

## Delaware Model Unit Gallery Template: Physical Education

**Unit Title: Components of Fitness**

**Designed by: Kristen Eaton/ Jennifer Kalinowski**

**Grade Cluster: 9-12**

**Time Frame: 4 weeks**

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### Summary of Unit

**This unit introduces students to fitness components. Each lesson focuses specifically on one component. The fitness components that students will study are cardio-respiratory endurance, muscular endurance, muscular strength, flexibility, and body composition. Lessons will be taught in sequence and can be revisited in other lessons throughout the year. Previous fitness components are revisited and reviewed in each lesson. In addition, students are given the opportunity for social interaction and responsible behavior. They will also recognize activities that can be enjoyable life-long activities.**

### Stage 1 – Desired Results

What students will know, be able to do and understand

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#### Delaware Physical Education Standards

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- Participates regularly in physical activity
- Achieves and maintains a health-enhancing level of physical fitness
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity

**Big Idea: Fit For Life**

### **Unit Enduring Understanding(s)**

- Physical Fitness contributes to quality of life.
- Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression and or social interaction.

### **Unit Essential Questions(s)**

- What personal meaning do I find through participation in physical activity?
- How can I include physical fitness into my life?

### **Knowledge and Skills**

#### **Students will know...**

- Fitness components and which body parts are affected when performing fitness component activities
- Fitness activities can be fun
- How fitness components promote a healthy lifestyle

#### **Students will be able to...**

- Use activities that students enjoy (activities will naturally improve individual fitness components)
- Demonstrate a variety of activities
- Participate in class discussion that will center around how fitness components promote a healthy lifestyle

## **Stage 2 – Assessment Evidence**

Evidence that will be collected to determine whether or not Desired Results are achieved

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### **Suggested Unit Transfer Task(s)**

#### **APPLICATION**

##### *Create a Birthday Wish List*

Imagine that your parents have said you can have any piece of equipment or game that you want for your birthday. You must choose equipment or games that improve different fitness components. Students will be given a catalog with equipment and games, and must cut out the equipment or games they want, and paste the pictures to their wish list worksheet. Students will also have pictures of variety of body parts. The task is to identify which fitness component will be improved by using the equipment or games chosen, as well as identifying which body part is being used during the activity.

## Rubric(s)

	<b>Targeted</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Fitness Component</b>	Students can identify all five components in relation to the pieces of equipment or games they have chosen.	Students can identify some of the five components in relation to the pieces of equipment or games they have chosen.	Students cannot identify any of the fitness components in relation to the equipment or games they have chosen.
<b>Body Part</b>	Students can identify all body parts that will be focused on by using chosen equipment and games.	Students can identify some body parts that will be focused on by using chosen equipment and games.	Students cannot identify any body parts that will be focused on by using chosen equipment and games.

### Other Evidence

- Teacher observations
- Exit slips
- Class discussion
- Peer assessment

### Student Self-Assessment and Reflection

- Oral responses to teacher questions
- Signaled response (thumbs up/down)

## Stage 3 – Learning Plan

Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning

### Key learning events needed to achieve unit goals

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- Provide ongoing opportunities for self-monitoring and self-evaluation

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws. <http://www.umuc.edu/library/copy.shtml>

### Unit Title: Fitness Components

#### Lesson 1: Cardio Respiratory Endurance

#### Grade Cluster: 9-12

**References:** *Fitness for Children* by Curt Hinson

**Vocabulary/ Keywords:** cardiorespiratory endurance, pulse, heart rate, prediction

#### Delaware State Standards Addressed

#4- Achieves and maintains a health-enhancing level of physical fitness.

#6- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

#### Big Idea: Fit for Life

#### Enduring Understanding(s)

- Physical Fitness contributes to quality of life.
- Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression and or social interaction.

#### Essential Questions(s)

- What personal meaning do I find through participation in physical activity?
- How can I include physical fitness into my life?

#### Unit Transfer Task: Birthday Wish list

#### Materials/Equipment:

4 cones  
chart paper  
jump ropes

## Lesson Goals

- Locomotor movements, find pulse, recognize changes in heart rate

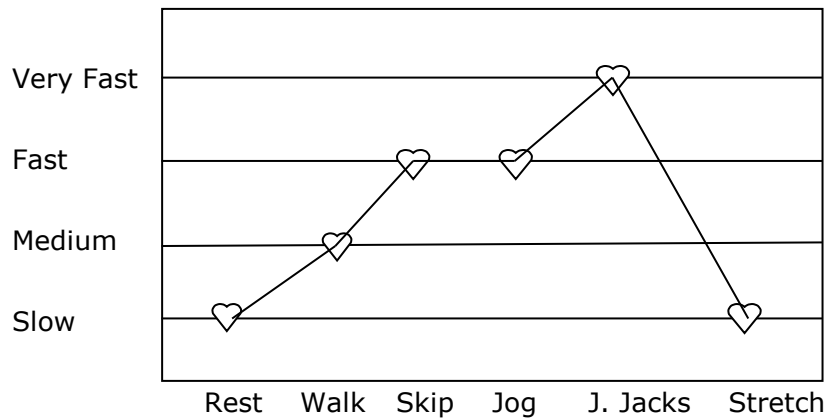
<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Find pulse</li><li>• Demonstrate locomotor movements</li><li>• Take resting and active heart rate</li><li>• Recall activities that increase heart rate</li></ul>	<p>Students will know:</p> <ul style="list-style-type: none"><li>• Why heart rate increases and decreases</li><li>• Jumping rope can increase heart rate</li><li>• Locomotor movements can increase heart rate</li></ul>
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## Assessment Plan:

- Student performance of locomotor movements
- Teacher observation of finding pulse
- Student answers to questions about change in heart rate
- Exit slip- see attachment A

## Lesson Sequence:

- Introduction
  - *Jump and Jog*- Half of the students jog around the perimeter of the gym, marked by cones. The other half stay in the middle and jump rope. On the signal students will switch roles, continuing with the activity for a few rotations.
  - Teacher will discuss with students the importance of exercise as part of a healthy lifestyle, and a healthy heart. Discuss with students that they just performed two cardiorespiratory endurance activities. Explain that cardio respiratory endurance is a fitness component, and that cardio has to do with the heart and respiratory has to do with lungs, and endurance means to do something for a long time. Explain that when we exercise our heart rate increases, works harder, and is becoming healthier.
  - Ask students which fun activities and sports make our heart work harder.
  - Find Pulse- discuss that heart rate is slow right now because you are not active.
  - Prediction- using information we just discussed, make a prediction of what will happen to your heart rate as we become active during the lesson
- Content- *Cardiograph*
  - Students will perform locomotor movements and exercises on the signal
  - After each movement or exercise, students will regroup and discuss results
  - Students will be given the choice of "slow, medium, fast, or very fast" in regards to their heart rate
  - Points will be plotted on the chart and students will be able to see the changes in heart rate on the chart. See example below.



- Closure
  - Students will walk slowly to slow their heart rate. After slow walking students will do standing stretches then sitting stretches.
  - Review with students what the hearts represent on the chart. Why are some hearts higher and some are lower? Why is the stretching heart low?
  - Ask students what exercises they do that are fun.
  - Hand out exit slips, complete and collect.

#### **Accommodations/Differentiation**

1. Students can lay jump ropes on the floor and jump over if they cannot jump rope.
2. For students who are having difficulty performing cardiorespiratory activities pair them with another student who can encourage them to do their best.

**Attachment A**

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Directions: List 5 activities that will increase your heart rate.

**Unit Title: Fitness Components**

**Lesson 2: Cardio respiratory Endurance- Walking**

**Grade Cluster: 9-12**

**References:** *PE Central*

**Vocabulary/ Keywords:** pulse, heart rate (review from previous unit)

**Delaware State Standards Addressed**

- #4- Achieves and maintains a health-enhancing level of physical fitness.
- #6- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

**Big Idea: Fit for Life**

**Enduring Understanding(s)**

- Physical Fitness contributes to quality of life.
- Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression and or social interaction.

**Essential Questions(s)**

- What personal meaning do I find through participation in physical activity?
- How can I include physical fitness into my life?

**Unit Transfer Task: Birthday Wish list**

**Materials/Equipment:**

4 cones/locomotor signs  
Tickets

**Lesson Goals:** Moving responsibly, walking quickly to increase heart rate, working cooperatively

Students will be able to: <ul style="list-style-type: none"><li>• Find pulse</li><li>• Demonstrate responsible behavior while walking quickly</li><li>• Count the number of laps walked</li></ul>	Students will know: <ul style="list-style-type: none"><li>• That heart rate will increase while walking</li><li>• Working cooperatively can be fun and rewarding</li></ul>
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**Assessment Plan:**

- Student performance of locomotor movements
- Teacher observation of cooperative behavior
- Teacher observation of cooperative counting
- Question and answer self-assessment

**Lesson Sequence:**

- Introduction
  - Teacher will review how to take pulse, and how heart rate increases and decreases depending on activity.
  - *Around the Block*- students will move clockwise around the four cones. As they pass each cone they will perform the locomotor movement on each cone (skip, gallop, jog, walk).
- Content- *Walking*
  - Discuss with students that walking is a cardiorespiratory endurance activity that can be enjoyable and is a lifetime fitness activity.
  - Explain to students that walking cooperatively, or with partners can make the activity more fun.
  - Students will briskly walk laps around the gym, collecting a ticket each time they pass the teacher.
  - At the end of the activity students will check their pulse. After checking pulse students will count tickets cooperatively to see how many laps the class walked together
- Closure
  - Students will walk slowly to slow their heart rate.
  - Discuss with students how the number for "Willie Worm" would have been different if we walked this slowly the entire time
  - Ask students to give a "thumbs up" if they walked quickly today.
  - Ask students to give a "thumbs up" if their heart rate increased when they walked.

**Accommodations/ Differentiation:**

1. If a student has difficulty walking briskly, they can go at a pace that is comfortable for them.
2. Second grade students can count their own tickets, then numbers can be added together to integrate math.

**Unit Title: Fitness Components**

**Lesson 3: Muscular Endurance**

**Grade Cluster: 9-12**

**References:** *Fitness for Children* by Curt Hinson

**Vocabulary/ Keywords:** muscular endurance, rowing, bicep curls

**Delaware State Standards Addressed**

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#6- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

**Big Idea: Fit for Life**

**Enduring Understanding(s)**

- Physical Fitness contributes to quality of life.
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**Essential Questions(s)**

- What personal meaning do I find through participation in physical activity?
- How can I include physical fitness into my life?

**Unit Transfer Task: Birthday Wishlist**

**Materials/Equipment:**

Parachute  
light weight ball  
beanbags

**Lesson Goals:** using equipment responsibly, fun activities can increase muscular endurance, working cooperatively, identify muscles being used

<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Demonstrate a variety of movements</li><li>• Use equipment responsibly</li><li>• Identify muscles/muscles groups being focused on during activity</li></ul>	<p>Students will know:</p> <ul style="list-style-type: none"><li>• That proper use of equipment will increase muscular endurance</li><li>• Muscular endurance can be increased by using atypical fitness equipment</li></ul>
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**Assessment Plan:**

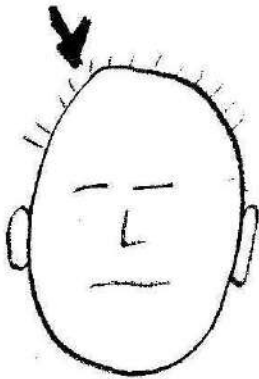
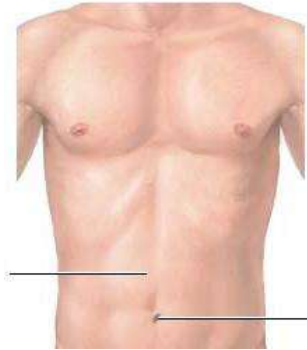
- Teacher observation of movement skills
- Discussion questions
- Student identification of muscles/muscle groups being used
- Exit Card- See attachment B
  
- Introduction
  - *All Fours Hockey Warm-up*- Students will pair up and face each other in a push-up position. The object is to score and block the bean bag, as if playing hockey by maintaining the push-up position. After activity ask students which muscles were being used, and explain that they were using muscular endurance. Teacher will discuss with students the definition of muscular endurance (being able to do an activity that involves using the muscles for a long time).
  - Explain that muscular endurance is a fitness component, and it is part of having a healthy body. The longer we can perform an activity, the more muscular endurance we have, and it also helps to make our muscles stronger. Give examples, engage students in discussion about what familiar activities involve muscular endurance.
  
- Content- Spread parachute out on the floor and have students find their own space on the parachute. Students will perform 10-20 repetitions of the following exercises:
  - standing facing the parachute-alternate reaching for the sky and touching their toes
  - standing facing the parachute- make big waves, small waves
  - continue with big and small waves, but alternate left and right arms
  - alternating arms, travel in a specific direction using locomotor skills such as fast walk, jog, skip, gallop
  - using both hands, slide left or right on the signal
  - seated facing the parachute do sit-ups
  - seated facing the parachute bicep curls, rowing
  - stand up again, and students will work cooperatively, trying to move a ball slowly around the parachute in a circle
  
- Closure
  - Discussion of muscles that were used during activities. Ask students which muscle or group of muscles were used for a long time. Ask students why it is important for us to have muscular endurance. Discuss with students that making muscles stronger can be fun if we use equipment that we can have fun with.
  - Hand out exit card, complete, collect
    - Circle the muscle group you used the most today  
(picture of arm, legs, feet, head)

**Accommodations/ Differentiation:**

1. Students who have difficulty performing locomotor movements can step away from the parachute and move at their own pace.
2. Modify the number of repetitions depending on age, skill level.

Attachment B

Directions: Circle the muscle groups you used the most today.



**Unit Title: Fitness Components**

**Lesson 4: Muscular Strength**

**Grade Cluster: 9-12**

**References:** *Fitness for Children* by Curt Hinson

**Vocabulary/ Keywords:** muscular strength, rowing (review), bicep curl (review), deltoid lift, press, overhead triceps extension, shrug

**Delaware State Standards Addressed**

- #4- Achieves and maintains a health-enhancing level of physical fitness.
- #6- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

**Big Idea: Fit for Life**

**Enduring Understanding(s)**

- Physical Fitness contributes to quality of life.
- Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression and or social interaction.

**Essential Questions(s)**

- What personal meaning do I find through participation in physical activity?
- How can I include physical fitness into my life?

**Unit Transfer Task: Birthday Wish list**

**Materials/Equipment:**

2 tennis balls for each student  
Fitness cards for secret exercises  
Cones

**Lesson Goals-** moving responsibly, increasing muscular strength, identify muscles being used

<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Identify which muscle groups are being used</li><li>• Demonstrate muscular strength exercises</li></ul>	<p>Students will know:</p> <ul style="list-style-type: none"><li>• Muscular strength can be increased by using light weight objects and objects they are familiar with</li><li>• Muscular strength can be increased by repeating exercises</li></ul>
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**Assessment Plan:**

- Teacher observation of movement skills
- Discussion questions
- Student identification of muscles/muscle groups being used
- Exit Card

**Lesson Sequence:**

- Introduction-
  - *Crazy Cones*-class will be divided in half, with half of the students setting the cones upright while the other half turns them on their side. After 30 to 45 seconds groups switch roles. The activity continues with the roles continually switching.
  - Discuss with students that they performed a cardiorespiratory endurance activity while using cooperation skills. Explain that cardiorespiratory endurance activities often involve muscular endurance and muscular strength.
  - Review muscular endurance, and discuss muscular strength. Explain to students that muscular strength means to make muscles stronger, and that when we repeat an exercise many time we are increasing our muscular strength.
- Content
  - *Ball exercises*- scatter students around the area performing various locomotor movements and holding a beanbag in each hand. On the signal students will stop and perform a muscular strength exercise. With each exercise that is performed ask students to point to the muscles being used. Use the following:
    1. Bent over rowing
    2. Biceps Curl
    3. Deltoid lift
    4. Overhead press
    5. Overhead triceps extension
    6. Shoulder shrug
    7. Single-arm rowing
    8. Upright rowing
  - *Group Secret Exercises*- Place the fitness cards face down in the middle of the area. Students will use locomotor movements to travel around the area. When the signal is given students will stop and one student is chosen to turn over a card in the center. The exercise card is read aloud and students perform the exercise. Continue with the activity using different locomotor movements, and choosing a different student to turn a card over each time. See attachment C
- Closure
  - Review the meaning of muscular strength. Explain to students that heavy objects don't have to be used to get stronger.

- Ask for volunteers to demonstrate with a tennis ball, an exercise that they can perform to increase muscular strength. As the exercises are being demonstrated have students point (on their own body) the muscles that are being used.
- Hand out, complete, collect exit card  
(Draw something from your house that you can use to perform muscular strength exercises with. Be sure to pick something that is not too heavy for you.)

**Accommodations/Differentiation**

1. Tennis balls are used to teach technique because they are light weight. After proper form has been developed, let students experiment with different objects of different weight.



**Unit Title: Fitness Components**

**Lesson 5: Flexibility**

**Grade Cluster: 9-12**

**References:** *Fitness for Children* by Curt Hinson

**Vocabulary/ Keywords:** flexibility

**Delaware State Standards Addressed**

#4- Achieves and maintains a health-enhancing level of physical fitness.

#6- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

**Big Idea: Fit for Life**

**Enduring Understanding(s)**

- Physical Fitness contributes to quality of life.
- Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression and or social interaction.

**Essential Questions(s)**

- What personal meaning do I find through participation in physical activity?
- How can I include physical fitness into my life?

**Unit Transfer Task: Birthday Wish list**

**Materials/Equipment:**

Flexibility tag cards

Poster with stretches

**Lesson Goals:** moving responsibly, increasing flexibility, learning new stretches

Students will be able to: <ul style="list-style-type: none"><li>• Perform stretching activities</li><li>• Identify muscles being stretched</li></ul>	Students will know: <ul style="list-style-type: none"><li>• Stretching increases flexibility</li><li>• Flexibility increases movement</li><li>• Stretching is important before and after activity</li></ul>
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**Assessment Plan:**

- Teacher observation of stretching exercises
- Discussion of muscles being used when performing stretches

- Assess other students when stretching, and count for them

### **Lesson Sequence:**

- Introduction
  - Discuss with students that being flexible means being able to move the muscles in a wide range of motion. Flexibility is important to helping to strengthen the muscles, and perform more activities. As part of a healthy lifestyle stretching should be done before and after activity. Explain that stretches should be held, and how a stretch should and should not feel.
  - *Group Flexibility Circuit*- have students stand in a large circle and demonstrate different stretches, as well as proper stretching technique. As the teacher does the stretches students should follow along, performing the same. Teacher should demonstrate stretches that will be used in the lesson.
- Content
  - *Flexibility Tag*- Scatter students throughout the area, giving half flexibility tag cards. When signal is given students with tag cards attempt to tag someone without a card. When tagged, the child takes the tag card from the tagger and performs the stretch written on the card. The tagger can assess the other student to be sure they are performing the stretch correctly, as well as counting for them. The stretchers then become taggers and try to tag someone who does not have a card.  
See attachment D
  - *Stretch and Go*- Create a stretching poster and teach students the stretches on the poster. Hang the poster where it is visible to all students. On the signal students will perform a locomotor movement around the area. When the signal is given, students will stop and one student is selected to choose a stretch from the poster. The student leads the class in that stretch. The activity continues with a new locomotor movement and another leader.  
See attachment E
- Closure
  - Review correct procedures for stretching and how long stretches should be held. Ask for volunteers to demonstrate a stretch they learned today.
  - Stretching check list: as each student volunteers, go through a verbal check list with students to assess the volunteer:
    - Count for the stretcher
    - Are they performing the stretch correctly?
    - If not, what should they do to stretch correctly?
    - Which muscles/muscle groups is he/she stretching?
  - Ask students what activities/games they can do at home that involve flexibility.

### **Accommodations/Differentiation**

1. This activity can be done without using cards by designating a particular stretch to be performed. Assign each tagger a specific stretch and when students are tagged they must perform that stretch.
2. A picture of the stretch can be printed on the flexibility cards

## **Unit Title: Fitness Components**

### **Lesson 6: Body Composition**

#### **Grade Cluster: 9-12**

#### **References:**

**Vocabulary/ Keywords:** healthy diet, Food Pyramid, food groups

#### **Delaware State Standards Addressed**

#4- Achieves and maintains a health-enhancing level of physical fitness.

#6- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

#### **Big Idea: Fit for Life**

#### **Enduring Understanding(s)**

- Physical Fitness contributes to quality of life.
- Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression and or social interaction.

#### **Essential Questions(s)**

- What personal meaning do I find through participation in physical activity?
- How can I include physical fitness into my life?

#### **Unit Transfer Task: Birthday Wish list**

#### **Materials/Equipment:**

Food Pyramid Poster

Pictures of food

empty food boxes

Food Pyramid game with cards (create a Food Pyramid with picture cards that can be taped onto the pyramid, or create pockets on the pyramid)

**Lesson Goals:** identify food groups, know healthy foods and unhealthy foods, place foods in correct food groups

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recall the food groups</li> <li>• Place foods in the correct food groups</li> <li>• Differentiate between "go" foods and "stop" foods</li> <li>• Identify new foods they are unfamiliar with</li> </ul>	<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Healthy diet and exercise increases healthy body composition</li> <li>• Making healthy food choices effects our body composition</li> </ul>
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**Assessment Plan:**

- Teacher observation of matching foods with correct groups
- Student performance of movements
- Teacher observation of healthy food choices
- Exit card- see attachment F

**Lesson Sequence:**

- Introduction
  - *Move and Freeze Warm-up-* students will perform a locomotor activity, on the signal they will freeze and perform a non-locomotor activity.
  - Discuss with students the last fitness component of Body Composition. Explain that BC is how much fat and muscle we have in our body. Discuss with students the two factors that affect our body composition: diet and exercise. Since we have learned about different ways of exercising with the other fitness components, we will discuss diet and the food pyramid. Show the Food Pyramid and discuss each group, giving examples of foods from each. Explain why some groups are smaller than others, and how much of each we should have in a healthy diet.
- Content
  - *Food Pyramid Match-Up-* Give each student a card with a picture of food. Students are to look at the food and decide which food group it belongs in. Each food group is called individually and students will bring their cards accordingly. After pictures have all been placed correctly, discuss the foods on the pyramid.
  - *Food Group Cones-* Students will walk around the perimeter of the gym, and collect ONE picture when they pass the teacher. On the signal students will move quickly to correct cone that represents the food group. Each group will be asked to hold their pictures up, and the name of the food will be called out, confirming that each food belongs in that food group.
  - *Stop and Go Foods:* -Students will walk around the cones while the teacher stands in the middle of the gym. On the signal students will stop, look at the snack food the teacher is holding, and then move accordingly. If the food is a "go" (healthy) food students will continue moving. If the food is a "stop" (unhealthy) food, students will remain stopped.

- Closure
  - Discussion about food groups, and which foods are healthy choices. Ask students why it is important to have a healthy diet. Ask students for examples of healthy snack choices
  - Hand out exit card, complete, and collect
    - Circle the "go" foods and put an X through the "stop" foods.

**Accommodations/Differentiation**

1. If students are unsure about the food card they have been given, they may ask a neighbor.
2. Modify *Stop and Go* by doing *Stop, Go, Think Foods*. For this activity discuss foods that are ok sometimes and in moderation. Movements change to stop, walk, run (stop, think, go foods).

Directions: List 5 "go" foods and list 5 on the "stop" foods.

**Unit Title: Fitness Components**

**Lesson 7: Body Composition (2)**

**Grade Cluster: 9-12**

**References:** *Active Start for Healthy Kids* by Stephen J. Virgillo

**Vocabulary/ Keywords:** review vocabulary from previous lesson

**Delaware State Standards Addressed**

#4- Achieves and maintains a health-enhancing level of physical fitness.

#6- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

**Big Idea: Fit for Life**

**Enduring Understanding(s)**

- Physical Fitness contributes to quality of life.
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**Essential Questions(s)**

- What personal meaning do I find through participation in physical activity?
- How can I include physical fitness into my life?

**Unit Transfer Task: Birthday Wish list**

**Materials/Equipment:**

25 plates with pictures of healthy and unhealthy foods

Several blank Food Pyramids

Pictures of food

Tape

Hula hoops

Blank Food Pyramids

**Lesson Goals:** recall food groups, correctly place foods in the food groups, identify healthy foods

<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Identify healthy foods</li><li>• Place foods in the correct food group</li></ul>	<p>Students will know:</p> <ul style="list-style-type: none"><li>• Healthy food is not only part of a healthy diet, but contributes to a healthy heart</li></ul>
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**Assessment Plan:**

- Teacher observation of matching foods with correct groups
- Student performance of movements
- Teacher observation of healthy food choices
- Exit card- see attachment G

**Lesson Sequence:**

- Introduction
  - *In, Out and Around*- students will perform locomotor movements throughout the area without touching the hoops. When they hear two whistles students will jump in and out of the hoops. When they hear three whistle students will jog around an individual hoop.
  - Review body composition concepts and the Food Pyramid. Review with students how exercise helps the heart. Discuss with students that in addition to exercise, a healthy diet benefits the heart. Discuss fat content in food, and how it can affect the heart.
  -
- Content
  - *Heart-Smart Hustle*-Students will use locomotor skills to travel around the gym. On the signal students will grab a plate closest to them, turn it over, and look at the picture. If they see an unhealthy food they sit. On the "go" signal students who are standing each go to one of the seated children and free them with a tap on the shoulder, and continue to move.
  - *Food Pyramid Relay*- Divide students into groups and give each student a picture of food. Students have to run a relay race, placing the foods in the correct groups of their Food Pyramid.
- Closure
  - Review the Food Pyramid groups and ask students for examples in each group. Ask students why healthy foods can also benefit the heart.
  - Hand out exit card, complete and collect
    - List three of your favorite heart healthy foods

**Accommodations/Differentiation**

1. For *Heart Smart Hustle* students who pick up an unhealthy food can perform a short exercise rather than sitting down and waiting to be tapped on the shoulder.
2. If small groups are used for relay have students take more than one turn so there are a few foods from each food group.



**Unit Title: Fitness Components**

**Lesson 7: Birthday Wish List**

**Grade Cluster: 9-12**

**References:**

**Vocabulary/ Keywords:** Review with students the following terms: Cardio respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.

**Delaware State Standards Addressed**

- #4- Achieves and maintains a health-enhancing level of physical fitness.
- #6- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

**Big Idea: Fit for Life**

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- How can I include physical fitness into my life?

**Unit Transfer Task: Birthday Wish list**

**Materials/Equipment:**

- Variety of Equipment magazines
- Wish List worksheet
- Scissors
- Glue

**Lesson Goals**

Students will be able to: <ul style="list-style-type: none"><li>• Execute the Unit Transfer Task as described</li></ul>	Students will know: <ul style="list-style-type: none"><li>• What activities/equipment improve each fitness component</li></ul>
---	--

**Assessment Plan:**

- Completion of Wish List worksheet

**Lesson Sequence:**

- Introduction
  - Direct students to the Birthday Wish List Worksheet
  - Discuss with students each fitness component
  - Have students turn to a partner and discuss which activity they enjoyed the most and why. Also, have students identify which fitness component that activity sought to improve.
  - Ask students to share out what they discussed with their partner.
  - Choose one or more examples from the last week to help illustrate the elements of the transfer task.

- *Content-Wish List*

- Have the materials mentioned above available to the students in an area of the gym. Then give the students this scenario:

Your parents(s)/guardian have said that you can have any piece of equipment or game that you want for your birthday. You must choose equipment or games that improve each different area of fitness. You will be given a variety of equipment magazines that you may choose your equipment or game from. You must cut out the equipment or game that you want and then paste the picture under the area of fitness that will be improved by using the piece of equipment or playing the game. You must then identify the body part being used when using the piece of equipment or game.

- Instructions for the teacher- While students are looking through the catalogs, move around the gym to insure that students are clear on their instruction.

See rubric in Stage 2 as reference.

- Closure

- Select one or more students to share their Wish List. Allow students to explain why they choose each item and why it fits into that particular fitness component.

**Accommodations/Differentiation**

1. Identified special education students can be paired with a typical peer to complete task
2. Have body part pictures available for younger students.
3. Older student can write in the body part, if necessary have a word bank available depending on the level of the student.

## Resources and Teaching Tips

### Resources

- Include a variety of resources (texts, print, media and web links) that best supports the unit.  
PE Central  
*Fitness for Children* by Curt Hinson  
*Active Start for Healthy Kids* by Stephen J. Virgillo

## Design Principles for Unit Development

Please check the design principles below that are embedded within the unit

- International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21<sup>st</sup> Century Learning** – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

- Multiple learning strategies are used in this unit. Students have the opportunity to work individually, in partners, and groups. Visual, auditory, and kinesthetic learning are all emphasized.

## Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

## Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services and school climate) families and communities.

The following areas are integrated in this unit:

- Math- counting tickets for *Willie Worm*, counting seconds for stretching, plotting points on a chart
- Nutrition/ Health- dietary information, Food Pyramid

## Glossary

**Bicep curls-** fully extend and flex the elbow

*As explained in the lesson- the amount of fat and muscle you have in your body*

**Body Composition-** the ratio of lean body mass to fat

**Cardiorespiratory Endurance-** the ability of the heart and lungs to supply oxygen to the working muscles for an extended period

**Deltoid Lift-** lift the arm upward laterally using the shoulder muscles

**Flexibility-** the range of motion of a joint

**Food groups-** the way that foods are categorized on the Food Pyramid

**Food Pyramid-** a dietary guideline that categorizes foods into several groups

**Healthy Diet-** eating foods that are good for us

**Heart rate-**how quickly or slowly the heart beats

**Muscular Endurance-** the ability of a muscle to sustain a contraction, or make multiple contractions, over an extended period of time  
*As explained in lesson- being able to do an activity that involves using the muscles for a long time*

**Muscular Strength-** the amount of force a muscle can exert in a single contraction  
*As explained in lesson-to make muscles stronger*

**Overhead Press-** vertical flexion and extension of the arm, as if pushing something to the sky

**Overhead Triceps Extension-** holding arms over the head, flexion and extension of the elbows, moving the arms upward

**Prediction-** foretell what will happen based on experience

**Pulse-** the beating of the heart

**Rowing-** extending the arms forward, and pulling back, as if rowing a boat

**Shoulder shrug-** lifting the shoulders up and letting them down in a slow, controlled motion

## *Delaware Model Unit Gallery Template: Physical Education*

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title:** Teambuilding  
**Designed by:** Cary S. Wolfgang  
**District:** Stevenson House Detention  
**Grade Cluster:** 9–12  
**Time Frame:** 5 Lessons

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### **Summary of Unit**

Throughout this unit the students will build skills in cooperation, critical thinking, and leadership. They will participate in a variety of cooperative, group teambuilding activities where students will take turns with the different roles in those activities using and developing their social skills with peers.

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## **Stage 1 – Desired Results** (What students will know, be able to do and understand)

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### **Delaware Physical Education Standards**

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- Participates regularly in physical activity
- Achieves and maintains a health-enhancing level of physical fitness
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity

### **Big Idea: Fit For Life**

#### **Unit Enduring Understanding(s)**

- There are personal and social behavioral expectations in physical activity settings.

#### **Essential Question(s)**

- What are personal and social behavioral expectations in physical settings?

## Knowledge and Skills

### Students will know ...

- Physical activity performed safely prevents injuries
- Resolving conflict in a physical activity setting leads to a more enjoyable experience
- Leadership skills to complete tasks with a group
- Trust is an integral part of building relationships

### Students will be able to ...

- Listen to other peoples ideas
- Effectively resolve conflicts during activities
- Demonstrate self-control
- Trust and depend on teammates

## Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

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### Suggested Unit Transfer Task(s)

Creating and teaching a challenge

- Class will separate into even groups
- Complete Challenge Worksheet
- Group will decide on name for their challenge
- Choose equipment needed for challenge
- Create rules for challenge
- Present challenge to the other class groups/student check sheet for peer review of challenge
- Teach their challenge to younger PE classes with emphasis on communication, teamwork, decision making, and compromise

### Rubric(s)

For a score of three, students must:

- Be an active participant
- Submit ideas to group
- Praise other team members
- Take a leadership role during the performance of the challenge

For a score of two, students must complete three of the four tasks as listed above.

For a score of zero, student refuses to participate with the group in the challenge.

### Other Evidence

- Journaling of the debriefing questions
- Teacher observations
- Challenge Worksheet

- Student check sheet for presenting

### **Student Self-Assessment and Reflection**

- Reflection journals

## **Stage 3 – Learning Plan** (Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning)

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### **Key Learning Events Needed to Achieve Unit Goals**

#### **Lesson 1 – Communication**

This is an explanation of teambuilding, how to set up groups/teams, and begin the communication process through challenges (full Lesson 1 copy attached).

#### **Lesson 2 – Beginning Challenges**

These are novice challenges for teams/groups that have just started to work together. Review of a group/teams setup (full Lesson 2 copy attached).

#### **Lesson 3 – Intermediate Challenges**

Teams/groups should be moved around to form new ones, a little more difficult and you begin to see how important communication is to the challenges (full Lesson 3 copy attached).

#### **Lesson 4 – Advance Challenges**

Students will be working unassisted in their teams/groups for these challenges (full Lesson 4 copy attached).

#### **Lesson 5 – Unit Task**

Students will begin the unit task and receive feedback from the teacher and other teams/groups on their created challenge before final completion (full Lesson 5 copy attached).



## **Teambuilding**

### **Lesson 1: Communication**

Grade Cluster: 9-12

References: *Teambuilding through Physical Challenges* by Glover and Midura

Vocabulary/Keywords: cooperation, praise, decision making, communication, compromise, positive, challenge, leadership, problem solving

#### **Delaware State Standards Addressed**

#5 – Exhibits responsible personal and social behavior that respects self and others in physical settings.

#### **Big Idea: Fit for Life**

#### **Essential Question:**

- What are personal and social behavioral expectations in physical activity settings?

#### **Enduring Understanding:**

- There are personal and social behavioral expectations in physical activity settings.

#### **Unit Task**

Creating and teaching a challenge:

- Class will separate into even groups
- Complete Challenge Worksheet
- Group will decide on name for their challenge
- Choose equipment needed for challenge
- Create rules for challenge
- Present challenge to the other class groups/student check sheet for peer review of challenge
- Teach their challenge to younger PE classes with emphasis on communication, teamwork, decision making, and compromise

**Materials/Equipment:** Carpet squares or painted line

**Lesson Goals:** Explore different types of communication during activity

#### ***Students will be able to ...***

- Use different forms of communication

#### ***Students will know ...***

- Different forms of communication

#### **Assessment Plan (other evidence)**

Oral discussion using the following questions:

- What forms of communication are there?
- Is it important to communicate effectively?
- What personal behaviors can the group expect from an individual participant?

Journaling question: Use the debriefing questions at the end of the challenges for this because not all students will want to talk out loud.

## **Lesson Sequence**

### ***Introduction***

Challenges will be presented to the class. The new unit we are beginning is Teambuilding. Divide the class into equal groups and have the different groups decide on a team name. Have each group choose one person in the group to report out after they decide on a group name. This will be the first time students will communicate as a group. When activity is complete debrief all groups by asking these questions.

- How did the group talk to each other?
- Did everyone get to say their opinion?
- Did anyone receive praise for their idea?
- What problems did you find in communicating in your group?

### ***Content***

Explain to students the definition of communication, and the different forms of communication. Question students about how they can communicate better in their groups.

Follow up by giving student group responsibilities: organizer, praiser, encourager, summarizer, and recorder. Explain how these assignments can rotate with each challenge. Now that each group knows the responsibilities and has an understanding of communication, you are going to present the same challenge to each group. Each group will perform the challenge and debrief using questions in the journal. Use the book named in reference section.

### ***Challenge: Alphabet Line Challenge***

**Object** – Students will rearrange themselves by last name in alphabetical order. They start by lining up on the line. Next, explain that they will not use any verbal communication to get themselves in alphabetical order. They can use any other form of communication to accomplish this task.

### ***Closure***

Debrief by asking questions:

- How did you feel not being able to talk with your group?
- What different forms of communication did your group use?
- Which type of communication do you feel was most effective?

### **Accommodations/Differentiation Ideas and Tips**

You want to debrief after each challenge, or if you have similar challenges, you can wait until after both have been completed.

**Unit Title: Teambuilding  
Lesson 2: Communication**

Grade Cluster: 9-12

References: *Teambuilding through Physical Challenges* by Glover and Midura;  
[www.gophersport.com](http://www.gophersport.com)

Vocabulary/Keywords: cooperation, praise, decision making, communication, compromise, positive, challenge, problem solving, leadership

**Delaware State Standards Addressed**

#5 – Exhibits responsible personal and social behavior that respects self and others in physical settings.

**Big Idea: Fit for Life**

**Essential Question:**

- What are personal and social behavioral expectations in physical activity settings?

**Enduring Understanding:**

- There are personal and social behavioral expectations in physical activity settings.

**Unit Task**

Creating and teaching a challenge:

- Class will separate into even groups
- Complete Challenge Worksheet
- Group will decide on name for their challenge
- Choose equipment needed for challenge
- Create rules for challenge
- Present challenge to the other class groups/student check sheet for peer review of challenge
- Teach their challenge to younger PE classes with emphasis on communication, teamwork, decision making, and compromise

**Materials/Equipment**

- Skeleton Poly Puzzle
- US Map Poly Puzzle
- Blindfolds

**Lesson Goals**

Cooperate and communicate without verbal cues and then without visual cues.

***Students will be able to ...***

- Communicate nonverbally
- Communicate without visual cues

***Students will know ...***

- Communication takes place in a variety of ways

## **Assessment Plan (other evidence):** Debriefing questions

### **Lesson Sequence**

#### ***Introduction***

Challenges will be presented as part of the teambuilding unit. Students will be divided into two groups. Students will communicate as a group to select a recorder, organizer, praiser, encourager, and summarizer. Have students complete both challenges; debriefing after each challenge is completed. You will want to debrief them with the following questions:

- How did the group talk to each other?
- What were the social behavioral expectations in the group?
- Did anyone receive praise for their idea?
- What problems did you find in communicating in your group?

#### ***Content***

Student responsibilities for challenges: recorder, organizer, praiser, encourager, and summarizer. Make sure that groups have explained each responsibility and they understand what is expected of them during the challenge. Both challenges are from [www.gophersport.com](http://www.gophersport.com).

*Challenge:* Hospital Emergency Room – Students are to work together to assemble a skeleton puzzle. The activity will be completed two times. The first time, complete the puzzle without any verbal communication, and the second time, half of the group will be blindfolded. During the blindfolded stage, no seeing person can touch the puzzle pieces or those students who are blindfolded.

*Challenge:* U.S. Map – Students are to work together to assemble the map. The activity will be completed two times. The first time, complete it without any verbal communication, and the second time, half of the group will be blindfolded. No seeing person can touch the puzzle pieces or those who are blindfolded. Everyone is allowed to talk and assemble the puzzle.

#### ***Closure***

Debrief by asking questions:

- How did you feel not being able to talk with your group?
- What different forms of communication did your group use?
- Which type of communication do you feel was most effective?

#### **Accommodations/Differentiation Ideas and Tips:**

Activity challenge may take more than one class period.

**Unit Title: Teambuilding**  
**Lesson 3: Cohesion Fun**

Grade Cluster: 9-12

References: *Back Pocket Adventure* and *Silver Bullets* by Karl Rohnke; Project Adventure, Inc.

Vocabulary/Keywords: cooperation, praise, decision making, communication, compromise, positive, challenge, problem solving, leadership

**Delaware State Standards Addressed**

#5 – Exhibits responsible personal and social behavior that respects self and others in physical settings.

**Big Idea: Fit for Life**

**Essential Question:**

- What are personal and social behavioral expectations in physical activity settings?

**Enduring Understanding**

- There are personal and social behavioral expectations in physical activity settings.

**Unit Task**

Creating and teaching a challenge:

- Class will separate into even groups
- Complete Challenge Worksheet
- Group will decide on name for their challenge
- Choose equipment needed for challenge
- Create rules for challenge
- Present challenge to the other class groups/student check sheet for peer review of challenge
- Teach their challenge to younger PE classes with emphasis on communication, teamwork, decision making, and compromise

**Materials/Equipment:** Two lengths (sticks, dowel, pencils, etc.) 6 inches long

**Lesson Goals**

Cooperate and communicate effectively to complete challenges successfully.

***Students will be able to ...***

- Communicate and cooperate with partners and group members

***Students will know ...***

- To be successful they have to cooperate and communicate

**Assessment Plan (other evidence)**

Teacher observation of completed challenges.

## **Lesson Sequence**

### ***Introduction***

Explain to students that they will engage in large group activities. All activities will be teacher led.

### ***Content***

Make sure that students have heard and understood directions before beginning the challenges.

*Texas Big Foot* - Ask students to form a circle, and place their arms around the shoulders of the person next to them until everyone in the circle does it. Announce that this activity is extremely difficult to accomplish and the morphological cooperation is essential to success and avoidance of injury. To complete the challenge, the group has to take three giant steps toward the center of the circle. To be successful, the final step must end with the group still intact and standing.

*Phizz, Splot, Grooby* - Students are to count from 1 to 20. Have each student take a number. If it is a small group, you may need students to say more than one. The second time through, students are to replace the #3 and #13 with the word phizz, #6 and #16 with the word splot, and the #9 and #19 with the word Grooby. Ready set go! Did I hear two Groobies? Start over again, until it is done correctly.

*Passing Crossed or Uncrossed* - Students are in circle formation for this activity. To begin, the leader passes the pencils while saying, "I pass these pencils to you crossed or uncrossed." The leader indicates to the group that each person is to individually receive the pencils and then pass them on crossed or uncrossed, also verbally stating both how they were received and how they are being passed. The key is the leg position of the person doing the passing and the leg position of that person to whom they are being passed. It is up to the group to figure out and continue passing until the leader receives the pencils back.

### ***Closure***

Debrief by asking questions:

- How did you feel about the large group activities?
- What forms of communication did you recognize?
- How did the three large group activities differ?
- What did you learn about yourself during the large group activities?

### ***Accommodations/Differentiation Ideas and Tips:***

Activity challenge may take more than one class period.

**Unit Title: Teambuilding**  
**Lesson 4: Advance Challenges**

Grade Cluster: 9-12

References: GOPHER, [www.gophersport.com](http://www.gophersport.com)

Vocabulary/Keywords: cooperation, praise, decision making, communication, compromise, positive, leadership, problem solving, challenge

**Delaware State Standards Addressed**

#5 – Exhibits responsible personal and social behavior that respects self and others in physical settings.

**Big Idea: Fit for Life**

**Essential Question**

- What are personal and social behavioral expectations in physical activity settings?

**Enduring Understanding**

- There are personal and social behavioral expectations in physical activity settings.

**Unit Task**

Creating and teaching a challenge:

- Class will separate into even groups
- Complete Challenge Worksheet
- Group will decide on name for their challenge
- Choose equipment needed for challenge
- Create rules for challenge
- Present challenge to the other class groups/student check sheet for peer review of challenge
- Teach their challenge to younger PE classes with emphasis on communication, teamwork, decision making, and compromise

**Materials/Equipment**

- Four, 44-inch long wood planks with notches that are 7-inches in diameter
- Rubber ball
- Six playground balls (8-inch diameter), six poly spot markers, and six nylon jump ropes 9-feet long

**Lesson Goals**

Cooperate and communicate effectively to complete challenges successfully.

***Students will be able to ...***

- Communicate and cooperate with partners and group members

***Students will know ...***

- To be successful they have to cooperate and communicate

## **Assessment Plan (other evidence)**

Teacher observation of completed challenges.

## **Lesson Sequence**

### ***Introduction***

Explain to students that they will engage in large group activities. Activity will be explained by teacher and then students will need to work as a group or team to complete the challenges.

### ***Content***

Make sure that students have heard and understood directions before beginning the challenges.

*Pulling for Each Other* - The object is to successfully pass 6 balls around a circle while connected to other teammates. Arrange the 6 poly spots in a circle. Have each teammate stand on a spot marker. Each teammate should tie one end of a jump rope around one wrist and connect the opposite end to a student across the circle. They should not connect to a teammate directly next to them, nor should they connect both wrists to the same teammate. Make the circle large enough to allow a few inches of slack in the ropes once connected. The team must pass all 6 balls around the circle without moving off the spots. Each ball follows the same path of catching and throwing to teammates. Figure out how to make good throws without yanking the wrists of the teammates they are connected to. If a teammate is off the spot, rope touches the floor, or ball touches the floor then the team must begin challenge again.

*Solution* – When all 6 balls have completed the path around the circle, the challenge is complete.

*Suspended Ball Challenge* – The object is to suspend the ball in the middle of the four posts without stick ends touching the floor. Start by placing the four posts farther apart than the length of the sticks. Using the four sticks, find a way to secure the ball in the air without anything touching the floor. The four corner posts cannot be moved.

*Solution* – Weave the sticks over and under each other and lock them into the grooves. Then place them on the posts. The ball will sit in the center square.

### ***Closure***

Debrief by asking questions:

- How did you feel about the group doing the activity by themselves?
- What forms of communication did you recognize?
- What did you observe, notice, or hear during the group?
- What did you learn about yourself during the large group activities?

### **Accommodations/Differentiation Ideas and Tips**

- Activity challenge may take more than one class period.
- In “Pulling for Each Other,” you can vary the size and variety of throwing objects.



**Unit Title: Teambuilding**  
**Lesson 5: Unit Task**

Grade Cluster: 9-12

References: [www.gophersport.com](http://www.gophersport.com), *Teambuilding Challenges* by Glover & Midura

Vocabulary/Keywords: cooperation, praise, decision making, communication, compromise, positive, leadership, problem solving, challenge

**Delaware State Standards Addressed**

#5 – Exhibits responsible personal and social behavior that respects self and others in physical settings.

**Big Idea: Fit for Life**

**Essential Question**

- What are personal and social behavioral expectations in physical activity settings?

**Enduring Understanding**

- There are personal and social behavioral expectations in physical activity settings.

**Unit Task**

Creating and teaching a challenge

- Class will separate into even groups
- Complete Challenge Worksheet
- Group will decide on name for their challenge
- Choose equipment needed for challenge
- Create rules for challenge
- Present challenge to the other class groups/student check sheet for peer review of challenge
- Teach their challenge to younger PE classes with emphasis on communication, teamwork, decision making, and compromise

**Materials/Equipment:** All available from teacher's storage area

**Lesson Goals**

Groups will create the teambuilding challenge that they will teach to younger students.

**Students will be able to ...**

- Communicate and cooperate with group members on completing unit task

**Students will know ...**

- To be successful they have to cooperate and communicate as a group to complete unit task

**Assessment Plan (other evidence)**

- Teacher observation
- Student check sheet
- Challenge Worksheet

## **Lesson Sequence**

### ***Introduction***

Explain to students that they will complete the Challenge Worksheet as a group for the unit task. Task will be explained by the teacher, and then students will need to work as a group to complete the challenges they will present to younger students. When groups are ready, they will present to the other students for review. They will use the student check sheet.

### ***Content***

Challenge Worksheet and group task. Students will be separated into groups and given the Challenge Worksheet to complete for the task. The teacher will explain how the Challenge Worksheet is to be completed.

### ***Closure***

Debrief by asking questions:

- How did you feel about the challenge your team/group created?
- Did your team/group have any communication breakdowns? If so, what were they?
- What did you observe, notice, or hear during the creation of your challenge?
- What did you learn about yourself doing this unit task?

### **Accommodations/Differentiation Ideas and Tips**

Unit task will take more than one class period to complete, and it is suggested that no debriefing occur until the group presents their challenges to their peers.

# Challenge Worksheet

## Teambuilding Unit Task

Names \_\_\_\_\_  
Team/Group \_\_\_\_\_

Challenge Name \_\_\_\_\_

### Materials for Challenge

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In this section, you will describe the challenge and how it begins (keep in mind will it be group guided, so put here what you want the children to do.), how the equipment is to be used, what the teacher should look for from the presenting group, and the solution. Also, if there are any rules (example: if anyone steps off the board, they must begin again) and criteria that need to be followed for a successful challenge.

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Debriefing the challenge:

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Assessing the challenge (suggestions):

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Group/Team you presented this challenge to: \_\_\_\_\_

## Student Presentation Check Sheet

Student Reviewer \_\_\_\_\_

Date \_\_\_\_\_

Directions: When a group presents to you, complete this check sheet by answering the questions by circling, 4= Excellent, 3= Good, 2= Fair, and 1= Poor. Then add up the numbers for a score.

1. Did they have a name for their challenge?	1	2	3	4
2. Are the rules for the challenge clear, so someone can complete the challenge?	1	2	3	4
3. Did the student group members allow you to ask questions?	1	2	3	4
4. Did they provide all materials for completing the challenge?	1	2	3	4
5. Was a debriefing done after the challenge?	1	2	3	4

SCORE: \_\_\_\_\_

***Suggestions for group presenting:***

## Resources and Teaching Tips

### Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.
- *Teambuilding through Physical Challenges*, Glover & Midura, Human Kinetics Pub
- *More Teambuilding Challenges*, Glover & Midura, Human Kinetics Pub
- Project Adventure texts:
  - *Silver Bullets*, Karl Rohnke, ISBN 0-934387-01-X
  - *Cowstails and Cobras II*, Karl Rohnke, ISBN 0-934387-08-7
- *No Props – Great Games with No Equipment*, Mark Collard, ISBN 0-934387-05-02
- *Back Pocket Adventure*, Karl Rohnke and Jim Grout, ISBN 0-934387-11-7
- [www.pa.org](http://www.pa.org)
- Teambuilding products found at [www.GOPHER.com](http://www.GOPHER.com)

### Teaching Tips

- Make sure that you have all equipment or initiatives set up ahead of time.
- Prepare more than one activity as groups will progress at varied timeframes.
- Debriefing can be done after one or even two challenges.
- Daily lessons may take more than one class period to complete depending on group.

### Accommodations/Differentiation

- Groups have to solve the challenges on their own, and any accommodations should be implemented by the group doing the challenge.
- Vary the level of materials for groups that need modifications.

## Design Principles for Unit Development

Please check the design principles below that are embedded within the unit

- **Universal Design for Learning** – the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.

(Briefly explain how design principle(s) are embedded within the unit design)

- Various types of engagement activities

## Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services and school climate) families and communities.

This unit is connected to family, counseling, and community by developing problem-solving and conflict-resolution skills that will enable students to create positive school and community environments.

## *Delaware Model Unit Gallery Template: Physical Education*

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jury process to ensure alignment to selected Delaware Content Standards.

**Unit Title: Walking for Lifetime Fitness**

**Designed by: Sandy Kupchick**

**District: Brandywine**

**Grade Cluster: 9-12**

**Time Frame: 4 Lessons**

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### **Summary of Unit**

This unit will introduce students to walking as a lifetime fitness activity. Students will be introduced to the health-related components of fitness that are associated with walking, learn how to use pedometers as well as Nordic Walking poles, and begin a unit in walking activities. Subject matter from Math and English will be incorporated in this unit via worksheet tasks and homework assignments. Tasks include reviewing and discussing benefits of walking throughout a lifetime, completing a step estimation worksheet, calculating how fast they walk, looking into how many calories do you burn by walking, completing a scavenger hunt, and designing a walking map for home use. Finally, we would like our students to be creative and design/make their own walking sticks from items already in their home, no purchase necessary. Also all steps will be recorded in class to show the students how far they have walked.

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## **Stage 1 – Desired Results** (What students will know, be able to do and understand)

### **Delaware Physical Education Standards**

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- Participates regularly in physical activity
- Achieves and maintains a health-enhancing level of physical fitness
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity

### **Big Idea: Fit For Life**

#### **Unit Enduring Understandings**

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas(s) and/or Content Standards and that are transferable to new situations.
- Everyone needs to be physically active.
- Physical fitness contributes to quality of life.
- Physical activity provides a variety of opportunity for health, enjoyment, challenge, self-expression, and/or social interaction.

#### **Unit Essential Questions**

- Open-ended questions designed to guide student inquiry and learning.
- What can I do to be physically active throughout my life?
- How can I include physical fitness into my life?
- What personal meaning do I find through participation in physical activity?

#### **Knowledge and Skills**

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

##### **Students will know...**

- Proper stretching for walking
- The health-related components of fitness specifically related to walking
- How to use a pedometer
- How many steps they need to take daily to maintain fitness levels
- The health and social benefits of walking

##### **Students will be able to...**

- Use a pedometer correctly including reading and recording data
- Explain why walking is an important lifetime activity
- Plan a walking route based on their personal environment and step needs
- Use the Nordic Walkerz correctly and demonstrate various techniques/grips

## Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

### Suggested Unit Transfer Task(s)

An effective transfer task for ALL students should be designed to include:

- Complex, real-world, authentic applications
- Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

Students will design a walking route for use outside of school use. This route will entail mile markers as well as time markers and directions. Students will discuss why they created this route, will this route become part of their weekly activity, and how do they see themselves staying active in the future.

### Rubric(s)

Targeted	Acceptable	Unacceptable
Map contains all required parts of map including detailed distances, timing, and direction.	Map contains basic required parts.	Map is not turned in or is missing required parts.
Student explains appropriateness of map route including potential safety issues. Student also personalized how map will be used now and in the future to help establish a healthy lifestyle.	Student has logical reasons for creating the map route and can explain why someone would want to make using the map a part of their daily life.	Student cannot explain how map can affect overall health and cannot relate use of map to personal lifetime health.

### Other Evidence

- Performance Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards.
- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations).

### Journal Prompts

- Guess Your Steps Worksheet
- Scavenger Hunt Worksheet
- Individual Walking Logs
- Teacher observation of proper pedometer usage

### Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments)
- What activities do you do after school to keep yourself healthy?
- Can you see yourself staying active another 5 years, 10 years, and 15 years?
- Semester self-reflection on walking program (non-graded).



## **Stage 3– Learning Plan**

(Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning)

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### **Key Learning Events Needed to Achieve Unit Goals**

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- Provide ongoing opportunities for self-monitoring and self-evaluation

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws.  
<http://www.umuc.edu/library/copy.shtml>

### **Unit Title: Walk for Lifetime Fitness**

#### **Lesson 1: Introduction to Walking and Pedometers**

**Grade Cluster:** 9-12

### **References**

- Sweetgall, Robert. (2001) Pedometer Walking. Creative Walking Inc. Clayton, MO
- Sweetgall, Robert, Neeves, Robert. (2002) Smart Stepping Student Guide. Creative Walking inc. Clayton, MO
- Walk4Life, (2003) A Walker’s Daily Log. Walk4Life Inc.
- Pangrazi, Robert, Beighle, Aaron, Sidman, Cara. (2003) Pedometer Power. Human Kinetics.
- Decker, June, Mize, Monica. (2002) Walking Games and Activities. Human Kinetics.
- Sweetgall, Robert, Dignam, John. (1986) The Walker’s Journal – Experiencing America on Foot. Creative Walking, Inc.
- Internet sites
  - [www.thewalkingsite.com](http://www.thewalkingsite.com)
  - [www.walking.about.com](http://www.walking.about.com)

**Vocabulary/Keywords:** pedometer, target heart rate, calories, aerobic activity, exercise levels of intensity—light, moderate and vigorous

### **Delaware State Standards Addressed**

#3 – A physically educated person participates regularly in physical activity.

#4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness.

#6 – A physically educated person understands that physical activity creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.

### **Big Idea: Fit for Life**

### **Essential Questions**

- What can I do to be physically active throughout my life?
- How can I include physical fitness into my life?
- What personal meaning do I find through participation in physical activity?

### **Enduring Understandings**

- Everyone needs to be physically active.
- Physical fitness contributes to quality of life.
- Physical activity provides a variety of opportunity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Unit Transfer Task: Home Walking Map**

**Materials/Equipment**

- Music
- Pedometers (one for each student)
- Student pedometer log sheets—see attachment page
- Measured mile either inside or outside

**Lesson Goals**

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Wear and read a pedometer correctly</li> <li>• Figure out their Target Heart Rate</li> <li>• Know the difference between light, moderate, and vigorous intensity</li> </ul>	<p>Students will know:</p> <ul style="list-style-type: none"> <li>• How many steps they should take daily to maintain a healthy lifestyle</li> <li>• How fast they need to walk to increase their heart rate</li> <li>• That walking is a form of aerobic activity</li> <li>• That walking can be done throughout a lifetime</li> </ul>
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**Assessment Plan**

1. Teacher observation for correct use of pedometers
2. Log steps needed to walk a mile

**Lesson Sequence**

*Warm-up*

- Worksheet – How Fast Do You Walk? – Students will calculate their walking pace into miles per hour (mph). Their pace will be calculated for a normal walk (as I state “how you walk through the hallways”) and a power walk (keeping the same pace, as fast as you can walk) for a minute.
  - Students are in groups of 3, 4, or 5 depending on the size of your class and how many stopwatches you have.
  - Materials needed – 1 stopwatch, 1 calculator, 1 pencil, and 1 handout per group. See attachment page.
  - After completing handout, discuss with your students about light, moderate, and vigorous activity levels. A power walk would be considered a vigorous level of working out as long as you keep up the intensity.

*Introduction*

- Discuss idea that walking is an aerobic activity—which they are building up cardio-respiratory endurance through walking. They can feel their heart rate increase.
- Discuss that 2,000 steps usually equals one mile
- Explain that adults should walk 10,000 steps per day.
- Target Heart Rate (THR)—Discuss why students should know about THR as well as how to get your range and how to take your pulse.

### *Content*

- Show students pedometers, how to put them on, how to read, rules for using pedometers—no shaking, jumping, etc., to increase step count—“You shake it, I take it”
- Once students have pedometers on, move to marked mile area. Have students clear pedometers and walk a mile. Allow students to walk with friends and talk but remind students that they should walk their normal stride at a medium pace (may play music during this if appropriate).

### *Closure*

- Record each student’s steps for the mile as they return pedometer.
- Closure questions revolve around making connections to walking as exercise and how to incorporate it into their lives—examples:
  - How do you feel after walking today?
  - Is that the most you ever walked at one time? Could you have done more or walked faster?
  - Why do you think you should walk everyday?
  - How do you think you could get your 10,000 steps in each day?

### **Accommodations/Differentiation Ideas and Tips**

- Label each pedometer with a number and assign each number to a particular student to help keep track of them.
- Students in wheelchairs who have upper-body movement can record miles they wheel themselves.
- Students in wheelchairs can partner with walking student who pushes student—steps are recorded for both students.
- Visually impaired students walk with a partner.

**Unit Title: Walk for Lifetime Fitness**  
**Lesson 2: Scavenger Hunt**

**Grade Cluster:** 9–12

**References**

- Sweetgall, Robert. (2001) Pedometer Walking. Creative Walking Inc. Clayton, MO
- Sweetgall, Robert, Neeves, Robert. (2002) Smart Stepping Student Guide. Creative Walking inc. Clayton MO
- Walk4Life, (2003), A Walker’s Daily Log. Walk4Life Inc.
- Pangrazi, Robert, Beighle, Aaron, Sidman, Cara. (2003) Pedometer Power. Human Kinetics
- Decker, June, Mize, Monica. (2002) Walking Games and Activities. Human Kinetics
- Sweetgall, Robert, Dignam, John. (1986) The Walker’s Journal – Experiencing America on Foot. Creative Walking, Inc.

**Vocabulary/Keywords: review** – target heart rate, aerobic, calories, exercise levels of intensity—light, moderate, and vigorous

**Delaware State Standards**

#3 – A physically educated person participates regularly in physical activity.

#4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness.

#6 – A physically educated person understands that physical activity creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.

**Big Idea: Fit for Life**

**Essential Questions**

- What can I do to be physically active throughout my life?
- How can I include physical fitness into my life?
- What personal meaning do I find through participation in physical activity?

**Enduring Understandings**

- Everyone needs to be physically active.
- Physical fitness contributes to quality of life.
- Physical activity provides a variety of opportunity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Unit Transfer Task: Walking Map**

**Materials/Equipment**

- Music
- Pedometers (one for each student)
- Student log record sheets

## Lesson Goals

Students will be able to: <ul style="list-style-type: none"><li>• Wear and read a pedometer correctly</li><li>• Discuss how participating in daily walking has helped their fitness level</li></ul>	Students will know: <ul style="list-style-type: none"><li>• That walking can be a part of daily life</li><li>• That daily walking is beneficial to a healthy life</li></ul>
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## Assessment Plan

1. Teacher observation for correct use of pedometers
2. Log of steps needed to walk a mile
3. Scavenger hunt answer sheets
4. Oral discussion at closure

## Lesson Sequence

### Warm-up

- Instant activity
  - Pedometers on
  - Students walk continuously for 6 minutes
  - Record steps and clear pedometer

### Introduction

- Discuss your rules to follow during the scavenger hunt.
- You do not need to follow the numbers in order.
- Explain that you walk everywhere as a group, i.e., up to the top of the football bleacher, down to the far end of the tennis courts as well as all the way out to center field.
- You cannot share answers with other groups.
- At the end of the hunt, all of your group steps will be added up to find the winner.
- Depending on your school situation, you can create a scavenger hunt within the building too.

### Content

- Clear pedometers.
- Complete scavenger hunt activity—see attachment page.

### Closure

- Cool down—have student go through stretching series.
- Closure questions revolve around how walking is a part of our daily life and how we can make it even more so—examples:
  - Thinking about the number of steps you take to walk a mile, how far do you estimate you walked today?
  - What do you think would happen to your body if you walked every day?

## Accommodations/Differentiation Ideas and Tips

- The scavenger hunt has students moving at different times to different places. Keep visible to all students. Make the hunt interesting to your students.
- Label each pedometer with a number and assign each number to a particular student to help keep track of them.
- Student in wheelchairs who have upper-body movement can record miles they wheel themselves.

- Students in wheelchairs can partner with a walking student/aide who assists in pushing the student where needed—steps are recorded for both students.
- Visually impaired students may walk with a partner.

**Unit Title: Walk for Lifetime Fitness**  
**Lesson 3: How many calories do you burn walking**

**Grade Cluster:** 9–12

**References**

- Sweetgall, Robert. (2001) Pedometer Walking. Creative Walking Inc. Clayton, MO
- Sweetgall, Robert, Neeves, Robert. (2002) Smart Stepping Student Guide. Creative Walking inc. Clayton MO
- Walk4Life Inc. (2003) A Walker’s Daily Log. Walk4Life Inc.
- Pangrazi, Robert, Beighle, Aaron, Sidman, Cara. (2003) Pedometer Power. Human Kinetics
- Decker, June, Mize, Monica. (2002) Walking Games and Activities. Human Kinetics
- Sweetgall, Robert, Dignam. (1986) The Walker’s Journal – Experiencing America on Foot. Creative Walking Inc.

**Vocabulary/Keywords:** calorie, caloric intake, caloric expenditure, metabolism—**review** exercise levels of intensity—light, moderate, vigorous

**Delaware State Standards**

#3 – A physically educated person participates regularly in physical activity.

#4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness.

#6 – A physically educated person understands that physical activity creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.

**Big Idea: Fit for Life**

**Essential Questions**

- What can I do to be physically active throughout my life?
- How can I include physical fitness into my life?
- What personal meaning do I find through participation in physical activity?

**Enduring Understandings**

- Everyone needs to be physically active.
- Physical fitness contributes to quality of life.
- Physical activity provides a variety of opportunity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Unit Transfer Task: Walking Map**

**Materials/Equipment**

- Music
- Pedometers (one for each student)
- Student log record sheets
- LCD projector
- Computer with internet access – if necessary schedule Media Center for students to have access

## Lesson Goals

<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Wear and read a pedometer correctly</li><li>• Discuss how participating in daily walking has helped their fitness levels</li><li>• Evaluate their Caloric Intake vs. Caloric Expenditure</li><li>• Go on the internet and find various websites to find out their calories in and calories out</li></ul>	<p>Students will know:</p> <ul style="list-style-type: none"><li>• Walking is an activity that helps develop lifetime fitness</li><li>• Moderate to vigorous walking will burn calories</li><li>• Calories In vs. Calories Out determines weight loss or gain</li></ul>
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## Assessment Plan

1. Teacher observation for correct use of pedometers.
2. Oral discussion of why walking is a lifetime fitness activity.

## Lesson Sequence

### Warm-up

- Instant activity
  - Worksheet – How many calories do you burn by walking? See attachment page.
  - Materials needed: 1 worksheet per student, pencil.
  - In two groups, have students lined up across the gym. The second group lined up behind the first. On your command, have the first group walk at a normal pace for 10 seconds. Have each student count his or her steps. Repeat with the second group. See handout for mph.
  - Have students set up again and walk at a faster pace. See handout for mph.
  - Finally have students walk as fast as they can. See handout for mph.

### Introduction

- Begin appropriate stretch routine as introduction of lesson is discussed.
- Discuss various walking sites on the web.
- Using an LCD projector, bring up the various sites and give details of each to students.
- Explain about homework of Walking Map and details wanted.
- Have students start looking around house, basement, or garage for designing Walking sticks.

### Content

- Explain about calories in vs. calories out.
- Look into common foods and the amount of exercise needed to burn off those calories. Look at handout – Common Fast or Snack Foods, Calories and Activity Required
- Website to review with students:
  - **CALORIES OUT** – sites to calculate calories burned after exercising:
    - ♦ <http://calorielab.com/burned/>
    - ♦ [www.walking.about.com/cs/howtoloseweight/a/howcalburn.htm](http://www.walking.about.com/cs/howtoloseweight/a/howcalburn.htm)
    - ♦ [www.walking.about.com/od/calorie1/calorie\\_calculators.htm](http://www.walking.about.com/od/calorie1/calorie_calculators.htm)
    - ♦ [www.everydayhealth.com/calories-burned-walking.htm](http://www.everydayhealth.com/calories-burned-walking.htm)
  - **CALORIES IN** – sites listing amount of calories in various foods:
    - ♦ <http://www.howmany-calories-in.com/>
    - ♦ [http://www.freedieting.com/tools/calories\\_in\\_food.htm](http://www.freedieting.com/tools/calories_in_food.htm)



- **Smart Mouth website** – share this site with students. Great inactive site for students to learn and play. Demonstrate a few areas for the students.  
<http://www.cspinet.org/smartmouth/>

### **Wellness Center – Nutritionist**

Have your Wellness Center Nutritionist come in and have an Eat This and Not That session. This session is created to show students examples of what 200 calories of different foods looks like. For example, have 200 calories of potato chips on one plate and 200 calories of rice cakes on another. Have a small bag of M&Ms, and for each piece you eat, you have to walk the length of one football field to burn off those calories. Use choices from the handout. Students can eat the healthy snack foods when activity is finished.

See handout Common Fast or Snack Food, Calories Consumed and Activity Required to burn off.

#### *Closure*

- Handout for homework: Food Labels—students are asked to examine a food item that they consumed. Attach label to handout. Answer questions relating to that label. Collect next day.
- Assign walking map project: Your project assignment will consist of you designing a walking map that you can walk around your house/neighborhood. With all maps, show markers such as  $\frac{1}{4}$  mile,  $\frac{1}{2}$  mile,  $\frac{3}{4}$  mile; the direction to walk; and approximately how long one lap will take. Be creative.

### **Accommodations/Differentiation Ideas and Tips**

- Student in wheelchairs who have upper-body movement can record miles they wheel themselves.
- Students in wheelchairs can partner with walking student who pushes student—steps are recorded for both students.
- Visually impaired students walk with partner.
- If you are a CATCH school, this would be a good lesson for your nutritionist/cafeteria worker to introduce or reiterate the Go, Slow, Whoa foods.

**Unit Title: Walk for Lifetime Fitness**  
**Lesson 4: Nordic Walking**

**Grade Cluster:** 9–12

**References**

- Sweetgall, Robert. (2001) Pedometer Walking. Creative Walking Inc. Clayton, MO
- Sweetgall, Robert, Neeves, Robert. (2002) Smart Stepping Student Guide. Creative Walking inc. Clayton MO
- Walk4Life, Inc. (2003) A Walker’s Daily Log. Walk4Life Inc.
- Pangrazi, Robert, Beighle, Aaron, Sidman, Cara. (2003) Pedometer Power. Human Kinetics
- Decker, June, Mize, Moncia. (2002) Walking Games and Activities. Human Kinetics
- Sweetgall, Robert, Dignam. (1986) The Walker’s Journal – Experiencing America on Foot. Creative Walking, Inc.
- [www.anwa.com](http://www.anwa.com) - American Nordic Walking Association

**Vocabulary/Keywords:** Nordic walking, trekking, 2-wheel drive vs. 4-wheel drive, double pole plant, unison

**Delaware State Standards**

#3 – A physically educated person participates regularly in physical activity.

#4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness.

#6 – A physically educated person understands that physical activity creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.

**Big Idea: Fit for Life**

**Essential Questions**

- What can I do to be physically active throughout my life?
- How can I include physical fitness into my life?
- What personal meaning do I find through participation in physical activity?

**Enduring Understandings**

- Everyone needs to be physically active.
- Physical fitness contributes to quality of life.
- Physical activity provides a variety of opportunity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Unit Transfer Task: Walking Map**

**Materials/Equipment**

- Music
- Pedometers (one for each student)
- Student log record sheets
- Nordic walking poles – store purchased or try making with wooden dowels and straps

## Lesson Goals

<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Wear and read a pedometer correctly</li><li>• Use Nordic walking poles and perform proper technique and skills while walking</li><li>• Reflect on how walking can be a lifetime fitness activity</li></ul>	<p>Students will know:</p> <ul style="list-style-type: none"><li>• Correct procedure and technique when Nordic walking</li><li>• Proper terminology used</li><li>• Walking is an activity that helps develop lifetime fitness</li></ul>
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## Assessment Plan

1. Teacher observation for correct use of pedometers
2. Homework questions

## Lesson Sequence

### Warm-up

- Instant activity
  - Pedometers on and continuous walk for 5 minutes
  - Record steps and clear pedometers

### Introduction – History of Nordic Walking

- Nordic walking was designed to help winter Nordic skiers stay in shape in the off-season.
- 1997 Finland – Company Exel designed special fitness walking poles. The poles included specially designed wrist straps, which were key to the technique and are still used today.
- Tom Rutlin from USA, in 1988, created Exerstriding, which had similar poles without the wrist straps.

### Nordic Walking vs. Trekking

- Nordic Walking – poles are engaged to the sides and behind the body while walking, tips of the poles are used to push off the ground to engage the whole body, poles are in two sections.
- Trekking – Poles are used in front of your body to absorb stress from joints, used for balance and stability on steeper slopes and poles are usually 3 sections.
  - Have students become familiar with the different types of Nordic walking poles—Leki, Nordic Walkerz
  - Benefits – Time efficient and less stress, total body workout, 40% more calories burned—over 400 calories per hour while normal walking 280 calories per hour.

### Common Mistakes

- Staying in “2-wheel drive” – not involving upper-body with poles
- Planting the poles too far from body – lower effectiveness of Nordic walking
- Walking with closed hands – does not allow for proper blood circulation
- Walking with open hands – not getting power from push off

### Content

- Depending on the amount of poles you have, team up the students in pairs. This will give them a true feeling of the difference between the two, that is power walking and Nordic walking. During the activity, one student is power walking; the other student will use the poles. Then repeat the activity and see/feel the difference.

- Activity - Students will walk a designated course. Make sure the course entails flat surfaces, i.e., walking path, parking lot, tennis courts, grassy area, and incline or hills. This will allow the students to really use their poles.
- Being on a block schedule, my students will walk a course that would be 20 minutes. Then get a drink and switch from power walking to Nordic walking or vice versa.

#### *Closure*

- Discussion – How does Nordic walking differ from power walking?
  - Did you work harder, go faster during your walk?
  - Is this an activity that you enjoyed and would continue?
  - Instead of buying a pair of Nordic walking poles, could you make a pair at home and with what materials would you need?
  - Could you use the Nordic walking poles on the home course your designing?

#### **Accommodations/Differentiation Ideas and Tips**

- Students in wheelchairs who have upper-body movement can record miles they wheel themselves. Adjust the poles for the students; they can use the poles to the sides of the wheelchairs.
- Students in wheelchairs can partner with walking student who pushes student—steps are recorded for both students.
- Visually impaired students walk with partner.

## ATTACHMENT PAGE

### Walk for Fitness - Scavenger Hunt Pedometer Activity

The following is an example of what we use at Brandywine High School:

Design a course that will have your students walking all over your campus. Make sure they stay visible to you. Give them an adventure. If the identifiable area you are using does not have a sign or word, just place an index card with a number on it. Just do not make it 1–10.

Prior to handing out the worksheet to the students, walk the course yourself to get an idea of how long it should take as well as how many steps.

Do not forget to remind them that everyone needs to walk to the spot and that a total step count will be recorded for each member of the group as well as a group total.

Now have your students get into groups of 2 or 3. Hand them a Scavenger Hunt worksheet that you created of your campus with all of your questions on them. Have a spot for them to place their names as well as a spot to place their answers. This will hold them accountable. Now add a few extra minutes to the time it took you, and have the students complete the sheet in that time. Give bonus points for groups who get under that time and demerits for groups who go over the time. Give out prizes for students who completed the worksheet with all correct answers and steps. Make it fun and be creative.

Please adapt to your school.

1. When walking into the gym lobby, what is the name of the wrestling coach who is on a plaque by the Fitness Room?
2. On the Fitness Trail, there is a tree dedicated to a former lacrosse/soccer player. What was that player's name?
3. On the back softball field there is a yellow equipment box. What word is on that box?
4. On the football field there is an announcer's box at the top of the bleachers. What number is on the door?
5. On the tennis courts one of the courts has a number on the net. What is that number?
6. At the pitcher's mound of the baseball field, what number is on the rubber?
7. On the football field, visitor's side bleachers, what number is at the top?
8. On the football/lacrosse practice field, what number is on the snow fence?
9. On the field hockey field, what is the number on the player's side?
10. If you would walk to the varsity softball field, there is a large rock behind home plate. Can you find the number and record it?

#### Scavenger Hunt Answers

- |                 |       |
|-----------------|-------|
| 1. Helmbreck    | 8.0   |
| 2. Jay Spelecie | 9.58  |
| 3. 52           | 10.27 |
| 4. 91           |       |
| 5. 4            |       |
| 6. 36           |       |
| 7. 41           |       |

## Resources and Teaching Tips

### Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.
- Sweetgall, Robert. (2001) Pedometer Walking. Creative Walking Inc. Clayton, MO
- Sweetgall, Robert, Neeves, Robert. (2002) Smart Stepping Student Guide. Creative Walking inc. Clayton, MO
- Sweetgall, Robert, Dignam, John. (1986) The Walker's Journal – Experiencing America on Foot. Creative Walking, Inc.
- NASPE (2005) Physical Best Activity Guide: Elementary Level. Human Kinetics Champaign, IL
- Walk4Life Inc., (2003) A Walker's Daily Log. Walk4Life, Inc.
- Pangrazi, Robert, Beighle, Aaron, Sidman, Care. (2003) Pedometer Power. Human Kinetics
- Decker, June, Mize, Monica. (2002) Walking Games and Activities. Human Kinetics
- [www.creativewalking.com](http://www.creativewalking.com)
- [www.aahperd.org/naspe](http://www.aahperd.org/naspe)
- <http://walking.about.com/cs/measure/a/webwalkingusa.htm>
- [www.webwalking.com](http://www.webwalking.com)
- [www.discoverytrail.org](http://www.discoverytrail.org)
- [www.anwa.us](http://www.anwa.us)

### Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.
1. When teaching this unit, you may want to see if you can get a volunteer to help on the days you introduce pedometers to cut down time.
  2. Note that this unit has two introductory lessons and then two more that should be spaced throughout the rest of the semester. Lessons 3 and 4 are used at two different places during the rest of the semester to revisit walking with the students and to reinvigorate the school-wide program. These two lessons use Walker Olympics as the base, and all steps are added to school-wide campaign to give a mileage boost to the project.
  3. Work with social studies and math teachers to incorporate developmentally appropriate math and social studies/geography skills and information.
  4. Be sure you have introduced the health-related components of fitness to your students prior to this unit. This will simplify making the connections to aerobic fitness and flexibility.
  5. If you are a CATCH school, integrate information with other areas within the school, i.e., using cafeteria personal to help with calorie in-calorie out lesson.

## Accommodations/Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Describe how instruction may be varied to address differences in readiness, interest, and/or learning profiles.
- Student in wheelchairs who have upper-body movement can record miles they wheel themselves.
- Students in wheelchairs can partner with walking student who pushes student—steps are recorded for both students.
- Visually impaired students walk with partner.

## Design Principles for Unit Development

Please check the design principles below that are embedded within the unit

- International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21<sup>st</sup> Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

Multiple learning strategies are incorporated in this unit that address varied learning styles.

## Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

Students will utilize charts, maps, computers, pedometers, and calculators to solve problems and chart progress in this unit.

## Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate) families and communities.

- Mathematics
- Social studies
- Family and consumer sciences
- Could connect to local parks, recreation areas, and other community partners

## ATTACHMENT PAGE

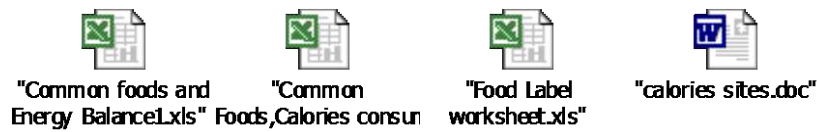
### Lesson 1



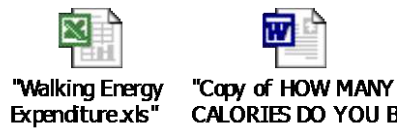
### Lesson 2 - \*Scavenger Hunt directions on page 15



### Lesson 3



### Lesson 4



EXTRA – Handouts for Target Heart Rate if you want to use with Walking Unit.

