

**Wayne State University**  
**College of Education--Division of HPR**  
**Physical Education Lesson Plans**

**Please use the following guidelines in developing your lesson plans. Lesson plans may be prepared on a computer by addressing the 14 areas listed below in chronological order or on the standardized form.**

1. **Unit** - Include the topical unit that this lesson is a part of at the school (or what unit it would belong in--if you were teaching full-time). For example, if you are teaching a lesson with the forearm bump and serve, the unit would be volleyball skills or if you are teaching a creative dance lesson, the unit would be dance.
2. **Skill or Content** - List the skill or content for the lesson (e.g., forearm bump or creative dance).
3. **Equipment Needs** - List the equipment that you will need for your lesson. Make sure that the equipment is available at the school where you will be teaching. If the equipment is not available at the school, equipment can be checked out from the Division of HPR. Make prior arrangements with your instructor. Record the equipment/materials you are taking out of the building on the sign-out sheet in the equipment storage area and return equipment to the exact location in the storage room (plus check it back in on the sheet).
4. **Pre-Class Preparation** - Describe how you will set up/prepare the facility for your lesson.
5. **Personal Objectives (teacher)** - List at least one teaching objective for yourself in the lesson. For example, I will provide at least 10 instances of positive corrective feedback to students or I will use the crutch word "O.K." fewer than 15 times in the lesson.
6. **Safety tips** - Include any necessary safety tips regarding the equipment, facility, or using correct form during the lesson.
7. **Objectives** - Include at least one psychomotor objective in each lesson if you are teaching part of a class session.

Include at least one objective from the psychomotor, cognitive, and affective domains if you are teaching an entire class session (unless otherwise approved by a WSU supervisor).

*Objectives should address what the students will be able to do and how it will be measured (evaluation). Start each objective with the student will be able to.....*

8. **Introduction** - State the objectives and describe the warm-up activity for the lesson. The warm-up activity may be a general cardiovascular warm-up or a more specific skill warm-up related to the lesson (e.g., throwing lesson--jogging combined with throwing bean bags at targets).
9. **Procedures or learning activities** - Procedures need to be clear and specifically describe the activities that you will be teaching. They also must demonstrate that you understand the curricular area that you are teaching. Transitions between activities are procedures and must be included in your lesson plans.
10. **Teaching points & cues** - For each procedure, list all of the teaching points and/or verbal information you will be presenting during the procedure (learning activity). Teaching points may address proper form or cues that you will provide the learners (e.g., follow through in the direction you want the ball to go) or (e.g., can you think of three different pathways to travel across the gymnasium?). Be specific in your teaching points.
11. **Time** - Indicate the time frame for each procedure in the lesson. For example, the procedure might be lesson closure (review 3 teaching cues for the forearm pass and serve), time frame 9:10-9:15.
12. **Formation** - Diagram the class formation for each procedure or learning activity.
13. **Closure** - Describe your cool-down activity and review. The review should involve asking the students questions about the objectives and key teaching points.
14. **Evaluation** - Indicate how you will measure the students' performance relative to the objectives. Indicate how you will know if the students have met the objectives for each lesson. For example, students will select a comfortable distance from their partner and successfully return a pass to a partner using the forearm bump so that their partner can catch it 8/10 times.

General directions for your lesson plans:

The lesson plan should have enough **detail** so that another teacher could pick up your notes and teach the class (e.g., substitute teacher).