brainstorming re – cap. HR record sheet.</td>
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<tr>
<td>cardiovascular endurance</td>
<td></td>
<td>Development Stage 2 (20 mins)</td>
<td>Development Stage 2: The 5 stations may require skipping ropes, footballs, basketballs, music players, benches &amp; steps. HR record sheet for students after each activity.</td>
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<td>flexibility</td>
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<td>3.Fun Game – Cannon Ball Increase HR, teamwork &amp; fun.</td>
<td>Development Stage 2: The 5 stations may require skipping ropes, footballs, basketballs, music players, benches &amp; steps. HR record sheet for students after each activity.</td>
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<td>physical education activities</td>
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<td>4.Student re – cap: brainstorm questioning session on HR.</td>
<td>Development Stage 2: The 5 stations may require skipping ropes, footballs, basketballs, music players, benches &amp; steps. HR record sheet for students after each activity.</td>
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<td>Warm-up and cool-down:</td>
<td></td>
<td>Development Stage 2 (20 mins)</td>
<td>Development Stage 2: The 5 stations may require skipping ropes, footballs, basketballs, music players, benches &amp; steps. HR record sheet for students after each activity.</td>
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<td>distinction and purpose</td>
<td></td>
<td>5.Cardiovascular endurance – 4 activities x 3 minute duration</td>
<td>Development Stage 2: The 5 stations may require skipping ropes, footballs, basketballs, music players, benches &amp; steps. HR record sheet for students after each activity.</td>
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<td>Record HR after each activity</td>
<td>Development Stage 2: The 5 stations may require skipping ropes, footballs, basketballs, music players, benches &amp; steps. HR record sheet for students after each activity.</td>
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<td>Long periods – continuous PA at 120-140 HR fat burning. **</td>
<td>Development Stage 2: The 5 stations may require skipping ropes, footballs, basketballs, music players, benches &amp; steps. HR record sheet for students after each activity.</td>
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<td>Cool-Down (10 mins)</td>
<td>Development Stage 2: The 5 stations may require skipping ropes, footballs, basketballs, music players, benches &amp; steps. HR record sheet for students after each activity.</td>
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<td>6.Walking game endzone ball</td>
<td>Development Stage 2: The 5 stations may require skipping ropes, footballs, basketballs, music players, benches &amp; steps. HR record sheet for students after each activity.</td>
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<td>7.Flexibility – teacher led HR &amp; purpose of cool-down.</td>
<td>Development Stage 2: The 5 stations may require skipping ropes, footballs, basketballs, music players, benches &amp; steps. HR record sheet for students after each activity.</td>
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**HEALTH RELATED ACTIVITY**
**LESSON 4**
School of Health & Human Performance Dublin City University
HEALTH RELATED ACTIVITY
LESSON 4
School of Health & Human Performance Dublin City University

1 & 2. Warm-Up- increase HR activity & flexibility
Tag game to increase HR; teacher led stretching exercise

3 & 4. Fun game & brainstorm session (teacher led)
Students engage in fun, inclusive game followed by lessons 1-4 re-cap

5. Cardiovascular endurance activities
Students record HR after each of the 3 min CVE activities

6 & 7. Cool Down – walking modified game & flexibility
Slow walking pace activity followed by teacher led cool down stretching

Everybody’s it – tag game
Teacher led flexibility in warm up
Cannon ball- throw as many balls into opposing team zone as possible
Brainstorm- teacher led re-cap lessons 1-4

Dance aerobics 3 mins
Skipping with or without rope 3 mins

Examples of Static Stretches:
- Calf Stretch
- Quadriceps Stretch
- Hamstring Stretch
- Shoulder Stretch

Examples of Static Stretches:
- Calf Stretch
- Quadriceps Stretch
- Hamstring Stretch
- Shoulder Stretch
“Low active students must believe that they can succeed in physical activity situations” – **Improve Self-Efficacy**

“Low active students need to develop positive physical activity perceptions and awareness” – **Improve physical activity attitude**

**AIM:** Lesson 5 will introduce students to the principles of pedometer step counts. The teacher will implement activities of intensity progression. Students are required to make independent decisions in order to meet the moderate intensity recommendation of “100 steps per minute”.

<table>
<thead>
<tr>
<th>HRA Topic Lesson 5</th>
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<tbody>
<tr>
<td><strong>Activity and the body:</strong></td>
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</tbody>
</table>
| Heart | Psychomotor: Engage in light and brisk walking movements; carry out the physical movements necessary to obtain the pre-determined goal of “100 steps per minute” | Warm Up (15 mins)
1. Crab soccer
2. Pulse raise/reciprocal teaching | Warm - Up: 2 separate courts for crab football games; Bibs to differentiate between teams; cones and increase number of sponge balls as required. | Teacher Assessment: Teacher will formally assess student ability to increase step count within the lesson (development stage 1 & 2). |
| Increased heart rate | Cognitive: Apply the mathematical formula needed to calculate the average step count per minute based on the pedometer output. | Development Stage 1 (15 mins)
3. Pedometer introduction; demo & explanation teacher | Development Stage 1: Zone or grid layout for step challenge – 30 x pedometers. Students need sheets to record avg. steps/min and HR. Pencils/pens. | Self-Assessment: Students will attempt to calculate avg. step/min following completion of 3 min tasks (development stage 1 & 2). |
| Health related fitness: | | Development Stage 2 (20 mins)
5. Brisk walk, jog & run challenge – 3 mins per activity | Development Stage 2: Progression within intensity during the challenge of stage 2; 30 x pedometers needed again. | Peer Assessment: Peers observe and correct partner’s stretching technique; warm-up and cool-down phases of lesson. |
| Flexibility | Affective: Experience success based on the completion of the pedometer step challenge and achievement of the target step count. | Cool-Down (10 mins)
| Physical education activities | | | | |
| Warm-up and cool-down: | | | | |
| Distinction and purpose | | | | |
HEALTH RELATED ACTIVITY
LESSON 5
School of Health & Human Performance Dublin City University

1 & 2. Warm-Up- crab soccer & flexibility
Moderate intensity crab soccer followed by peer led stretching

3 & 4. Pedometer introduction followed by 3 min light walking
Teacher introduces device: 3 minute walking challenge – record steps & HR

5 & 6. Brisk walk, jog, run and mini game – pedometer record steps
Students record step count and HR after each 3 minute activity
Moderate intensity = 100 steps per minute

7. Cool Down – flexibility stretching with partner
Peer assessment – observe and correct stretching technique

Crab Soccer – Fun team game warm up
Peer led stretching

How to wear and use device
3 min slow walk task students – record steps

Average step count per minute and heart rate after different intensities
“Low active students must believe that they can succeed in physical activity situations” – Improve Self-Efficacy
“Low active students need to develop positive physical activity perceptions and awareness” – Improve physical activity attitude

AIM:
The final health related education lesson plan will incorporate the central learning criteria from the previous 5 weeks. The teacher will design activities specific to the learning content within lessons 1 – 5 with a particular emphasis towards students self efficacy and physical activity attitudes.

<table>
<thead>
<tr>
<th>HRA Topic Lesson 6</th>
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</tr>
</thead>
</table>
| Activity and the body: heart | Psychomotor: Participate in a variety of moderate to vigorous physical activities through individual and team based challenges. | Warm Up (15 mins)
1. Resting heart rate recorded
2. Pulse raiser: ladders or other
3. Self-led stretching
Re-Cap HR & warm-up. | Warm – Up: Cones set up boundaries for ladders game; pending teacher decision for pulse raiser equipment may vary. Worksheet for resting HR- pens/pencils. | Teacher Assessment: Teacher will formally assess students at end of 6 week HRE through prescribed brainstorming task during closing phase of lesson. Teacher will collect sheet for grading. |
| Health benefits of physical activity: self esteem | Cognitive: Re-cap on previously learned subject matter. Recognise the health concepts associated with the body, the benefits of physical activity and the components of health related fitness. | Development Stage 1 (15 mins)
4. Individual challenge – 500 steps within 5 minute duration
5. Team challenge – Tank tracks carry gym mats overhead HR, step count & PA benefits. | Development Stage 1:
Pedometers x 30 for individual challenge, 2 x gymnastic mats for team challenge. Worksheet for HR and step count. | Self-Assessment: Individual challenge development stage 1. Identification of individual activity preference development stage 2. |
| sense of well-being | | Development Stage 2 (15 mins)
6. Student Choice – Fun, inclusive game; student decide. Well-being, self-esteem, heart. | Development Stage 2:
Based on student enjoyment, desired activity chosen. 2 x playing areas for fun activity choices. | Peer Assessment: Peer stretching during cool-down. |
| lifelong physical activity | Affective: Demonstrate a positive attitude towards physical activity engagement. Experience success and feel included within the learning environment. | Cool-Down (15 mins)
| Health related fitness: flexibility | | | | |
| Warm-up and cool-down: distinction and purpose | | | | |
HEALTH RELATED ACTIVITY
LESSON 6
School of Health & Human Performance Dublin City University

1, 2 & 3. Resting heart rate, pulse raiser & flexibility
Students record resting HR, engage in pulse raiser & self led stretching

4 & 5. Individual challenge & team challenge
Individual challenge: 500 steps in 5 minutes / Team challenge e.g. tank tracks

6. Student choice – record step count post activity
Culminating HRA activity – student enjoyment; step count & HR recorded

7. Cool Down – flexibility with partner & summative assessment
Peer assessment – observe and correct stretching technique

Teacher decision based on student enjoyment e.g. ‘s cannon ball, dodgeball, dance aerobics

Student re-cap closure: brainstorm sheet