



PE LESSON PLAN (TO BE CUSTOMIZED)

Name:					School: Fernvale Garden School
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.
	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:	<p>Varying Levels of Ability and Engagement:</p> <ul style="list-style-type: none"> 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.
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	<p>Sensory Sensitivities and Fatigue:</p> <ul style="list-style-type: none"> 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. <p>Routine and Familiarity Improve Participation:</p> <ul style="list-style-type: none"> 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.
Safety Considerations:	<p>Well-being Checks:</p> <ul style="list-style-type: none"> Teachers must conduct visual checks on students' well-being before, during, and after physical activity. Look for signs of discomfort, fatigue, or verbal complaints. <p>Adjustments for Discomfort:</p> <ul style="list-style-type: none"> If a student demonstrates visual or verbal discomfort: <ul style="list-style-type: none"> 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. <p>Use of Equipment:</p> <ul style="list-style-type: none"> Ensure that equipment (if any) are stable, clean, and properly positioned. <p>Running/Walking Warm-Up:</p> <ul style="list-style-type: none"> 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
	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
1.	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.		
2.	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.		

Task No.	Objective	Activity	Suggested Learning Cues	Suggested Routines and Organisation	Suggested Practice Time
		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.	

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		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.	
3.	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
4.	Reflect on progress and effort (if possible)	Reflection:	“What did you do well today?”	Ask students to share their effort and achievements.	5 mins