

	PE LESSON PLAN (TO BE CUSTOMIZED)
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Name:					School: Fernvale Garden School
Unit: MINDS Physical Fitness Test Preparation (Modified Curl-Ups, Isometric Push-Ups and Sit-And-Reach)					Lesson No:
Unit Objective: To progressively build core strength and flexibility through structured activities while ensuring student safety and well-being. 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, mats, sit-and-reach box, vaulting box, timers, visual markers	Date: T1W2 - T1W7

Lesson Objectives:	Psychomotor	Develop flexibility and core strength progressively through structured activities.
	Cognitive	Learn proper form, set achievable targets, and monitor progress.
	Affective	Build resilience, confidence, and motivation to improve over time.

Assumptions on Student Learning:	Varying Levels of Ability and Engagement: <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.
<p>Safety Considerations:</p>	<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 mats, vaulting boxes, and sit-and-reach equipment are stable, clean, and properly positioned. <p>Controlled Movements:</p> <ul style="list-style-type: none"> Emphasize slow, controlled movements to avoid strain or injury, especially during Modified Curl-Ups and Sit-And-Reach. <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, mask-off, and aware of the schedule. Conduct visual checks.	"Let's get ready to improve our strength!"	Students line up and check readiness.	5 mins
1	Warm up for flexibility	Sit-and-Reach Warm-Up: Reach for toes while standing, legs straight.	"Reach gently—keep your knees straight!"	Demonstrate and monitor alignment.	5 mins
2	Warm up for core strength	Modified Curl-Up Warm-Up: Gentle torso lifts (hands reaching towards knees).	"Lift your shoulders slightly—take your time."	Students lie on mats with knees bent.	5 mins
3	Warm up for upper body strength	Wall Push-Ups: Push off a wall, keeping arms straight and back aligned.	"Push gently—keep your back straight."	Use a wall to reduce difficulty and prevent injury.	5 mins
4	Develop flexibility (Sit-and-Reach Progression)	Stage 1: Sit on the equipment comfortably.	"Sit tall and feel stable."	Encourage students to relax and maintain alignment.	10 mins
		Stage 2: Push the sliding marker gently.	"Reach forward slowly—keep control."	Use sit-and-reach box for tracking.	
		Stage 3: Push the marker with legs straight, arms extended.	"Legs straight—stretch gently forward!"	Praise effort; celebrate small progress.	
5	Develop core strength (Modified Curl-Ups)	Teacher assists students from supported curl-ups to independent form.	"Lift gently and come up with control."	Progression: Teacher support → independent movement.	10 mins
		Stage 1: Teacher assists by gently pulling hands.	"I'll help you up slowly—good effort!"	Ensure back is supported and safe.	
		Stage 2: Teacher guides hands without applying force.	"Try using your own strength to lift!"	Provide encouragement for effort.	
		Stage 3: Students lift independently (feet may lift slightly).	"Great effort—try keeping feet on the floor."	Praise attempts even if imperfect.	

Task No.	Objective	Activity	Suggested Learning Cues	Suggested Routines and Organisation	Suggested Practice Time
		Stage 4: Full curl-up without feet lifting.	“Excellent control—feet flat on the mat!”	Recognize achievements at each stage.	
6	Develop upper body strength (Isometric Push-Ups)	Support students in progressing from vaulting box to full plank positions.	“Let’s hold strong like a board!”	Use mats or vaulting boxes for comfort and support.	10 mins
		Stage 0: Lie on a vaulting box (hands and feet touching the ground).	“Feel how your hands and feet balance!”	Monitor students for balance and alignment.	
		Stage 1: Push-up position on knees.	“Keep your back straight and hold!”	Encourage students to hold for 10 seconds.	
		Stage 2: Push-up position with hips high or knees bent.	“Great progress—try keeping steady!”	Focus on gradual improvement over form.	
		Stage 3: Full plank with legs straight, body parallel to the ground.	“Amazing work—your body is straight and strong!”	Praise attempts and encourage holding for longer.	
7	Cool down and prevent soreness	Static Cool-Down: Gentle stretches for relaxation.	“Relax and stretch—great effort today!”	Include neck, shoulders, legs, and back stretches.	5 mins
8	Reflect on progress	Reflection: Students share successes, challenges, and goals for next week.	“What did you feel proud of today?”	Provide positive reinforcement for effort.	5 mins

Modified Curl-Ups

Technique

- **Starting Position:**
 - Lie flat on the mat with knees bent at 90 degrees and feet flat on the floor.
 - Arms should be extended forward, palms on the mat.
- **Movement:**
 - Slowly lift the shoulders and upper back off the mat (about 2–3 inches).
 - Hands should slide **forward along the mat** towards the knees.
 - Return to the starting position in a **controlled motion**.
- **Key Points:**
 - Keep the **chin tucked** slightly to avoid straining the neck.
 - Do **not lift the lower back or hips** off the mat.
 - Movement should be **smooth and controlled** (no jerking).

Equipment Adjustment

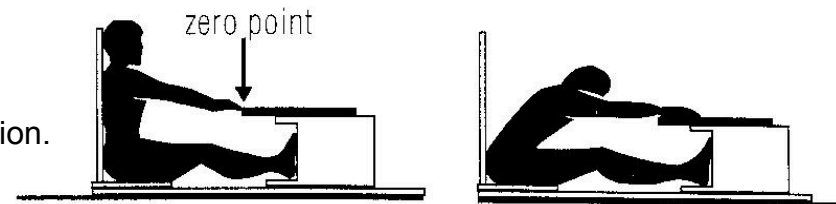
- Use a **non-slip mat** for comfort and safety.
- If needed, place a **visual marker** (e.g., tape) on the mat to show how far hands should move.
- Teacher can assist students by **gently guiding their hands** if required.



Sit-and-Reach

Technique

- **Starting Position:**
 - Sit with your **back straight** and legs extended forward.
 - Knees must remain **straight**. Place feet flat against the sit-and-reach box.
 - Place **one hand over the other** with fingers extended.
 - Both hands are to push the slider together
- **Movement:**
 - Slowly stretch forward **along the measuring scale** with arms straight.
 - Reach as far as possible **without bouncing**.
 - Hold the position for at least **2 seconds**.
- **Key Points:**
 - Avoid bending the knees.
 - Movement should be **slow and steady**.
 - Encourage students to reach comfortably without overexertion.



Equipment Adjustment

- Ensure the **sit-and-reach box** is stable on a flat, non-slip surface.
- Ruler starts at **0 cm** and adjusted to where the fingers are when the arms are extended and the student is seated up straight, with legs straight and base of the feet touching the black box.
- For smaller students:
 - Adjust the box height, or place a visual marker (e.g., tape) for a reachable target.

Isometric Push-Ups (Plank)

Technique

- **Starting Position:**
 - Face down on the mat, hands placed **shoulder-width apart**.
 - Legs should be extended back with **toes on the ground**.
- **Movement (Progression Stages):**
 - **Stage 1:** Knees on the mat, hips aligned with shoulders.
 - **Stage 2:** Knees bent, hips slightly higher (focus on arm support).
 - **Stage 3:** Full plank position with the body **parallel to the ground**.
 - Hands directly under shoulders.
 - Keep the **core engaged** and body straight.
- **Key Points:**
 - Maintain a straight line from head to toes (or knees).
 - Avoid **sagging the hips** or lifting the bottom too high.
 - Hold the position for **10 seconds** (or as much as possible).

Equipment Adjustment

- Use a **soft mat** for support and comfort.
- For Stage 0 (students needing extra support):
 - Use a **vaulting box** under the torso to simulate the plank position.
- Teachers can visually check alignment and gently correct form as needed.

Correct Isometric Push-Up position: Body and legs straight



Incorrect Isometric Push-Up position:

