

WJCC Physical Education Walkthrough Identifiers

Identify the part(s) of the lesson observed:

- ☐ Instant Activity (first 2-5 minutes of the period)
- ☐ Warm-Up (5-15 minutes of the period)
- ☐ Lesson Content/Focus (majority of class period)
- ☐ Wrap-Up/Cool Down (last 2-10 minutes of period)

Place a check mark next to each of the identifiers present in the lesson.

Learning Environment:

- ☐ Majority of students are actively participating in activity and discussion
- ☐ Teacher moves throughout the classroom space during the lesson to engage learners
- ☐ Students have enough space to actively participate safely
- ☐ Teacher uses a variety of instructional techniques to appeal to multiple learners
- ☐ Learning environment of respect and tolerance is evident/included in class rules
- ☐ Transitions are clear, short, and effective

Planning for Instruction:

- ☐ Learning target is prominently displayed and referenced throughout the lesson
- ☐ Opportunities to exceed the learning target are identified
- ☐ Lesson plans are readily available and include standards-based instruction
- ☐ WJCC Curriculum is followed
- ☐ Formative assessments are used throughout the lesson (checking for understanding and observation/modification)

Notes:

Delivery of Instruction

Instant Activity/Warm-Up Identifiers: Prepare students for learning and physical activity

- ☐ Students active and preparing bodies for physical activity
 - Cardiorespiratory endurance activity primarily but other components of fitness should be included as well (muscular endurance, muscular strength, flexibility)
 - Students' heart rate and breathing rate are increased and can be measured
 - Commonly used activities to warm students up:
 - Jogging, walking, skipping, circuit training, small-sided games, tag games (best used with noodle or another safe implement)
- ☐ Academic content introduced
 - Students may be seated, or physical activity stopped to discuss content for a brief period (2-5 minutes)
 - Possible academic content could include nutrition, five components of fitness, heart rate, bones, muscles, joints, FITT principle, training principles, hydration, goal setting, etc.

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Lesson Content/Focus: Main activity/activities for the day. This takes most of the class time.

- ☐ Students develop motor skills, team and individual sports skills, lifetime activities, rhythm and dance, low organized games
 - Locomotor movements such as running, skipping, jumping, etc.
 - Manipulative movements: kicking, throwing, catching, striking, etc.
 - Sports skills such as: volleyball, soccer, basketball, hockey, tchoukball, etc.
 - Lifetime activities such as: archery, cycling, rollerblading, yoga, etc.
- ☐ Fitness levels are improved or maintained through activity
 - Students remain moderately to vigorously active at least 50% of the time
 - Kids are sweating, breathing at a fast rate, students can identify intensity level
 - Heart rate and breathing rate remain elevated during activities
- ☐ Academic content is delivered throughout the lesson focus
 - Activities that teach academic content through movement:
 - Activities are connected Virginia Standards of Learning (components of fitness, nutrition, muscles, training principles, goals, etc.)
- ☐ Formative assessment is used to ensure learning is taking place
 - Pair share, peer/self-assessment, checking for understanding, etc.

Notes:

Closure and Assessment of Student Learning

Wrap-Up/Cool Down: Review or assessment of the concepts or content learned during the lesson and students recover from moderate to vigorous activity.

- ☐ Review of lesson's content and skills
 - Formative assessments are present and include but are not limited to:
 - Reflective questions/ walk and talk, think-pair-share, self-reflection, goal setting
 - Summative assessments present and include but are not limited to:
 - Exit slip, Pickers, fitness planning, written quiz, etc.
- ☐ Students reduce intensity of activity and prepare to leave class
 - Heart rate and breathing rates are decreased before leaving the classroom
- ☐ Flexibility is present
 - Examples of this commonly include stretching while the teacher checks for understanding, circuit of flexibility stations, group stretching, circle stretching, etc.

Notes: