| **PESTA-Letterhead-Logo-TOP.gif** | **PE LESSON PLAN (To be customized)** |
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| **Name:** | | | | | **School: Fernvale Garden School** |
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| **Unit:** MINDS Physical Fitness Test Preparation (1.6km Walk/Run) | | | | | **Lesson No:** |
| **Unit Objective:**To progressively build cardiovascular endurance for the 1.6km Walk/Run while ensuring safety, appropriate pacing, and differentiation for students of varying abilities. | | | | |
| **Class:** | **Class Size:** | **Venue:**  Hall / Corridor / Basketball Court / Amphitheatre | **Duration:**  1 hour | **Equipment Required (Suggested):**  Cones, water bottles, timers, visual markers (e.g., stickers, counters), small obstacles. | **Date:**  **T1W2 - T1W7** |

| **Lesson Objectives:** | Psychomotor | Improve cardiovascular endurance progressively through walking/running activities. |
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| Cognitive | Understand pacing strategies, safety procedures, and the importance of perseverance. |
| Affective | Demonstrate resilience, effort, and self-confidence while achieving personal targets. |

| **Assumptions on Student Learning:** | **Varying Levels of Ability and Engagement**:   * Students will have **different levels of endurance, strength, and motivation**. Teachers must be prepared to provide differentiated support, such as starting at the easiest stage or modifying activities based on the individual student's needs.   **Sensory Sensitivities and Fatigue**:   * Some students may experience **sensory discomfort** (e.g., loud noises, crowded spaces, unfamiliar environments) or **fatigue** during physical activities. Teachers need to monitor students’ responses closely and provide **breaks or adjustments** to the activities as needed.   **Routine and Familiarity Improve Participation**:   * Students perform better when they are **familiar with the activity, venue, and expectations**. Teachers should consistently explain instructions, use visual cues, and maintain a structured routine to help students feel comfortable and engaged. |
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| **Safety Considerations:** | **Well-being Checks:**   * Teachers must conduct visual checks on students’ well-being before, during, and after physical activity. * Look for signs of discomfort, fatigue, or verbal complaints.   **Adjustments for Discomfort:**   * If a student demonstrates visual or verbal discomfort:   + Stop the activity for the student immediately.   + Allow the student to rest at the side and monitor their condition.   + Modify or simplify the activity to suit their current ability.   **Use of Equipment:**   * Ensure that equipment (if any) are stable, clean, and properly positioned.   **Running/Walking Warm-Up:**   * Running for warm-ups should only take place in the hall or on the basketball court to prevent falls or injuries. |

| **Task**  **No.** | **Objective** | **Activity** | **Suggested Learning Cues** | **Suggested Routines and Organisation** | **Suggested Practice Time** |
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|  | Prepare students for physical activity | Ensure students are feeling well and are aware of the schedule. Conduct visual checks. | “Let’s get ready to move!” | Students line up and check readiness. | 5 mins |
|  | Warm up to prepare body for walking/running | Warm-Up Options (Teacher’s choice based on ability and learning needs): | “Let’s get our bodies ready to move!” | Venues: Hall, Corridor, Basketball Court, Amphitheatre. | 10 mins |
| Option 1: 6-Minute Walk (progressive from 2 minutes in Week 1). | “Walk steady—focus on pacing!” | Use cones or markers for visual guidance. |
| Option 2: Dynamic Movements Circuit (arm circles, high knees, torso twists, light jogging). | “Big movements—stretch your whole body!” | Students follow teacher-led routine. |
| Option 3: Follow the Leader (marching, shuffling, hopping). | “Let’s have fun—follow along!” | Rotate leaders for variety and engagement. |
| Additional Warm-Up: Run 1 round (hall or basketball court only, if floor is dry). | “Let’s run one light round—pace yourself!” | Teachers ensure the running path is clear and safe. |
|  | Build cardiovascular endurance progressively | 1.6km Walk/Run Practice: Weekly progression (Hall: 32 rounds; Basketball Court: 18.5; Corridor: 22). | “One step at a time—we’re improving!” | Use cones/tokens for tracking rounds. | 30 mins |
| Walking Progression (For All Students): Week 1: Walk 10 rounds (Hall, Basketball Court, Corridor). | “Let’s start with 10 steady rounds.” | Track progress visually using cones or lap charts. |
| Walking Progression (For All Students): Week 2: Walk 12 rounds (Hall, Basketball Court, Corridor). | “We’re adding 2 more rounds today!” | Praise steady pacing and effort. |
| Walking Progression (For All Students): Week 3: Walk 20 rounds (Hall), 14 rounds (Basketball Court, Corridor). | “Great focus—keep going strong!” | Monitor pacing; offer breaks for fatigued students. |
| Walking Progression (For All Students): Week 4: Walk 25 rounds (Hall), 16 rounds (Basketball Court, Corridor). | “We’re getting closer to our target!” | Provide verbal encouragement and positive feedback. |
| Walking Progression (For All Students): Week 5: Walk 30 rounds (Hall), 18 rounds (Basketball Court, Corridor). | “Almost there—keep it steady!” | Celebrate effort and perseverance. |
| Walking Progression (For All Students): Week 6: Walk 32 rounds (Hall), 18.5 rounds (Basketball Court), 22 rounds (Corridor). | “Final challenge—let’s give it our best!” | Celebrate student achievements with praise. |
| Progression for Students Who Can Run 1 Round (Hall/Basketball Court Only): Week 1: Walk 10 rounds (Hall, Basketball Court, Corridor). | “Start steady—10 rounds for everyone!” | Track effort and observe student performance. |
| Progression for Students Who Can Run 1 Round (Hall/Basketball Court Only): Week 2: Walk 20 rounds (Hall), 14 rounds (Basketball Court, Corridor). | “You’re improving—great work!” | Provide pacing feedback to ensure effort consistency. |
| Progression for Students Who Can Run 1 Round (Hall/Basketball Court Only): Week 3: Walk 32 rounds (Hall), 18.5 rounds (Basketball Court), 22 rounds (Corridor). | “Fantastic effort—we hit our goals!” | Monitor student fatigue and provide hydration breaks. |
| Progression for Students Who Can Run 1 Round (Hall/Basketball Court Only): Week 4: Run 3 rounds, then walk the remaining rounds (Hall/Basketball Court only). | “Run strong for 3 rounds—steady after that.” | Teachers decide progression based on ability. |
| Progression for Students Who Can Run 1 Round (Hall/Basketball Court Only): Week 5–6: Teachers determine progression or consult PE HOD for guidance. | “Let’s challenge ourselves safely.” | Adjust lesson based on student well-being. |
|  | Cool down and prevent muscle soreness | Static Cool-Down: Gentle stretches. | “Breathe, stretch, and relax your body.” | Include arms, legs, back, and torso. | 5 mins |
|  | Reflect on progress and effort (if possible) | Reflection: | “What did you do well today?” | Ask students to share their effort and achievements. | 5 mins |