

Delaware Model Unit Gallery Template

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: Throwing and Catching

Designed by: Kathy Lynch

District: Cape Henlopen

Grade Cluster: K-2

Time Frame: 7 Lessons

Summary of Unit

Children will learn the basics of overhand and underhand throwing with arm-leg opposition and catching. Students will learn cooperation with a partner and with a group of three or more. Learning these skills will increase these students' opportunity to engage in an abundance of playground games, therefore increasing their opportunity for social settings and active play.

Stage 1 – Desired Results (What students will know, do, and understand)

Delaware Content Standards

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

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

Big Idea

Fit for Life

Unit Enduring Understandings

- Physical activity involves using movement and motor skills
- There are different rules for different movements
- We need to move

- Physical fitness is good for you
- There are ways to behave in physical activity settings
- Physical activity is fun

Unit Essential Questions

- What are ways to move?
- What are physical activities?
- What are the rules for movement?
- Why do I need to move?
- Why is physical fitness good for you?
- What is fitness?
- What are the ways to behave in physical activity?
- How can I have fun moving?

Knowledge and Skills

Students will know...

- How to use arm-leg opposition in both overhand and underhand throwing
- How to employ the “pendulum-arm” swing for the underhand throw
- How to employ the “arm-over-the-head” swing for the overhead throw
- How to focus to catch objects
- How to work with others in game and activity settings
- That being healthy requires being physically active
- That different body parts have different jobs in different movement skills

Students will be able to...

- Correctly execute overhand and underhand throws in activity settings
- Correctly catch objects in activity settings
- Demonstrate appropriate social behavior in throwing and catching games and activities

Stage 2 – Assessment Evidence

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

Suggested Performance/Transfer Task

Throwing and Catching Games...

A publishing company is coming to your school. They want to print a book on new throwing and catching games. They will publish your game if they like it, but there are some conditions:

- Your game must have both throwing and catching moves.
- You must show them how to overhand throw, underhand throw, and be able to catch properly.

- They might ask you about appropriate cooperative skills, so ensure you show them how you listen to others, speak kindly to others, and take turns.
- You may also be asked what you think about the game and whether or not you and your classmates enjoyed playing the game.

Rubrics

	Targeted	Acceptable	Unacceptable
Movement Skills	Student describes/ demonstrates the activities so that others show understanding of the game, the underhand throwing, the overhand throwing, and the catching skills.	Student attempts to describe the activities and skills but is incomplete or incorrect in some of his/her demonstrations. The other students are somewhat confused.	Student cannot describe/demonstrate any activity or skill. The other students have no idea how to perform the underhand throw, the overhand throw, or the catch.
Reflective Skills	Student honestly and thoroughly discusses, explains, and describes self-participation in the design of the activity and on their ability to perform skills correctly and cooperatively.	Student shows some honest discussion, explanation, and description of self-participation in the design of the activity and on their own abilities to perform skills correctly and cooperatively.	Student is unable to honestly discuss, explain, or describe self-participation in the design of the activity, and on their own their abilities to perform skills correctly and cooperatively.

Other Evidence

- Throwing checklist for practice
- Throwing checklist for activities
- Catching checklist
- Cooperation checklist
- Teacher observation of throwing and catching techniques in activities
- Teacher observation of responsible social behavior of students in throwing and catching activities
- Teacher observation of students helping classmates who are struggling

Student Self-Assessment and Reflection

- Student verbally echoes the cues for throwing
- Student self-assessment of responsible social behavior
- Design, play, and reflection on a 2-minute throwing and/or catching activity for student and a partner

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key Learning Events Needed to Achieve Unit Goals

- What games do you know that involve throwing and catching?

- Introduce the Essential Questions and discuss the unit performance task.
- Key cues and vocabulary needed for this unit.
- Present the benefits of the games they can play and the fun they can have if they can correctly throw and catch.
- "Tape Toes and Rubber Band Hands" to teach arm-leg opposition and throwing with their dominant hands.
- Using bowling as a fun way to apply the underhand techniques and the social experience of working with a partner. Using "Wishing Well" to reinforce applying underhand techniques and to increase student's social experience by working with a group.
- Presenting the commonality of underhand and overhand throwing.
- Using "Oscar's Garbage Can" to apply overhand throwing.
- Formally introduce catching with "Grocery Bag Fun" and "More Grocery Bag Fun."

Unit Title: Throwing and Catching

Lesson 1: Throwing Underhand

Grade Level: K-2

References

- "Tape Toes and Rubber Band Hands", by Mary Feldt,
<http://pecentral.org/lessonideas/ViewLesson.asp?ID=4770>
- "Bowl-a-rama", by Sara Mallory,
<http://pecentral.org/lessonideas/ViewLesson.asp?ID=4379>

Vocabulary/Keywords: underhand throwing skills, overhand throwing skills, catching skills, cooperative play, basic motor skills, playground games, opposition, and pendulum-arm swing

Delaware State Standards Addressed

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

Big Idea: Fit for Life

Essential Questions

- What are ways to move?
- What are physical activities?
- What are the rules for movement?
- What are the ways to behave in physical activity?
- How can I have fun moving?

Enduring Understandings

- Physical activity involves using movements and motor skills.
- There are different rules for different movements.

- There are ways to behave in physical activity settings.
- Physical activity is fun.

Unit Transfer Task: Student-created throwing and catching game.

Materials/Equipment

- Rubber bands for each student
- Masking tape
- Yarn balls or wiffle balls for each student
- Throwing Cues poster (see attachment)
- Bowling pins or 2-liter bottles
- Playground balls or nerf balls
- "Skills You Will Need for Task" sheet (see attachment)

Lesson Goals

Students will be able to:	Students will know:
<ul style="list-style-type: none"> • Use teacher-directed verbal cues to throw with their dominant hand and step forward with their opposite foot. • Understand that they use a pendulum motion to do the underhand throw. 	<ul style="list-style-type: none"> • That their "writing hand" is also their throwing hand. • There are many fun activities to do with throwing and catching. • Throwing and catching involves working well with a partner.

Assessment Plan

- Teacher observation of students identifying their writing-throwing hand and their opposing foot.
- Teacher observation of students in the swing and release for an underhand throw.
- Teacher observation of the students echoing the "Tape Toes and Rubber Band Hands" sequence.

Lesson Sequence

Introduction

Present the goals (transfer task) for this unit. Tell the students that they will be able to create a fun game or activity for them and their classmates, learn and enjoy the proper way to throw and catch, and how to behave in a group. By learning to catch and throw, they will be ready to enjoy a multitude of recess games. Explain that there are posters hanging in the gym that describe the proper throwing and catching techniques that they will get to know. Also explain that, in everything we do together, we will speak kindly to one another.

Class Procedures

Captains of each team will have the responsibility of passing out and collecting the equipment each day.

Content

Begin with, "What games do you know that include throwing and catching?" Record students' responses on board or chart paper. Then ask, "What can happen when someone you are playing with cannot throw or catch?" Listen to responses and summarize. Explain to students that they are going to get much better at throwing and catching.

Ask the children to write their names in the air. Tell the students that this "writing hand" is also their "throwing hand." The team captains distribute rubber bands which the students put on their writing hand wrist. Model this directive by putting a large rubber band on your writing hand as well and write in the air. Then cross your arms over your knees to "make an 'x'" on your opposite knee. Direct the students to "make an 'x'" on with their arms to touch their knees as well so that they find their opposite knee. The toe of that opposite leg is the "tape toe." Model throwing underhand saying, "Tape toes and rubber band hands" as described in the [Tape Toes and Rubber Band Hands](#) lesson. Together with the students, choral the words and actions to "Tape Toes and Rubber Band Hands" while practicing underhand throwing.

After the students seem to be grasping the arm-leg-opposition, demonstrate throwing to a wall with a yarn ball or a wiffle ball. Assign student teams to a "firing wall" and tell the students to watch and not throw the ball at a classmate. The captains hand out the balls, and the students underhand throw to their assigned wall. Observe and assist the students who are still having trouble with the arm-leg opposition.

With the tape and rubber bands still on, show the students how to do the [Bowl-a-rama](#) lesson. Demonstrate with a student. Tell them to take 2 underhand throwing turns each as they bowl with each other. Then tell the students to pair up, collect two bowling pins (or 2-liter bottles), and a nerf ball for their pair, find a self-space, and practice bowling with each other. Walk around to help the students with underhand throwing (using opposition and a pendulum arm swing), and with sharing, and speaking kindly to one another.

Near the end of class, students must return to their "team seats" and their captains collect the rubber bands and tape.

Closure

Ask the students, "How many of you think you are now getting better at throwing and catching?" Tell the students their skills will improve even more in the lessons to come.

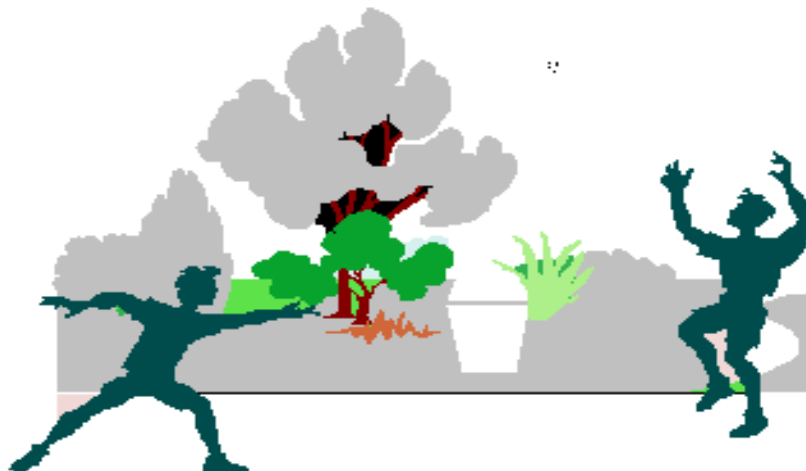
Summarize the underhand throwing technique, and the value of sharing and talking kindly to one another. Tell the students they will learn to throw higher (trajectory) throws when they do a great game called [Wishing Well](#) in the next class. Explain as much of the game as time will allow.

Accommodations/Differentiation Ideas and Tips

- Have writing paper and pencils available for students who are not sure which hand they use for writing.
- Use large, bright wristbands and bright-colored, wide, duct tape or masking tape.
- When students are practicing their throwing, the very young students may do better throwing the yarn balls until they watch where they are throwing, while the older students seem to enjoy throwing wiffle balls because they roll back to them after they hit the wall.
- In the "Bowl-a-rama" activity, students could switch partners every time if they forget whose turn it is.
- Large playground balls are useful for students who keep missing the pins.
- Handicapped partners should be paired up with able-bodied partners.

Skills You Will Need For the Throwing and Catching Transfer Task

- Show us a game with *throwing* and *catching*
- Show us how to:
 - *Underhand* throw
 - *Overhand* throw
 - *Catch*
- Tell us about these cooperation skills:
 - *Listen* to others
 - *Speak kindly* to each other
 - *Take turns/share*
 - *Encourage* others



Underhand Throwing

1. Step forward with your "tape toe."
2. Put your "rubber band hand" down and swing it back behind you.
3. Swing your rubber band hand up in front of you.



4. Release the ball.

Unit Title: Throwing and Catching

Lesson 2: High-Trajectory Underhand Throwing

Grade Level: K-2

References

- "Tape Toes and Rubber Band Hands", by Mary Feldt
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4770>
- "Bowl-a-rama", by Sara Mallory,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4379>
- "Wishing Well", by Sandi Pritchard
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=346>

Vocabulary/Keywords: underhand throwing skills, catching skills, cooperative play, basic motor skills, playground games

Delaware State Standards Addressed

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

Big Idea: Fit for Life

Essential Questions

- What are ways to move?
- What are physical activities?
- What are the rules for movement?
- What are the ways to behave in physical activity?
- How can I have fun moving?

Enduring Understandings

- Physical Activity involves using movement and motor skills.
- There are different rules for different movements.
- There are ways to behave in physical activity settings.
- Physical activity is fun.

Unit Transfer Task: Student-Created Game

Materials/Equipment

- Rubber bands for each student
- Duct or masking tape
- Bowling pins or 2-liter bottles—one for each student
- Playground balls or nerf balls
- Large folding mats

- Game cones or jump ropes to make a line
- Throwing Checklist for Activities—see attachment
- Throwing Cues poster
- Student Self-Assessment—see attachment

Lesson 2 Goals

Students will be able to:	Students will know:
<ul style="list-style-type: none"> • More independently recite the cues, “tape toes and rubber band hands,” and execute arm-leg opposition. • Increase their understanding of hand dominance. • Refine their underhand throw. • Begin to throw underhand with a higher trajectory. 	<ul style="list-style-type: none"> • Teacher-directed verbal cues in throwing with their dominant hand and step to forward with their opposite foot. • That they use a pendulum motion to do the underhand throw. • More fun activities. • Working cooperatively and nicely with others makes a game more fun.

Assessment Plan

- Throwing Checklist for Activities, underhand section
- Teacher observation of students recognizing their hand dominance
- Teacher observation of students recognizing arm-leg opposition
- Teacher observation of students using proper social skills
- Students’ Self-Assessment

Lesson Sequence

Introduction

Verbally review the reasons for learning to throw: the end of unit assessment, the multitude of games that are played using throwing and catching, the fun of throwing and catching, and how and why it is important to be socially appropriate.

State the expectations of today’s lesson: working with a partner, using the writing hand to throw and opposite leg to step on while one is throwing. Tell the students you will be observing and noting their progress in throwing and in their social skills.

Content

Direct the captains to hand out the tape and rubber bands as was done in the last activity, [Tape Toes and Rubber Band Hands](#). Have a proficient student demonstrate while you verbally review the key elements of the underhand throw: the underhand pendulum swing, hand dominance, and arm-leg opposition while simultaneously reciting with the students, “tape toes and rubber band hands” with less prompting than in the first lesson. Use the Underhand and Overhand Throwing Checklist for Throwing Practice to measure how the students are grasping the material.

When the students play [Bowl-a-rama](#), move from student to student to guide them with their underhand throwing technique, and continue to record their progress on the Throwing Practice Checklist.

The children put away the bowling equipment. Then the teacher directs the children to go back to their seats, and explains the [Wishing Well](#) activity. As the students are playing

"Wishing Well," continue to help individual students with their throwing technique because this game requires a higher trajectory and a stronger throw. In addition, observe and check off the students' competencies for the underhand throw on the Throwing Checklist for Activities underhand section.

Closure

Ask the students, "How does your body move when you underhand throw?" When the students respond, ask for specifics, "What is the job of your arms and your legs?" Explain that these skills require direct, specific movement. Ask the children, "Is this movement good for your body?" Explain that being healthy requires being physically active and that this is one fun way they can be physically active.

Then tell the children that you have taken a look at their social skills, and ask, "How does your behavior affect others when you are physically active?" Again emphasize that their good behavior helps to make their physical activity fun.

Tell the students that they will be learning overhand throwing during the next class.

During the last few minutes of class, each student is handed the Student Self-Assessment Checklist. They write their perceptions of their throwing abilities. The teacher can then compare the Throwing Practice Checklists with the Student Self-Assessment Checklist to see how accurately the students perceive their own skills.

Accommodations/Differentiation Ideas

- It may be helpful to have the students "make an 'x' with their hands" to their legs to ensure their understanding of opposition.
- Check for understanding of arm-leg opposition by having the students throw imaginary "snowballs" at the teacher.
- Have writing paper and pencils available for students who are not sure which hand they use for writing.
- Use large, bright wristbands and bright-colored, wide, duct tape or masking tape.
- In the "Bowl-a-rama" activity, students could switch partners every time if they forget whose turn it is.
- Large playground balls are useful for students who keep missing the pins.

Student Self-Assessment

My name is:

My throwing skills

(Circle the right face for you.)

Right now, I can throw:



Great!



Okay



I need help.

Grade _____, **Class** _____

Throwing Checklist for Activities

[illegible]

Unit Title: Throwing and Catching

Lesson 3: Learning the Overhand Throw

Grade Level: K–2

References

- "Tape Toes and Rubber Band Hands", by Mary Feldt
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4770>
- "Bowl-a-rama", by Sara Mallory,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4379>
- "Wishing Well", by Sandi Pritchard
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=346>
- "Oscar's Garbage Can", by Hiemenze Julie
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=348>

Vocabulary/Keywords: underhand throwing skills, overhand throwing skills, catching skills, cooperative play, basic motor skills, playground games

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

Big Idea: Fit for Life

Essential Questions

- What are ways to move?
- What are physical activities?
- What are the rules for movement?
- Why do I need to move?
- What are the ways to behave in physical activity?
- How can I have fun moving?

Enduring Understandings

- Physical Activity involves using movement and motor skills.
- There are different rules for different movements.
- We need to move.
- There are ways to behave in physical activity settings.
- Physical activity is fun.

Unit Transfer Task: Student-Created Game

Materials/Equipment

- Large folding mats
- Cones or jump ropes
- One wiffle ball or yarn ball for each student
- One rubber band and one piece of masking tape for each student
- Cooperation Checklist (see attachment)
- Throwing Checklist for Practice—overhand section (see attachment)
- Throwing Cues poster (see attachment)

Lesson 3 Goals

Students will be able to:	Students will know:
<ul style="list-style-type: none">• Apply (with guidance) the principles of hand dominance and leg-arm opposition to overhand throwing.• Understand that they use an elbow-to-pass-by-the-ear swing.• Successfully complete throwing and catching activities involving others.	<ul style="list-style-type: none">• How to recite the cues, “tape toes and rubber band hands,” and execute arm-leg opposition.• Which hand is their dominant hand.• How to underhand throw.• How to begin to throw underhand with a higher trajectory.• How to successfully perform throwing and catching activities by working cooperatively with others.

Assessment Plan

- Throwing Checklist for Practice, overhand section
- Teacher observation of students’ underhand throw without teacher prompting
- Cooperation Checklist

Lesson Sequence and Application

Introduction

Begin the class with a question-and-answer session on how we should behave with others. Point out the skills listed on the Cooperation Checklist. Tell the students that they will be watched for their social skills today and for many lessons to come.

Direct the captains to hand out the tape and rubber bands to all the students who have shown they need them by the information from the Practice Checklist and by today’s observation. Tell the students they will learn how to do the overhand throw today, and that the overhand throw is very similar to the underhand throw.

Content

With the team captains passing out the rubber bands and tape, tell the students to put a large rubber band on their “writing hand” and masking tape their opposing toe. Model the underhand throw with the verbal cues, “tape toes and rubber band hands,” as was done in previous lessons. (More explanation is found in the activity), [Tape Toes and Rubber Band Hands](#), by Mary Feldt.

Tell the students to face you and throw imaginary snowballs at you saying, "tape toes and rubber band hands." Observe the students to see if any of them would benefit by your further verbal prompting or modeling. Tell the students you will be watching them to make sure they can do the underhand throw perfectly.

Direct the students to play, [Wishing Well](#).

After "Wishing Well," tell the students to go back to their seats. Point out that the overhand throw is nearly the same as the underhand throw. Still use the verbal cues, "tape toes and rubber band hands," with the students and demonstrate the overhand throw. Then the students join the teacher in reciting, "tape toes and rubber band hands," while they execute the overhand throw without a ball.

After organizing the children to aim at different walls, tell them to practice overhand throwing a wiffle ball or a yarn ball against the wall while they use the "tape toes and rubber band hands" cues to ensure their correct use of arm-leg opposition. While they are practicing the overhand throw, check off the students' skills on the Throwing Checklist for Practice – the overhand section.

The teacher directs the students in playing [Oscar's Garbage Can](#) placing 4 to 6 students at a time in the "trash can" (these are the "Oscars") for each round of play. Allow enough rounds so that each student is an "Oscar" during this class. Use the Cooperation Checklist to note the children's social skills.

Collect the tape and rubber bands from all students. Ask them what is similar between the overhand and underhand throws. Offer any feedback that is needed.

Discuss the importance of the social skills from the Cooperation Checklist. First provide feedback on what you saw in terms of cooperation, for example, "I saw ____ from the checklist. What did you see?"

Closure

Ask the students, "How does your body move when you overhand throw? How is it different from the underhand throw?" Explain how the movements are similar and how they are different. Remind the students of the discussions of the last class, and ask them how throwing games are good for their bodies. Ask the children, "Did you have fun?" Then lead them to conclude that physical activity is fun, and that physical activity is part of being healthy.

Then ask the students, "What else makes a game fun? Do you think that having your friends playing with you is fun?" Encourage their positive responses, and ask, "How does your behavior affect others having fun?"

Accommodations

- Lower the mats for the shorter, less confident, or younger children.
- Move the students closer or further away from the "wishing well" to accommodate their skill level.
- Have the mats and other equipment close to where you will have it set up before the students arrive.

Lesson _____

Cooperation Checklist
For K-2

[illegible]

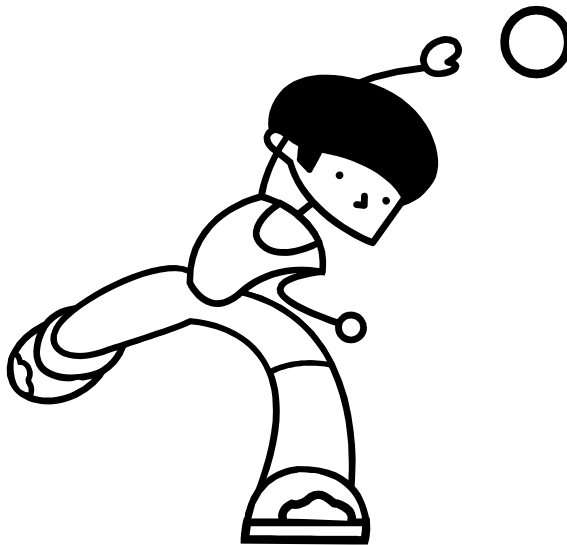
Grade _____, Class _____

Throwing Checklist *for Practice*

[illegible]

Overhand Throwing

1. Step forward with your "tape toe."
2. Put your "rubber band hand" over your head, and move it behind you.
3. Move your "rubber band hand" forward in front of you.
4. Release the ball.



Unit Title: Throwing and Catching

Lesson 4: Practicing the Overhand Throw

Grade Level: K-2

References

- "Oscar's Garbage Can", by Hiemenze Julie
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=348>
- "Pick and Choose", Rohnke, Karl, *Silver Bullets* (Dubuque, Iowa: Kendall Hunt Publishing Company, 1984)

Vocabulary/Keywords: overhand throwing skills, catching skills, cooperative play, basic motor skills, playground games

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Big Idea: Fit for life

Essential Questions

- What are ways to move?
- What are physical activities?
- What are the rules for movement?
- Why do I need to move?
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- How can I have fun moving?

Enduring Understandings

- Physical activity involves using movement and motor skills.
- There are different rules for different movements.
- We need to move.
- There are ways to behave in physical activity settings.
- Physical activity is fun.

Unit Transfer Task: Student-Created Game

Materials/Equipment

- Large folding mats
- Cones or jump ropes
- One wiffle ball or yarn ball for each student
- Large picnic tubs

- Beanbags or nerf balls
- Have available—one rubber band and one piece of masking tape for each student
- Throwing Checklist for Activities
- Cooperation Checklist
- Transfer Task poster

Lesson 4 Goals

Students will be able to:	Students will know:
<ul style="list-style-type: none"> • Use the leg-arm opposition and overhand throwing technique, with or without teacher guidance, to do the overhand throw in a <u>game</u> situation. • Participate in throwing and catching activities successfully with others. 	<ul style="list-style-type: none"> • The principles of hand dominance and leg-arm opposition in overhand throwing. • That they use the elbow-to-pass-by-the-ear swing. • The importance of interacting cooperatively with others in throwing and catching activities.

Assessment Plan

- Throwing Checklist for Activities – overhand section
- Cooperation Checklist
- Teacher observation of students throwing with their dominant hand
- Teacher observation of students executing the overhand throw without teacher prompting
- Teacher observation of students executing the overhand throw without the tape and the rubber bands

Lesson Sequence

Introduction

Model correct overhand throwing. With the younger or less competent students, it will help to recite “tape toes and rubber bands,” and/or use the actual tape and rubber bands. Tell the children to stand and face you. On your command, they chorally overhand throw. By observation, determine which students, if any, should have the visual and/or auditory cues of the taped toes and the rubber-banded hands. After this review, ask the students to recall social skills from the previous lesson, and discuss the importance of social skills in playing. Tell them you will be observing their social skills too.

Content

Right after the “snowball” throwing practice, tell the students to overhand throw a wiffle ball or a yarn ball against the wall as they did last week. This is an excellent time to help any students who are having difficulty with the overhand throw techniques.

Direct the students to play [Oscar’s Garbage Can](#). Observe and note the throwing skill level of the students on the Throwing Checklist for Activities – overhand section.

Then show the children how to play “Pick and Choose,” Rohnke, Karl, *Silver Bullets* (Dubuque, Iowa: Kendall Hunt Publishing Company, 1984).

To set up this game, some of the students (the shooters) stand longitudinally behind a line created with jumping ropes, while others (the helpers) are standing near the large plastic tubs. The helpers’ job is to toss the nerf balls to the shooters so that the shooters can

throw the nerf ball into the tubs. As a class, they are to get as many nerf balls as possible into the tubs in a specified amount of time. Observe and record on the Cooperation Checklist the students' social skills progress.

Refer to the Transfer Task poster in explaining the other elements of the Transfer Task.

Closure

Discuss the results from what you observed in their social skills, and then ask the children how their behavior affects others. Explain to the children that social skills are a large part of the Transfer Task, too.

Review the specific motor skills in the overhand throw and the importance of physical activity and physical health.

Accommodations

1. While the children are practicing their overhand throwing with the wiffle ball, you can verbalize the "tape toe and rubber band" phrase as they throw. Get them to do the throw slowly as they verbalize with you.
2. Pair some struggling students with some patient-but-competent students in reviewing the throwing skills.
3. The actual time in the "Pick and Choose" game should be adjusted to show a growth in student achievement as the game continues to show how important class cooperation is.

Throwing and Catching Games

A book company is coming to your school.

They want to publish new throwing and catching games. They will print your game if they like it, but they have some requirements. Your game must have both throwing and catching. You must show them how to overhand throw, underhand throw, and catch properly. They might ask you about appropriate cooperative skills, so make sure you show them how you listen to others, speak kindly to others, and take turns. Also they may ask you what you think about the game and if you and your classmates enjoyed playing the game or not.

Unit Title: Throwing and Catching

Lesson 5: Learning to Catch

Grade Level: K-2

References

- "Pick and Choose," Rohnke, Karl, *Silver Bullets* (Dubuque, Iowa: Kendall Hunt Publishing Company, 1984).
- "Grocery Bag Fun", by Kurt Weinberg,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=345>
- "More Grocery Bag Fun", by Susan Gautier,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=344>

Vocabulary/Keywords: underhand throwing skills, overhand throwing skills, catching skills, cooperative play, basic motor skills, playground games

Delaware State Standards Addressed

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

Big Idea: Fit for Life

Essential Questions

- What are ways to move?
- What are physical activities?
- What are the rules for movement?
- Why do I need to move?
- What are the ways to behave in physical activity?
- How can I have fun moving?

Enduring Understandings

- Physical activity involves using movement and motor skills.
- There are different rules for different movements.
- We need to move.
- There are ways to behave in physical activity settings.
- Physical activity is fun.

Unit Transfer Task: Student-Created Games

Materials/Equipment

- Have rubber bands and tape available to help students who still need the visual cues
- Large picnic tubs
- Nerf balls
- Jump ropes
- One plastic grocery bag for each student
- One inflated beach ball for each pair of students
- Pre-made grocery bag balls (as explained in [More Grocery Bag Fun](#))
- Cooperation Checklists from the last two lessons
- A new Cooperation Checklist
- Catching Skills Checklist (see attachment)
- Transfer Task poster
- Catching Cues Poster (see attachment)

Lesson 5 Goals

Students will be able to:	Students will know:
<ul style="list-style-type: none">• Apply appropriate social skills while playing a group game.• Catch slow moving objects.	<ul style="list-style-type: none">• How to use the leg-arm opposition and overhead throwing technique, with or without teacher guidance.• To do the overhand throw in a game situation.

Assessment Plan

- Throwing Checklist for Activities, overhand section
- Catching Checklist
- Teacher observation of students' executing the overhand throw without teacher prompting
- Teacher observation of students' executing the overhand throw without the tape and the rubber bands
- Teacher observation of students' applying the proper social skills in the games

Lesson Sequence

Introduction

Tell the children that today they will continue to throw and learn how to catch today. In addition, discuss with the students the value of appropriate social skills in a group game. Based on this class's results of the Cooperation Checklist from the last two classes, aim this class discussion toward the skills that are the weakest for this group of students. Roll play appropriate responses and actions to illustrate the key skills needed to get them past these social skill "humps."

Next direct the children to play "Pick and Choose" to further practice their throwing skills and social skills. Look for any students that need throwing assistance, and note all the children's social skills on a new Cooperation Checklist.

After a few minutes, tell the children to get back to their seats. Have the captains pass out a grocery bag to each student, and follow the directions for [Grocery Bag Fun](#). Challenge the

students to close their eyes while trying to catch. This will prove the point that they need to watch the bag in order to catch it. Tell them that later they will be catching with faster moving things—a beach ball and then a “grocery bag ball” from [More Grocery Bag Fun](#) by Susan Gautier.

Demonstrate with a student how to throw and catch with a beach ball. Have a student ready to catch the beach ball. Tell the children that this is what it looks like in slow motion. You hold and walk the airborne path of the ball. The receiving student will hold his hands in front of his chest with his palms about 20 inches apart and facing each other. Tell this demonstrating student to move his hands together as the ball comes to his chest. Have the other students hold their hands at their chests the same way, and move their hands together as they “catch” their imaginary ball. Tell the children that, when they can throw and catch the beach ball, you will give them a “grocery bag ball” to throw. Mention that the “grocery bag ball” is harder to catch because it is faster. Then tell the students to choose partners, receive a beach ball, and practice throwing and catching with each other.

Observe the children. If they can catch the beach ball easily, hand them the “grocery bag ball” to throw and catch. Check off their skill levels on the practice portion of the Catching Checklist.

Closure

After the balls are collected, refer to the Transfer Task Poster and re-explain the elements of the Transfer Task. Show the students a throwing and catching game that uses all these elements. Make sure that all the students are in this game as participants.

Accommodations

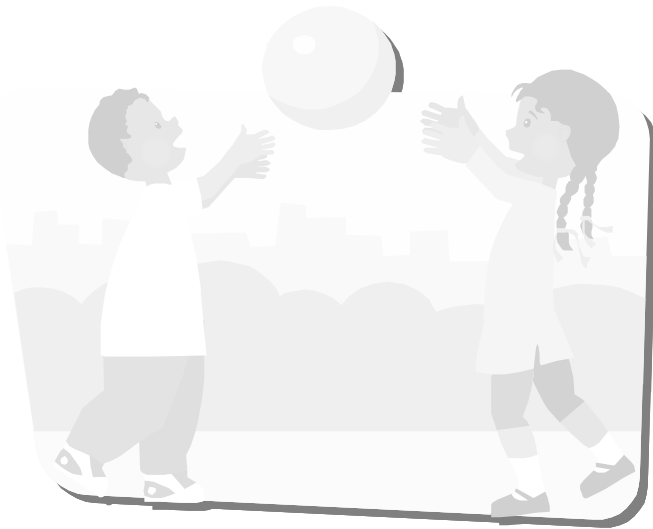
1. Look for catching difficulty with the grocery bag catching. If the students have difficulty with this, have them watch you as you dramatically toss the bag in the air. Verbalize that your eyes are watching, watching the bag. As you continue to watch the bag, verbalize how you can see it coming.
2. Have a throwing and catching game ready as the model for their Transfer Task.
3. Students should be able to catch the slower moving objects successfully before moving on to trying to catch the faster moving objects.

Catching Checklist
(Check in the appropriate box.)

[illegible]

Catching

1. Get your eyes on the ball.
2. Hold your hands in front of you.
3. Keep watching the ball.
4. Put your hands together to catch the ball.



Unit Title: Throwing and Catching

Lesson 6: Catching Faster Moving Objects

Grade Level: K-2

References

- "Grocery Bag Fun," by Kurt Weinberg,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=345>
- "More Grocery Bag Fun," by Susan Gautier
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=344>
- "Catching Animals," by Sharon Welch
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3797>

Vocabulary/Keywords: underhand throwing skills, overhand throwing skills, catching skills, cooperative play, basic motor skills, playground games

Delaware State Standards Addressed

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

Big Idea: Fit for Life

Essential Questions

- What are ways to move?
- What are physical activities?
- What are the rules for movement?
- Why do I need to move?
- What are the ways to behave in physical activity?
- How can I have fun moving?

Enduring Understandings

- Physical activity involves using movement and motor skills.
- There are different rules for different movements.
- We need to move.
- There are ways to behave in physical activity settings.
- Physical activity is fun.

Unit Transfer Task: Student-created game

Materials/Equipment

- Social Skill Checklists from the last two lessons
- One plastic grocery bag for each student
- One inflated beach ball for each pair of students
- Pre-made grocery bag balls
- One beanie baby animal for each pair of students
- Several hoops
- Several nerf balls
- Catching Skills Checklist
- Transfer Task poster
- An age-appropriate throwing and catching game

Lesson 6 Goals

Students will be able to:	Students will know:
<ul style="list-style-type: none">• Catch moderately moving objects.• Begin to create or choose a throwing and catching game to use for their Transfer Task.	<ul style="list-style-type: none">• How to apply appropriate social skills while playing a group game.• How to catch slow moving objects.

Assessment Plan

- Catching Skills Checklist
- Teacher observation of the students' strengths and weaknesses creating or choosing a throwing and catching game

Lesson Sequence

Introduction

Take a brief verbal survey with your students. Ask them, "How many of you liked catching slow-moving objects?" And, "How many of you did not like catching slow-moving objects?" Listen to their reasons and address your students' concerns. If necessary, repeat [Grocery Bag Fun](#) from the last lesson.

Inform the children that they will do faster catching today, and work on their Transfer Task. Model the proper catching technique—holding your hands in front of your chest with your palms about 20 inches apart and your palms facing each other. Slowly "catch" an imaginary ball. While they are sitting, have the students hold their hands at their chests the same way, and move their hands together as they "catch" their imaginary ball.

Content

Direct the students to pair up, and toss a beach ball back and forth with each other, as you observe and note their progress on the Catching Checklist – slow objects section. If everyone is successfully catching, put the beach balls away, trade them for the grocery bag ball, and direct the students to play [More Grocery Bag Fun](#).

Observe and assist the students who are missing a lot of balls.

After “More Grocery Bag Fun,” tell the students to come back to their seats. Explain [Catching Animals](#).

Direct the students to play it, and record the children’s catching abilities on the Catching Checklist—the fast objects section.

Ask the students, “How many throwing and catching games have we played?” And, “How many different ways have you thrown a ball?”

After the balls are collected, refer to the Transfer Task Poster and replay the Transfer Task game that they played last week. Direct the students’ attention to each element of the Transfer Task as they are playing this game.

Closure

Right after the whole class game, tell the students to work with their teams to create or choose a game. As the teams share their games with the class, guide them with the demonstrating of the motor skills of throwing and catching, their communicating the game, and any social skills that they need help with. Remind students they are showing their own game next lesson.

Accommodations

1. Look for catching difficulty with the beach ball catching. If the students have difficulty with this, have them watch you as you have a student walk the ball to you. Verbalize that your eyes are watching—watching the ball as your arms are getting ready to catch the ball. As you continue to watch the ball, verbalize how you watch it coming to you and close your hands around it to catch it.
2. Pair a student who cannot think of a game with another student who can.
3. Because students will need equipment for their student-created games, have all the above-listed equipment ready.

Unit Title: Throwing and Catching

Lesson 7: Student-Created Games

Grade Level: K-2

References

Vocabulary/Keywords: underhand throwing skills, overhand throwing skills, catching skills, cooperative play, basic motor skills, playground games

Delaware State Standards Addressed

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

Big Idea: Fit for Life

Essential Questions

- What are ways to move?
- What are physical activities?
- What are the rules for movement?
- Why do I need to move?
- What are the ways to behave in physical activity?
- How can I have fun moving?

Enduring Understandings:

- Physical activity involves using movement and motor skills.
- There are different rules for different movements.
- We need to move.
- There are ways to behave in physical activity settings.
- Physical activity is fun.

Unit Transfer Task: Student-Created Games

Materials/Equipment

- A variety of objects that the children have used in this unit: nerf balls, grocery bag balls, wiffle balls, beanbags, picnic tubs, and other items requested by the students for their games
- Transfer Task poster
- Transfer Task Checklist Example

Lesson 7 Goals

Students will be able to:	Students will know:
<ul style="list-style-type: none">• Execute the Unit Transfer Task as described above.	<ul style="list-style-type: none">• How to catch moderately moving objects.• How to begin to create or choose a throwing and catching game to use for their Transfer Task.

Assessment Plan

- The Transfer Task Checklist Example
- Teacher observation of students' throwing skills
- Teacher observation of students' cooperative skills

Lesson Sequence

Introduction

Direct the students to the Cooperative Checklist. Ask them, "How many of these skills have you seen in our throwing and catching lessons?" "How many cooperative skills have you seen in the playground?" "I am giving you a minute to think about your favorite cooperative skill, and then we will take turns telling the class what it is." After the students' responses, tell the children, "Remember that you must use your cooperative skills when you play or teach your game."

Choose one or more of the team games from last week to help illustrate the elements of the Transfer Task. Remind the students that they can be free to check the Transfer Task Poster to make sure they have done everything they mean to do.

Content

Have the materials mentioned above in one area of the gym. Then give the students this scenario:

A book company is coming to your school. They want to publish new throwing and catching games. They will print your game if they like it, but they have some requirements. Your game must have both throwing and catching. You must show them how to overhand throw, underhand throw, and catch properly. They might ask you about appropriate cooperative skills, so make sure you show them how you listen to others, speak kindly to others, and take turns. (Show the students the Transfer Task poster, so they can be reminded of all these skills.)

Instructions for the Teacher

Each student will create a throwing and catching game or activity, demonstrating correct underhand throwing, overhand throwing, catching, and cooperative skills while teaching the game or in addition to the game. Ask the students to describe some or all of the cooperative skills they have practiced in class. Check off each student's competencies on the Transfer Task Checklist. Make sure that all the students get to participate at some time during this class in these student-made games and that everyone claps for every game.

Following is the more complete rubric for this Transfer Task:

	Targeted	Acceptable	Unacceptable
Movement Skills	Student describes/ demonstrates the activities so that others show understanding of the game, and the underhand throwing, the overhand throwing, and the catching skills.	Student attempts to describe the activities and skills, but is incomplete or incorrect in some demonstrations. The other students are somewhat confused.	Student cannot describe/demonstrate any activity or skill. The other students have no idea how to perform the underhand throw, the overhand throw, or the catch.
Cooperative Skills	When asked to describe a behavioral skill, student shows taking turns, listening to others, and speaking kindly to others.	When asked to describe a behavioral skill, student is incorrect or incomplete in some of his descriptions or demonstrations.	When asked to describe a behavioral skill, student cannot demonstrate or describe taking turns, listening to others, or speaking kindly to others.
Reflective Skills	Student honestly and thoroughly discusses/ explains/draws self-participation in design of activity and on own abilities to perform skills correctly and cooperatively.	Student shows some honest discussion/ explanation/drawing on self-participation in design of activity and on own abilities to perform skills correctly and cooperatively.	Student is not able to honestly discuss/ explain/draw self-participation in design of activity and on own abilities to perform skills correctly and cooperatively.

Closure

The students select one or more student games to play again. Thank the students for their games.

Transfer Task Checklist Example

<i>Students' Names:</i>	<i>Student's game contains:</i>		<i>Student correctly demonstrates throwing:</i>		<i>Student describes these Cooperative Skills:</i>			<i>Other students understand the game:</i>	<i>Reflection</i>
	Throwing 0-3 points	Catching 0-3 points	<i>Underhand</i> 0-5 points	<i>Overhand</i> 0-5 points	Listening to others 0-2 points	Speaking kindly to others 0-2 points	Taking Turns 0-2 points	0 – 5 points	0-3 points

Grading Rubric:
 Target: 23 – 35
 Acceptable: 14 – 22
 Unacceptable: 0 – 13

Resources and Teaching Tips

What text/print/media/kit/web resources best support this unit?

- "Tape Toes and Rubber Band Hands", by Mary Feldt,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4770>
- Bowl-a-rama", by Sara Mallory,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4379>
- Rohnke, Karl, *Silver Bullets* (Dubuque, Iowa: Kendall Hunt Publishing Company, 1984)

What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?

From the start it is imperative that the students understand and perform the arm-leg opposition in order to throw properly. The lessons that impress the opposition have the activity, "Tape Toes and Rubber band Hands". If more time needs to be spent on this opposition, [PE Central](#) has more beginning throwing activities that emphasize opposition.

It is important that the students can catch a slow-moving object before advancing to faster moving objects. Beach balls and balloons are fun and slow moving.

Differentiation

For Lesson 1:

- Have writing paper and pencils available for students who are not sure which hand they use for writing.
- Use large, bright wristbands and bright-colored, wide, duct tape.
- Students could switch partners every time if they are showing conflict as to whose turn it is.
- Large playground balls are useful for students who keep missing the pins.

For Lesson 2:

- It may be helpful to have the students "make an 'x' with their hands" to their legs to ensure their understanding of opposition.
- Check for understanding of opposition by having the students throw imaginary "snowballs" at the teacher.

For Lesson 3:

- Allow the students to throw beanbags or nerf balls into large picnic tubs for additional throwing practice.
- The competent students will have fun throwing independently so that you can work with the more skill-needy students.

For Lesson 4:

- While the children are practicing their overhand throwing with the wiffle ball, you can verbalize the "tape toe and rubber band" phrase as they throw.
- Get them to do the throw slowly as they verbalize with you.

For Lesson 5:

- Look for catching difficulty with the grocery ball catching. If the students have difficulty with this, have them watch you as you dramatically toss the bag in the air. Verbalize that your eyes are watching, watching the bag. As you continue to watch the bag, verbalize how you can see it coming down; you are getting ready for it to come close to you and then—wham!—you grab out of the air!

For Lesson 6:

- Look for catching difficulty with the beach ball catching.
- If the students have difficulty with this, have them watch you as you have a student walk the ball to you. Verbalize that your eyes are watching; watching the ball as your arms are getting ready to catch the ball. As you continue to watch the ball, verbalize how you watch it coming to you, and close your hands around it to catch it.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design.

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in order 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.
- **21st Century Learning** – the ability 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)

Technology Integration

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

- **8th Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003).

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: Traveling with Dr. Seuss
Designed by: Lee Raymond

District: University of Delaware

Grade Cluster: K-2
Time Frame: 5 Lessons

Summary of Unit

This unit integrates language arts with traveling and movement concepts. Each lesson revolves around a Dr. Seuss book or story. Physical activities involve traveling skills-hop, skip, walk, run, gallop, slide, jump as well as movement concepts such as space awareness, relationships, and effort as well as cooperative play. Lessons can be taught in sequence or individually as needed throughout the year.

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.
- Physical activity involves using movement and motor skills.
- There are ways to behave in physical activity settings.

- Physical activity is fun.

Unit Essential Questions

- Open-ended questions designed to guide student inquiry and learning.
- What are ways to move?
- What are the ways to behave in physical activity?
- How can I have fun moving?

Knowledge and Skills

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

Students will know...

- That words and movement go together
- That movement can be fun
- Moving with other people can be fun

Students will be able to...

- Demonstrate a variety of locomotor movements
- Use movement concepts with a variety of locomotor movements
- Match rhyming words

Stage 2 – Assessment Evidence

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

Suggested Unit Transfer Tasks

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)

Make a Book

You and your friends are very excited that you are learning to read in kindergarten. You also have a lot of fun on the playground and enjoy moving around. As a class, you decide to make a book using words and actions you have learned to leave for next year's kindergarten class. You want to tell the next class about all the activities they will do while they are in kindergarten. Each student in the class should contribute one page to the book, but not all pages have to have an action word on them. Remember, though, that the action words help fill the book with movement so, if you can find an action word for your page, then the book will be twice the fun! Once you have the story ready be sure the whole class tries it out! Then each student should write a note to the next class telling them what you think of the book.

(This task can, and should be, done in conjunction with the classroom teacher.)

Rubric(s)

- Scoring guide to evaluate transfer tasks used as evidence of student proficiency.

An effective scoring guide should:

- Measure what is appropriate for the Content Standard that is assessed.
- Provide opportunities for differentiation of the transfer tasks used as evidence of student proficiency.

	Targeted	Acceptable	Unacceptable
Language Skills	Student writes sentence using appropriate action word or draws picture of appropriate action word.	Student knows appropriate action word but needs help from teacher to clarify sentence.	Student cannot think of action word.
Movement Skills	When asked to perform a movement skill, student does correct movement and performs all critical elements of the skill.	When asked to perform a movement skill, student either does correct movement or performs all critical elements of the skill but not both.	When asked to perform a movement skill, student cannot do correct movement and perform all critical elements of the skill or students can do less than half of required skills correctly.
Reflection	Student includes detailed information about thoughts, feelings about the book, and actions in the book. Student explains own contribution to the book.	Student includes likes/dislikes of book and states what contribution to the book was.	Student discusses what the book is about but includes no personal thoughts on the book or contributions to the book.

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).
- Teacher observation
- Oral discussions
- Exit slip
- Obstacle course design sheet

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).
- Student drawings
- Oral responses to teacher questioning

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: Traveling with Dr. Seuss

Lesson 1: Traveling/Using Rhymes

Grade Cluster: K–2 (30-minute lesson)

References

- *Hop on Pop*, by Dr. Seuss
- *Children Moving*, by Graham, Holt-Hale and Parker

Vocabulary/Keywords: traveling, hopping, skipping, galloping, sliding, jump, leap, walk, rhyme

Delaware State Standards Addressed

#1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

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

#6 – Create opportunities for health, enjoyment, challenge, self-expression, and/or social interaction

Big Idea: Fit for Life

Essential Questions

- What are ways to move?
- What are the ways to behave in physical activity?
- How can I have fun moving?

Enduring Understanding

- Physical Activity involves using movement and motor skills.
- There are ways to behave in physical activity settings.
- Physical activity is fun.

Unit Transfer Task: Book of Movements

Materials/Equipment:

- *Hop on Pop*, by Dr. Seuss
- Rhyming words card set. Prepare sets of rhyming words from book and from classroom teacher. (Cat/Hat, Pup/Cup, Fall/Ball, Dog/Log etc.) Be sure to include traveling or

movement words such as run, walk, hop, jump, skip, slow, fast. You should have multiple sets so each child can collect at least 5 matches.

- Music, if desired.

Lesson Goals:

- Language acquisition, fundamental, locomotor movements

Students will be able to: <ul style="list-style-type: none"> • Demonstrate a variety of traveling movements • Locate and match rhyming words 	Students will know: <ul style="list-style-type: none"> • Words that rhyme • Words that are associated with specific movements
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Assessment Plan:

- Teacher observation of matched words
- Student performance of traveling movements
- Exit slip on matching words

Lesson Sequence:

- Introduction –Teacher will read *Hop on Pop*, by Dr. Seuss, to students asking them to demonstrate some of the actions found on the pages as a warm-up.
 - **Pup is Up** - ask students to jump up then remain standing
 - **All Tall** - ask students to stand as tall as they can
 - **All Small** - ask students to get as small as they can
 - **All Ball** - ask students to pretend to throw a ball
 - **All Fall**- ask students to “fall” down to sitting position
 - **Sad, Dad Bad Had** - ask students to make sad face
 - **Thing Sing** - ask students to make joyful face
 - **Walk Talk** - have students follow teacher for a walk around the gym and talk while they walk
 - **Hop Pop** - ask students to hop in place back at beginning until Stop
 - **Mr. Brown Upside Down** - ask students to hang head upside down
 - **Pup Up** - ask students to jump up
 - **Brown Down** - ask students to sit down
- Content

Spread laminated matching words on floor. On “Go” signal (or start of music), have children hop around space to find matching words. Students hop back to own starting space and place matches down; then they can go out and get another set. Continue for one minute. Ask for volunteers to read matches and to demonstrate the movement associated with any of the words. Then ask students to “take a walk-talk while all-fall.” This means that students are to walk around the gym space saying their rhyming words as they let them all-fall back onto the floor (remind students to try to spread words out from each other).

Repeat sequence asking children to skip, jump, slide, gallop, etc., until time or until children seem tired of activity.
- Closure

Final time through the game, collect the words from the children and review the action words with children (hop, skip, fast, slow, etc.) and have students all perform action. Hand out exit slips, complete, and collect.

Accommodations/Differentiation Ideas and Tips:

1. Students can work in partners to find matching words.
2. Handicapped partners should be paired with an able-bodied partner.
3. A Word Wall could be set up ahead of time with matching words already listed as a "cheat sheet" for students to use when making matches.
4. Time to find matches can be lengthened or shortened depending on overall class ability.
5. Students can be given a limit to the number of matches that can be made during time the period but then allowed to help other individuals find their maximum number.

Unit Title: Traveling with Dr. Seuss**Lesson 2: Traveling/Matching/Mirroring**

Grade Cluster: K–2 (30-minute lesson)

References

- *The Zax From the Sneetches and Other Stories* by Dr. Seuss
- *Children Moving* by Graham, Holt-Hale and Parker

Vocabulary/Keywords: matching, mirroring, general space

Delaware State Standards Addressed

#1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

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

#6 – Create opportunities for health, enjoyment, challenge, self-expression, and/or social interaction

Big Idea: Fit for Life**Essential Questions**

- What are ways to move?
- What are the ways to behave in physical activity?
- How can I have fun moving?

Enduring Understandings

- Physical activity involves using movement and motor skills.
- There are ways to behave in physical activity settings.
- Physical activity is fun.

Unit Transfer Task: Book of Movements**Materials/Equipment:**

- *The Zax from the Sneetches and Other Stories*, by Dr. Seuss
- Drum or other signal device if not using music
- Music, if desired

Lesson goals:

- Working effectively with a partner, fundamental, locomotor movements

Students will be able to: <ul style="list-style-type: none">• Demonstrate a variety of traveling movements• Match and mirror a partner while traveling in open space	Students will know: <ul style="list-style-type: none">• To accomplish a task you have to work with people
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Assessment Plan:

- Teacher observation of matching and mirroring activities
- Student performance of traveling movements, matching, and mirroring
- Oral discussion questions

Lesson Sequence:

- Instant activity:

Children are scattered in general space. On “go” and “stop” signals, children move in general space using traveling commands provided by teacher. This can be done with music or using a drum to signal start and stop. Go through each of the traveling skills as review: walk, run, skip, hop, jump, leap, gallop, slide.
- Introduction:

Tell students we are continuing on with Dr. Seuss and read the story *The Zax*. Discussion questions at the end revolve around the world being built around The Zax, and what they could have done differently to solve their problem.
- Content:

Put children into partners and designate one as the north Zax and one as the south Zax. Children will try different solutions to Zax problems.

 - Task 1: Have partners stand next to each other. South Zax partner makes a shape and other partner match the shape. Do this 3 times and then have North Zax make shapes while South matches partner. Discuss matching.
 - Task 2: Have partners decide on 5 ways to travel and then perform movements side by side trying to match movements exactly.
 - Task 3: Have partners face each other. North Zax should make a shape, and South should mirror shape. Each partner should make 3 shapes for partner to mirror.
 - Task 4: Have partners mirror each other with a moving shape. If North moves right arm, then south moves left arm, etc. Try 3 movements each.
 - Task 5: Have one child lead (North Zax) and one child follow moving in general space using a variety of traveling movements (can be teacher designated or student choice). Switch leaders (now South Zax leads) after a minute or two. Discuss the concept of following and leading.
 - Task 6: Ask children to move in general space using specified traveling movement. On the signal, partners find each other, shake hands, move around each other, and continue moving with next the traveling movement. Continue through a few rounds.
- Closure

Oral discussion of what Zax was doing in the story. Ask students if they matched or mirrored. Ask what would have worked best. Which was more fun, moving or standing still? Would moving or standing still be better for the Zax?

Accommodations/Differentiation Ideas and Tips:

1. Help students who are having trouble matching and mirroring. Can use pinpointing to help demonstrate.
2. If many students are having problems, have the teacher be North Zax and all students are South for activities so children can learn from watching each other.
3. If students are ready, more challenging matching and mirroring tasks can be added such as moving while mirroring shapes etc.

Unit Title: Traveling with Dr. Seuss

Lesson 3: Traveling/Space Awareness/Relationships with Objects

Grade Cluster: K-2 (30-minute lesson)

References

- *And to Think I Saw it on Mulberry Street*, by Dr. Seuss
- *Children Moving*, by Graham, Holt-Hale and Parker

Vocabulary/Keywords: general space, traveling movements, relationships

Delaware State Standards Addressed

#1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

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

#6 – Create opportunities for health, enjoyment, challenge, self-expression, and/or social interaction

Big Idea: Fit for Life

Essential Questions

- What are ways to move?
- What are the ways to behave in physical activity?
- How can I have fun moving?

Enduring Understandings

- Physical activity involves using movement and motor skills.
- There are ways to behave in physical activity settings.
- Physical activity is fun.

Unit Transfer Task: Book of Movements

Materials/Equipment:

- *And to Think I Saw it on Mulberry Street*, by Dr. Seuss
- Obstacle course set up in the gym using bamboo poles on milk crates, hula hoops on floor and/or on milk crates, low balance beams—obstacles that children could go over, under, through, around, etc. (No necessary order for course as children will make own pathway.)
- Obstacle course design sheet for each student

- Pencil/marker/crayon for each student
- Picture of obstacles posted where students can see them or one for each student (could be laminated for future use)

Lesson Goals:

- Traveling movements through an obstacle course

<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a variety of traveling movements. • Use movement concepts while traveling through obstacle course 	<p>Students will know:</p> <ul style="list-style-type: none"> • How to travel safely around people and objects • The concept of adding on that you can imagine anything
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Assessment Plan:

- Teacher observation of traveling skills
- Teacher observation of movement concepts used by students
- Obstacle course design sheet
- Self-assessment of design at bottom of sheet

Lesson Sequence:

- Introduction

We are going to build our own "Mulberry Street" out of obstacles today. Begin by starting to read *And to Think I Saw it on Mulberry Street*. After reading about adding a Zebra, stop and pause. Allow children to get up and walk around obstacles and try them out. Have children return to their seats and give each student their design sheet and writing instrument. Ask the students, after the boy added a Zebra to his Mulberry Street, which obstacle would they want to place on their street. Have them draw the obstacle using the examples or write the name of the obstacle in block #1. Continue reading the story, pausing at various intervals to allow children to add additional obstacles to their sheet as the boy adds stuff to his street until they have 8 obstacles listed or drawn. Allow children to use same the obstacle more than once.
- Content

Once design sheets are finished allow students to try out their course. Remind them they can move around the obstacle any way they want, over, under, through, around etc. Remind them to go in the order that they wrote the obstacles and remind them of safety issues such as waiting for others to use obstacle if more than one are in the same place. Allow students to move through their obstacle course a few times until they know it then allow students to use a variety of traveling movements to go through course. Remind them of safety issues each time.
- Closure

Ask students to fill out the face at the bottom of design sheet now that they are done. If they like their obstacle course then draw a big smile, or if they do not like their obstacle course, draw an unhappy face. Remind them that changes can be made tomorrow.

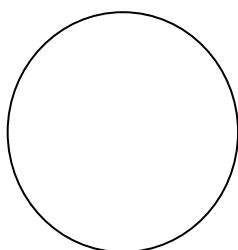
Accommodations/Differentiation Ideas and Tips

1. If the activity is too difficult for individual students to do, the teacher can create one course using input from all students. Reflection sheet at the end could be completed on individual sheets with students drawing faces about the whole process.
2. Partners can design obstacle course if they have trouble writing or copying pictures to sheet.

3. Words can be added to a Word Wall in the gym and PE class including relationship words, such as over, under, through, etc.
4. Place elements at a level that will allow all students to go under them and, when necessary, clearly mark the pathways for wheelchair students.

1	
2	
3	
4	
5	
6	
7	
8	

How do you like your obstacle course?



Unit Title: Traveling with Dr. Seuss

Lesson 4: Traveling/Working Cooperatively

Grade Cluster: K-2 (30-minute lesson)

References

- *The Sneetches and Other Stories*, by Dr. Seuss
- *Children Moving*, by Graham, Holt-Hale and Parker

Vocabulary/Keywords: general space, traveling movements, cooperative activities, cooperation

Delaware State Standards Addressed

#1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

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

#6 – Create opportunities for health, enjoyment, challenge, self-expression, and/or social interaction

Big Idea: Fit for Life

Essential Question(s)

- What are ways to move?
- What are the ways to behave in physical activity?
- How can I have fun moving?

Enduring Understanding

- Physical activity involves using movement and motor skills.
- There are ways to behave in physical activity settings.
- Physical activity is fun.

Unit Transfer task: Book of Movements

Materials/Equipment:

- *The Sneetches and Other Stories*, by Dr. Seuss
- Poly spots that have two distinct sides—one side could have a sun, and the flip side a moon; one side a red circle and the flip side a blue circle, etc.—try to have at least one per student or more
- Scarves—or something easily held in the hand while children travel through general space—each child should have two

Lesson Goals:

- Traveling and working cooperatively

Students will be able to: <ul style="list-style-type: none">• Demonstrate a variety of traveling movements.	Students will know: <ul style="list-style-type: none">• How to work cooperatively so that all can participate in an activity.
---	---

Assessment Plan:

- Teacher observation of traveling skills
- Teacher observation of cooperative skills used by students
- Oral discussion questions

Lesson Sequence:

- Introduction

Children are each given a poly spot, and the benefits of each side are explained by the teacher (why the sun is good for the earth, why the moon is good for the earth) They are then told to place their poly spot somewhere in general space, not near another one, with the side up that they think is best. On the “go” signal, children travel around using the traveling motion given by the teacher and attempt to turn over as many poly spots as they can so that their best side is up—suns are flipping to moons, moons are flipping to suns. Have students do this for a maximum of one minute. Comment on numbers of each up and numbers of each down and ask sun people if they think there should not be a moon. Ask moon people if they think there should not be a sun. Tell them we are going to find out how another group figured out who was best.
- Content
 - Task 1: Begin to read The Sneetches story. As you are reading, after the first time both sets of sneetches are changed ask students to move back to the playing area. Now tell students that, if they thought the sun was best before now, they want the moon to be the best, and the moons now want suns. Have children play for a minute and then resume reading. Stop and have children play at least two more times using different traveling skills. At end of the story ask students to look at poly spots. Can they tell which was a star and which was a moon to start with? The Sneetches realized that it did not matter what the other Sneetch had but that they could work together.
 - Task 2: Explain that they will play a sharing game where the idea is for each person to be a friend to everyone else just like the Sneetches ended up being. Give each child two scarves except for two taggers (use appropriate number of taggers per students in class). On “go,” taggers try to tag as many people as possible. When they tag someone, the person has to give them one of their scarves. If the person loses both scarves, she/he becomes frozen and raises their hand to signal their friends to help them. Other people can give one of their scarves to the person without any scarves and that person can play again. Play for a minute or two then change taggers. The old taggers keep the scarves they collected but should be reminded that they can now share with many of their friends when they get frozen. A variety of traveling skills may be used in this game. Play until children have lost interest or time is up.
- Closure

Have a discussion about playing together. What did the Sneetches discover? Were star Sneetches better than non-star Sneetches? Who did they decide to play with at the end? How about scarf tag? Did everyone get to play? Why? What made the game work? Ask children to describe their favorite game where everyone gets to play.

Unit Title: Traveling with Dr. Seuss

Lesson 5: Traveling/Working Cooperatively

Grade Cluster: K-2 (30-minute lesson)

References:

- *The Cat in the Hat*, by Dr. Seuss
- *Children Moving*, by Graham, Holt-Hale and Parker

Vocabulary/Keywords: general space, traveling movements, cooperative activities, cooperation

Delaware State Standards Addressed

#1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

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

#6 – Create opportunities for health, enjoyment, challenge, self-expression, and/or social interaction

Big Idea: Fit for Life

Essential Questions

- What are ways to move?
- What are the ways to behave in physical activity?
- How can I have fun moving?

Enduring Understandings

- Physical activity involves using movement and motor skills.
- There are ways to behave in physical activity settings.
- Physical activity is fun.

Unit Transfer Task: Book of Movements

Materials/Equipment:

- *The Cat in the Hat*, by Dr. Seuss
- Variety of objects that can safely be spread around general space to imitate the messy house—beanbags, polypots, yarn balls, domes, etc.

Lesson Goals:

- Traveling and working cooperatively

Students will be able to: <ul style="list-style-type: none">• Demonstrate a variety of traveling movements.	Students will know: <ul style="list-style-type: none">• How to work cooperatively so that all can participate in an activity.
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Assessment Plan:

- Teacher observation of traveling skills
- Teacher observation of cooperative skills used by students

Make a Book Task**Lesson Sequence**

- Introduction: Read *The Cat in the Hat*
- Content

Playing area should have designated children's room (safe area) at one end of the playing area. At opposite end should be buckets, hoops, etc., that the mess can be placed into. Chose two or three children to be the Cat in the Hat and all the others are the children. Objects representing the mess are spread out through playing area. On the signal "Mom's Home," the children begin to collect the mess one object at a time and place it in the clean-up buckets or hoops using the traveling skill designated by the teacher. The Cats try to tag the children to stop them from cleaning up. If a child is tagged, she/he must return to the children's room before going out again to help clean up. If the child has a piece of mess in her/his hand when tagged they simply place it back on the floor before returning to children's room. Play for a designated period of time. Change cats and let children play again.

- Closure
Have a discussion about playing together. What is the same about this game as the game with the scarves or the stars activity from last class? Did they have fun playing the games? Could they think of another story they know and think of a game they could play that would go with the story? Teacher can discuss Book of Movements here. Children can suggest ideas of movement words, activities that they do in school. Work on task can take place here or in classroom or as homework. Practice of the book should take place in gym during the next class period, and reflection by the student completed in gym or class or homework following practice.

	Targeted	Acceptable	Unacceptable
Language Skills	Student writes sentence using appropriate action word or draws picture of appropriate action word.	Student knows appropriate action word but needs help from teacher to clarify sentence.	Student cannot think of action word.
Movement Skills	When asked to perform a movement skill, student does correct movement and performs all critical elements of the skill.	When asked to perform a movement skill, student either does correct movement or performs all critical elements of the skill but not both.	When asked to perform a movement skill, student cannot do correct movement and perform all critical elements of the skill or student can do less than half of required skills correctly.

	Targeted	Acceptable	Unacceptable
Reflection	Student includes detailed information about thoughts, feelings about book, and actions in book. Student explains own contribution to book.	Student includes likes/dislikes of book and states what contribution to book was.	Student discusses what book is about but includes no personal thoughts on book or contributions to book.

Make a Book

Scenario

You and your friends are very excited that you are learning to read in kindergarten. You also have a lot of fun on the playground and enjoy moving around. As a class, you decide to make a book using words and actions you have learned to leave for next year's kindergarten. You want to tell the next class about all the activities they will do while they are in kindergarten. Each student in the class should contribute one page to the book, but not all pages have to have an action word on them. Remember though, that the action words help fill the book with movement, so if you can find an action word for your page, then the book will be twice the fun! Once you have the story ready, be sure the whole class tries it out! Then each student should write a note to the next class telling them what you think of the book.

Instructions for Teacher

Each student should create a page for the book. They can draw and/or use written words. Encourage students to use action words to describe what they do in their class throughout the year. Examples would be:

- Walk quietly to the library
- Rock in the chair when reading
- Move quickly during a fire drill
- Reach up high to get library books
- Stand up to salute flag and then sit down
- Run at recess
- Skip to the bus

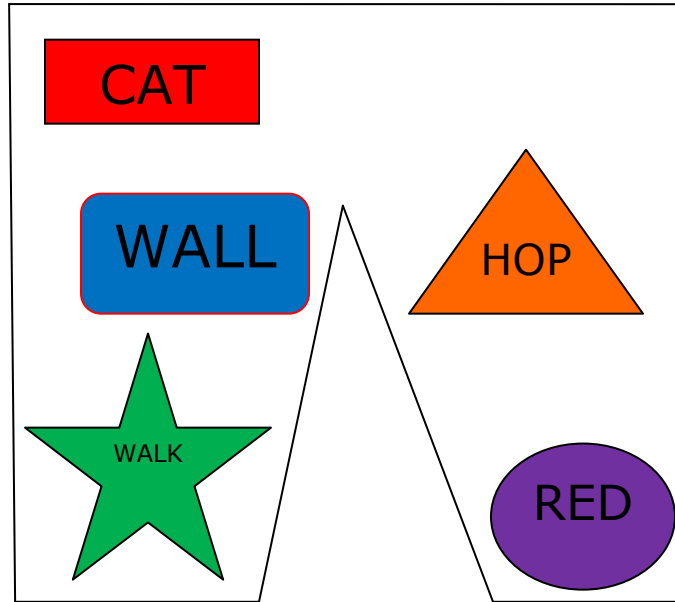
Repeated action words are okay in book.

When completed, the book should be read and movements done by the entire class.

Once the book is finished and students have practiced the book, they should write a reflection on the book in the form of a note to the next class explaining what they think of the book and what they contributed to the book.

The Match Patch

Can you help fix these pants? Draw a line from the patch to the hole with the rhyming word to fix the pants.



HAT

BALL

BE

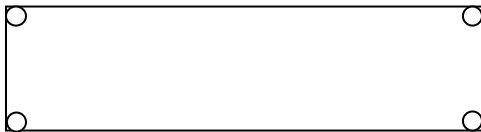
TALK

POP

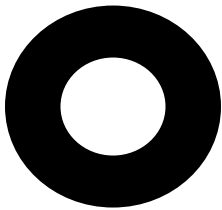
Possible Obstacle Set-Up



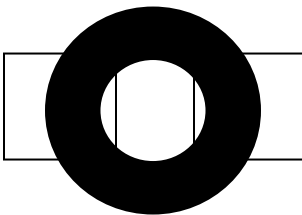
Pole on milk



Table



Hula Hoop



Hula Hoop
on
Milk Crates



Low Balance Beam

Accommodations/Differentiation Ideas and Tips

1. Because these activities have no winners/losers, teacher must stress the idea that working together helps everyone enjoy the game.
2. Students can partner in the first activity to help those having trouble flipping, etc.

Resources and Teaching Tips

Resources

- Include a variety of resources (texts, print, media and web links) that best supports the unit.
- Dr. Seuss Early Readers:
 - *Hop on Pop*
 - *The Sneetches and Other Stories*
 - *And to Think That I Saw It on Mulberry Street*
- *Children Moving: A Reflective Approach to Teaching Physical Education*. Graham, Holt-Hale and Parker, 7th ed. 2007 McGraw-Hill pub.

Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.
- Be sure to read notes on Accommodations/differentiation at end of each lesson.
- Teachers need to work in collaboration with the classroom teachers to be sure that vocabulary is appropriate for students and that teachers are not duplicating efforts.
- Word Walls may facilitate much of the work for students so, again, collaborating with the classroom teacher to find words that work in the gym and in the classroom can be presented to the students.
- Integration of language arts works well, but if students are not able to perform basic motor tasks, then integration needs to be held off until students are ready for the additional challenge of the addition of language arts.
- Students may need to work in partners to help with vocabulary or with motor skills so have plans to provide appropriate partners for your students if needed.

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.

This unit can be done as a unit or lessons may be taught throughout the year or singly depending on the needs of the PE teacher and the classroom teacher. See individual lesson plans for specific accommodations to each lesson.

1. See comments above regarding providing partners when appropriate.
2. If possible, words and pictures should be on the same card to facilitate learning.
3. Word Walls with common words in both gym and classroom facilitate learning.
4. Advanced readers could supply additional words not found in books but that relate to activities.

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.
- ☒ **21st 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.)

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.

- English Language Arts

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: Warming Up to CATCH

Designed by: Libby Thomas, School Health Consultant, DOE

Grade Cluster: K-2

Time Frame: 4 Lessons

Summary of Unit

This unit of instruction is based on the lessons of the *Coordinated Approach to Child Health (CATCH) physical education program. Students will learn to differentiate between activities that are low intensity and those that are of higher intensity. Students will understand that activities of different intensity levels can be performed in a variety of ways and at a variety of venues.

*Coordinated Approach to Child Health (CATCH) is sponsored by the Nemours Health and Prevention Services in Delaware. Materials to present this unit and expand it are available through the Nemours Foundation. District teams (made up of health educators, physical educators, cafeteria personnel, administrators, classroom teachers, and others) are required for CATCH professional development. Teachers wishing to use this unit of instruction should contact their district lead teacher or curriculum supervisor for further information.

This unit was developed for the Delaware Department of Education website with the permission of Flaghouse, Inc., publisher of *Taking Off, A Fourth Grade Curriculum*, CATCH. Second edition, 2002 and the Cooper Institute, publisher of the *Fitnessgram Activitygram Test Administration Manual*, third edition, 2005, through the Nemours Health and Prevention Services of the Nemours Foundation.

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

- We need to move.
- Physical fitness is good for you.

Unit Essential Questions(s)

- Why is physical fitness good for you?
- What is fitness?
- Why do we need to move?

Knowledge and Skills

Students will know...

- The body works easier or harder depending on the type of activity being performed
- Any type of movement is considered physical activity
- Physical activity is integral to lifetime fitness

Students will be able to...

- Recognize changes that occur in their body due to activity
- Practice physical activity at home
- Identify light, moderate, vigorous levels of intensity in physical activity
- Identify activities that use muscular strength and/or flexibility

Stage 2 – Assessment Evidence

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

Suggested Unit Transfer Task(s)

I'm Active!

You have been learning all about how to be active and why it is important to be active. In class, we will have an "I'm active" day. You need to be ready to show your classmates how you are active outside of school. You can draw a picture of yourself being active, bring in pictures, or demonstrate an activity you do. Be ready to tell us why being active is important to you.

	Targeted	Acceptable	Unacceptable
Presentation	Student is well prepared (has poster, has planned activity, brings additional materials as visuals, etc.) to show/demonstrate an activity that she/he participates in. Activity involves physical movements.	Student shows/demonstrates an activity he/she participates in and is physical in nature. Show/demonstration is basic presentation that could have been prepared quickly.	Student is unprepared with an activity or chooses an activity that he/she could not actually participate in.
Reflection	Student is well prepared to explain why the activity is physical in nature and includes bodily changes that occur when participating in activity. Student can accurately express why activity is important to health and how she/he will be able to continue on with this activity or other similar activities.	Student is able to adequately explain why the activity is physical in nature and why it would be important to his/her health to continue participating in the activity.	Student cannot explain what makes the activity a physical activity. Student cannot state why participating in that particular activity would be important to his/her health.

Other Evidence

- Teacher observation
- Oral discussions
- Homework
- Exit slips

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)

Student will reflect on different activities he/she can perform and how much work would be involved in performing the activity on exit slip and during transfer task.

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

Unit Title: Warming up to CATCH

Lesson: 1

References:

- Lee I. Raymond, Department of Health, Nutrition and Exercise Science, University of Delaware
- Coordinated Approach to Child Health (CATCH) www.catchinfo.org
- CATCH Activity Box

Vocabulary/Keywords: Physical activity, light, moderate, vigorous physical activity

Delaware State Standards Addressed:

- **Standard 3:** Participates regularly in physical activity
- **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness

Big Idea: Fit for Life

Essential Questions

- Why do I need to move?
- Why is physical fitness good for you?
- What is fitness?

Enduring Understanding

- We need to move.
- Physical fitness is good for you.

Unit Transfer Task

- I'm Active! Presentation

Materials/Equipment:

- CATCH activity box cards # 11, 101, and 168
- Equipment required for any CATCH activity
- Optional music

Lesson Goals

- Introduce students to concept of light, moderate, and vigorous activity.
- Provide students with examples activities that require light, moderate, and/or vigorous activity.

Students will be able to: <ul style="list-style-type: none">• Identify how strong their heart beat is after each activity• Provide examples of activities that require different levels of activity	Students will know: <ul style="list-style-type: none">• Different activities cause their heart rate to change
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Assessment Plan

- Teacher Observation
- Oral questions at end of class

Lesson Sequence

- *Introduction* – Ask children why they need to move. Explain that movements make the body stronger. The harder the movement the harder the body works, and the more the body works the stronger/healthier it becomes. Ask the students if they notice anything different about their bodies when they have been moving around a lot. Answers should be sweating, red face, hard to breath, fast heart rate, etc. End discussion with question “how hard did your body have to work to sit there while we were talking?” Explain that this would be an example of a resting activity.
- *Content*
 - Warm-up: On “go” signal (or start of music), have children begin to walk around area. When music stops or “freeze” signal is given, have students perform one task from Card #168. Use “go” signal or begin to play music again and have children move around area again using different locomotor movements. On “freeze” or stopping of music, have students complete a second task using Card #168. After adequate warm-up time ask children how their body is feeling. Explain that the movements around the area were moderate physical activity (should have had increased breathing, increased heart rate, etc.) and that activities from Card 168 were light activities.
 - Main Activity: Move into Activity Card #101. Again after adequate amount of playtime, ask students how their body is feeling now. Explain that this activity would be an example of vigorous activity—increased heart rate, increased breathing, sweaty, red faces, etc.
 - Cool Down: Explain to students that they are now going to cool down their bodies and move into Activity Card #11.
 - Closure: Ask students if they felt they could tell the difference between the types of activities they did. Could they give an example of a resting activity, a light one, a moderate one, or a vigorous activity? Ask if they can think of an activity (movement) they do at home that might fit into one of these categories. How about one in the classroom or at recess? Remind the students that the more they move the healthier they will be.

Accommodations/Differentiation Ideas and Tips

1. This lesson can be done at any of the grade levels adapting terms and activities to meet the grades needs.

2. With second graders, this begins to introduce the concepts of the Activitygram that goes along with Fitnessgram.
3. For Cool Down use the words rest, light, moderate, vigorous to reinforce concepts.
4. If students have working knowledge of taking or reading heart rate, have them show you how their heart is beating during the different activities.
5. For special needs children, find their range of movement and attempt to create appropriate modifications to the CATCH cards to demonstrate the different levels of physical activity.

Unit Title: Warming Up to CATCH

Lesson: 2

References:

- Lee I. Raymond, Department of Health, Nutrition and Exercise Science, University of Delaware
- Coordinated Approach to Child Health (CATCH) www.catchinfo.org
- CATCH Activity Box

Vocabulary/Keywords: Physical activity, light, moderate, vigorous physical activity, muscular strength

Delaware State Standards Addressed

- **Standard 3:** Participates regularly in physical activity
- **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness

Big Idea: Fit for Life

Essential Questions

- Why do I need to move?
- Why is physical fitness good for you?
- What is fitness?

Enduring Understandings

- We need to move.
- Physical fitness is good for you.

Unit Transfer Task

- I'm Active! Presentation

Materials/Equipment

- CATCH activity box cards #4, 59, 124, and 164-165
- Equipment required for any CATCH activity
- Optional music
- Homework sheet (see attached)

Lesson Goals

- Review concepts of light, moderate, and vigorous activity.
- Introduce students to muscular activities.

- Provide students with examples activities that require light, moderate, and/or vigorous activity and those that require muscular strength.

<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify bodily changes after each activity. • Provide examples of activities that require different levels of activity intensity. • Identify activities that work on the different muscles of the body. 	<p>Students will know:</p> <ul style="list-style-type: none"> • Different activities have different effects on their bodies. • Having strong muscles contributes to having healthy bodies.
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Assessment Plan

- Teacher observation
- Homework sheet
- Oral discussion questions

Lesson Sequence

- *Introduction* – Ask students what we worked on in the previous class. Remind them of the 4 types of activity—rest, light, moderate, and vigorous. Tell them that today they are going to have to tell you at the end of each activity what type of activity they just performed. Ask them before you begin the warm-up what type of activity they were just performing (rest, obviously).
- *Content*
 - Warm-up: Have students perform basic ideas of Activity Card #4. Ask them what type of activity they felt it was and ask why they chose that level. They should be able to state changes in their body. If not, remind them of the types of changes you discussed in the last class—how much did the heart rate increase, has breathing rate increased, has sweating begun, is your face red?
 - Main Activity: Move into Activity Card #59. Once students have finished the activity, ask students what their body is telling them about the level of physical activity they performed. Ask what bodily changes they feel, see. Then ask them to label the activity using the appropriate term (rest, light, moderate, or vigorous).
 - Second Activity: Move into Activity Card #124. After completing the activity ask students about individual parts of the activity. Which might be considered rest, light, moderate, and vigorous and why? Introduce the concept of muscular activity. Ask which muscles were worked with each part of the activity. Explain that muscular strength is important in movement. If you do not have the muscular strength then you cannot do the movements efficiently.
 - Cool Down: Explain to students that they are now going to cool down their bodies and move into Activity Cards #164-165.
 - Closure: Ask students if they enjoyed today’s activities and why. Ask them to give you other activities they consider fun. Give out homework sheets to students.

Accommodations/Differentiation Ideas and Tips

1. This lesson can be done at any of the grade levels adapting terms and activities to meet the grades needs.

2. If students have working knowledge of taking or reading heart rate, have them show you how their heart is beating during the different activities.
3. Some possible modifications to adjust for different lengths of class time: for Activity Card #59, you can start at a lower number of repetitions depending on the time frame for your class. Activities for Card #124 may also be shortened. Activity Card #164-165 could be eliminated depending on the changes made to Activity card #124.
4. Card #124 could be converted to a cool down activity.
5. For special needs children, find their range of movement and attempt to create appropriate modifications to the CATCH cards to demonstrate the different levels of physical activity.

Rate Your Activity

Circle **R** if you think your body rests during this activity.
Circle **L** if you think the activity was a light activity.
Circle **M** if you think the activity was a moderate level activity. Circle **V** if you think the activity was vigorous. If you need some help deciding, try the activity out!



Sitting

R

L

M

V



Walking

R

L

M

V



Raking Leaves

R

L

M

V



Using the computer

R

L

M

V



Playing Basketball

R

L

M

V



Running

R

L

M

V

List one activity that you do at home and tell what level your body works at when you are doing it.

Unit Title: Warming up to CATCH

Lesson: 3

References:

- Lee I. Raymond, Department of Health, Nutrition and Exercise Science, University of Delaware
- Coordinated Approach to Child Health (CATCH) www.catchinfo.org
- CATCH Activity Box

Vocabulary/Keywords: Physical activity, light, moderate, vigorous physical activity, flexibility

Delaware State Standards Addressed

- **Standard 3:** Participates regularly in physical activity
- **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness

Big Idea: Fit for Life

Essential Questions

- Why do I need to move?
- Why is physical fitness good for you?
- What is fitness?

Enduring Understanding

- We need to move.
- Physical fitness is good for you.

Unit Transfer Task

- I'm Active! Presentation

Materials/Equipment

- CATCH activity box cards #57-58, 65-66, and 169-170
- Equipment required for any CATCH activity
- Music
- Exit slip (see attached)

Lesson Goals

- Review concepts of light, moderate, and vigorous activity.
- Introduce students to stretching activities.
- Provide students with examples activities that require light, moderate, and/or vigorous activity and importance of flexibility.

<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify bodily changes after each activity. • Provide examples of activities that require different levels of activity intensity. • Demonstrate a stretch. • Identify why/how a stretching activity is different from an activity that involves movement. 	<p>Students will know:</p> <ul style="list-style-type: none"> • Different activities have different effects on their bodies. • Being flexible allows a person to move more easily.
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Assessment Plan

- Teacher observation
- Oral discussion questions
- Exit slip

Lesson Sequence

- *Introduction* – Collect and review homework. Ask for volunteers to tell what other activity they added at the end of the homework sheet and what intensity level it was. See how many different answers the class gives.
- *Content*
 - Warm up: Move into Activity Card #57-58. At end of activity, ask students if they used any muscular strength for any part of the activity. Ask them if they felt the activity was light, moderate, or vigorous.
 - Main Activity: Tell students that we want to move into vigorous activity and begin Activity Card #65-66. At completion ask students how they are feeling? How is their body responding to the activity?
 - Cool Down: Explain to students that they are now going to cool down their bodies. Explain that, when we cool down, we do not want to just stop moving, but we want to gradually slow down our body and to cool it off. We also want to stretch out our muscles so they do not become sore. Move into Activity Cards #169-70. After completion of card, bring students together and perform one or two more group stretches.
 - Closure: During stretching, remind students that by stretching they become more flexible. Remind them that if they are flexible, it will be easier to be more active. Ask students to again list physical activities they do here and at home and during recess. Ask if the activity is L, M, or V activity. Ask if it involves using muscular strength. Ask where on their body they need to be flexible to perform the activity.

Accommodations/Differentiation Ideas and Tips

1. This lesson can be done at any of the grade levels adapting terms and activities to meet the grades needs.
2. If students have working knowledge of taking or reading heart rate, have them show you how their heart is beating during the different activities.
3. To modify for different time lengths of class, add or subtract parts of each activity.
4. For Activity Card #169-170, if students do not already know a variety of stretches, they can be teacher-led.

5. Having a list/pictures of stretches on walls will help students with Activity Card #169-170.
6. For special needs children, find their range of movement and attempt to create appropriate modifications to the CATCH cards to demonstrate the different levels of physical activity.
7. Have aids help special needs children with stretches.
8. For exit slip, modify short answer question as appropriate for grade. Example listed contains question for K, 1. For second graders, an example of short answer question would be "On the back of the sheet, explain what your favorite activity is and why you think it is healthy for you to do." First graders could have an option to draw or write. Primary idea is to have students reflect on the concept that movement is healthy and fun.

Circle any activity below that you do either in school, during recess, after school, or at home.



On the back of this sheet, please draw a picture of your face while you are participating in activity. Be sure to show how you feel when you are doing this activity

Unit Title: Warming Up to CATCH

Lesson: 4

References:

- Lee I. Raymond, Department of Health, Nutrition and Exercise Science, University of Delaware
- Coordinated Approach to Child Health (CATCH) www.catchinfo.org
- CATCH Activity Box

Vocabulary/Keywords: Physical activity, light, moderate, vigorous physical activity, flexibility, muscular strength

Delaware State Standards Addressed:

- **Standard 3:** Participates regularly in physical activity
- **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness

Big Idea: Fit for Life

Essential Question

- Why do I need to move?
- Why is physical fitness good for you?
- What is fitness?

Enduring Understanding

- We need to move.
- Physical fitness is good for you.

Unit Transfer Task

- I'm Active! Presentation

Materials/Equipment

- CATCH activity box cards #4 and #231
- Equipment required for any CATCH activity
- Music
- Directions for I'm Active! task

Lesson Goals

- Review concepts and do tasks involving light, moderate, and vigorous activity, flexibility and muscular strength
- Introduce transfer task

Students will be able to: <ul style="list-style-type: none">• Participate in activities that require different levels of activity intensity.• Move at varying intensities while avoiding others.	Students will know: <ul style="list-style-type: none">• Different activities have different effects on their bodies.• Physical activities can involve working with others.
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Assessment Plan

- Teacher observation
- Oral discussion questions

Lesson Sequence

- **Introduction and Warm-up: Instant Activity Card #4**
- **Content**
 - Main Activity: Ask students how many of them participate in physical activities that involve their friends. Explain that the previous activity involved moving around others safely and successfully as well as providing them with movement. Explain that the next activity involves moving around safely and interacting with others. Begin Activity Card #231.
 - Cool Down: Last round or two of Activity Card #231 should be done at a walking pace to cool students down.
- Closure – Gather students into squads, rows, group (usual talk situation with your class). Ask students to think about what they do to be physically active. Brainstorm as a group activities that involve light, moderate, and vigorous activity or that require flexibility or muscular strength. Introduce/read transfer task. Tell students that at the beginning of next class each student will be expected to be ready with their transfer task. Tell them that you will be asking for volunteers to share with the entire class but that during class you will ask each student to share with you at some point.

Accommodations/Differentiation Ideas and Tips

1. If students do not have the requisite skill for Card #231, use other appropriate activity such as throwing and catching to self while moving, etc.
2. For transfer task, remind students that they can show you in any manner they chose and that you are looking to see that they know what physical activity is and why it is important for them to participate.
3. In order to successfully complete transfer task, planning for station work during the next class would allow teachers time for individual presentations. Students who want to volunteer at beginning can and those that were missed can be talked to individually at a station. Activity Cards #135, 172, 251, 280, and 403 are suggested station activities that would be applicable for next lesson.

Resources and Teaching Tips

Resources

- Physical Education Teacher's Guidebook-Grades K-8. 2002. Flaghouse, Inc. California.
- CATCH Activity Box-Grades K-2, 2002. Flaghouse, Inc., California

Teaching Tips

CATCH educators are asked to:

- Emphasize fun and benefits of physical activity
- Encourage cooperation, participation, and off-site activity
- Practice equity
- Discuss rules and practice routines
- Keep kids on task and on track

- Establish and enforce safety zones

It is suggested that the reflection piece is not graded, but marked with a sticker (jumping rope sticker, etc.) that promotes physical activity and acknowledges student work.

This unit is suggested for second graders as a foundation for the 3-5 and 6-8 units using Fitnessgram and Activitygram. The students will become familiar with concepts underlying Activitygram and develop an understanding of why physical activity is important for lifetime health.

See individual lesson plans for additional tips and recommendations.

Accommodations/Differentiation

Students with disabilities must be accommodated according to their Individual Education Plan or adapted Physical Education plan.

See lesson plans for additional tips and recommendations to each lesson

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.
- ☒ **21st 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.

Students will learn the vocabulary of fitness, apply their own activities to an Activitygram, and make conclusions regarding their activity level. Using the data they collect, they will plan for activity levels on succeeding days. This unit will be an underpinning to future personal growth in fitness level.

Technology Integration

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

No technology is used in this unit. However, information learned will provide a basis for future use with Activitygram and Fitnessgram computer programs.

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

It is suggested that physical education teachers invite cafeteria workers and classroom educators to participate and reinforce this unit of instruction and promote a healthy lifestyle with emphasis on nutrition and physical activity. All teachers will be asked to emphasize the need for hydration and healthy foods for fuel for activities. Families can be involved through the home assignments and help with preparing final transfer task.

Delaware Model Unit Gallery: 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: CATCHing Physical Activity

Designed by: Libby Thomas, School Health Consulting

Grade Cluster: 3-5

Time Frame: 4 Lessons

Summary of Unit

The Coordinated Approach to Child Health (CATCH) program is designed to promote daily physical activity and healthy eating for a lifetime of fitness. In this unit, teachers and students make use of the CATCH *Physical Education Teacher's Guidebook* and CATCH *Grades 3–5 Activity Box*, and introduce *Activitygram* as one way to track activity time. As students participate in CATCH activities, they will begin to place each one into Activitygram to gain a better understanding of how these activities contribute to their overall health and wellness. This unit is primarily designed for 5th graders, but activities can be used with 3rd and 4th graders and modifications made to integrate with Activitygram.

CATCH (Coordinated Approach to Child Health) is sponsored by the Nemours Health and Prevention Services in Delaware. Materials to present this unit, modify, or expand it are available through the Nemours Foundation. District teams (made up of health educators, physical educators, cafeteria personnel, administrators, classroom teachers, and others) are required for CATCH professional development. Teachers who have not had this professional development and wish to use this unit of instruction should contact their district lead teacher or curriculum supervisor for further information.

This unit was developed for the DOE website with the permission of Flaghouse, Inc., publisher of *Taking Off, A Fourth Grade Curriculum*, CATCH, second edition, 2002 and the Cooper Institute, publisher of the *Fitnessgram/Activitygram Test Administration Manual*, third edition, 2005, through the Nemours Health and Prevention Services of the Nemours Foundation. Physical Education units written in consultation with Lee I. Raymond, Department of Health, Nutrition and Exercise Science, University of Delaware.

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

- Physical activity involves using movement and motor skills.
- Moving is important.
- Physical fitness is good for you.

Essential Questions

- What are ways to move?
- What are physical activities?
- Why is moving important?
- Why is physical fitness good for you?
- What is fitness?

Knowledge and Skills

Students will know...

- Sixty minutes daily of moderate to vigorous physical activity (MVPA) daily is best.
- Warm-up and cool-down are important components of physical activity.
- Physical activity is necessary for lifetime fitness.
- Physical activity is fun.

Students will be able to...

- Label activities as rest, light, moderate, or vigorous.
- Plan for a goal of 60 minutes of MVPA daily.
- Choose physical activities to meet their goal.
- Describe different activities that meet the need for MVPA.

Stage 2 – Assessment Evidence
(Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Unit Transfer Task

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)

Fit Boy/Fit Girl

You are in charge of creating a new video game or story that has one or more characters that help children understand why they need to be physically active for at least an hour (60

minutes) a day. You need to make sure that your major character is fit and has an appropriate name. In your video game or story, you must have your character demonstrating that he/she participates in at least 60 minutes of physical activity every day and also helping all children know why it is important to do so. After you have created your game or story, be ready to explain to your editor (teacher) why you think your story/game has done a good job of helping children understand that they can move in lots of ways and that they should do it for at least 60 minutes per day.

Rubric

Target	Acceptable	Unacceptable
Student creates character(s) that participate in 60 minutes of physical activity and uses 3 or more types of different types of activities. Character clearly demonstrates to children the reasons he/she participates in the activity and makes a clear connection to good health and physical movements. Story or game contains "bad" examples of activities to reinforce "good" activities. Character also makes a clear difference between participating in light, moderate, and/or vigorous physical activity.	Student creates character(s) that participate in 60 minutes of physical activity and use at least 2 different types of activities. Student has character demonstrating to children the reasons that he/she participates in physical activity.	Student has character(s) that show participating in physical activity but does not show or demonstrate at least 60 minutes of it. Character(s) demonstrate only one type of physical activity throughout the story/game. Student's character does not make connections for children to physical activity and healthy lifestyles.
Student makes clear connection to character(s) reasons for participating in 60 minutes of physical activity to living a healthy lifestyle. Student can explain why activity needs to be 60 minutes to have the most benefit. Student makes a clear relationship through character activity and healthy living for children. Student makes it clear that many activities can be considered to contribute to health and why they do.	Student makes clear connection to character's behaviors and being healthy. Student can state different activities that character can or does do and explains why the activity is important to health.	Student cannot connect concept of physical activity with health. Student cannot explain why actions of character may or may not contribute to a healthy life. Student cannot explain why different activities may have different effects on health.

Other Evidence

- Teacher observation
- Oral discussions
- Homework
- Worksheets

Student Self-Assessment and Reflection

As a home assignment, students will write a reflection about how they are more aware of their physical activity level since using CATCH and Activitygram.

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

- 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>.

See attached lesson plans.

Resources and Teaching Tips

Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.
- This unit is drawn from the *CATCH Physical Education Teacher's Guidebook, Grades K–8*, and *CATCH, Grades 3–5 Activity Box*, 2002. Flaghouse, Inc.
- *Fitnessgram/Activitygram*, 2005. Meredith and Welk, editors. The Cooper Institute.
- Poster of *Activitygram Pyramid* (page 73, *Fitnessgram/Activitygram*)
- [Catchinfo.org](http://catchinfo.org)
- <http://www.cdc.gov/HealthyYouth/physicalActivity/publications.htm>

Teaching Tips

- See individual lesson plans for specific tips.
- Students should have a knowledge base of the health-related components of fitness.
- Plan this in conjunction with ELA/English and/or art teacher for final transfer task to be applicable to other education areas.
- Students who have been using Activitygram computer programs can input data rather than matching on paper.
- Students may need help with data input.

Accommodations/Differentiation

- Students with special needs must be accommodated as their plans specify.
- Students may need help with data input into Activitygram program.
-

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.
- ☒ **21st 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.)

Students will use their skills and resources to begin planning for lifetime fitness. They will draw conclusions about their current levels of activity and plan for personal growth.

Technology Integration

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

If students are using Activitygram at this point, data can be entered into the program by student or with help. Activitygram Reports can provide students assistance with personal health and with final transfer task.

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.

It is suggested that physical education teachers invite cafeteria workers and classroom educators to reinforce this unit of instruction and, indeed, a healthy lifestyle with emphasis on nutrition and physical activity. Families can be involved through the home assignment of recording activities for the CATCH activity and then Activitygram.

Final transfer task can become a joint effort with classroom teacher, English teacher, and Art teacher.

Physical Education Lesson Plan Template

Unit Title: CATCHing Physical Activity

Lesson 1: "How Can I CATCH Fitness?"

Teacher Name: Libby Thomas, School Health Consultant

Date: June 19, 2009

Grade Level: 3-5

References

- Lee I. Raymond, Department of Health, Nutrition and Exercise Science, University of Delaware
- Coordinated Approach to Child Health (CATCH) www.catchinfo.org
- CATCH Activity Box
- The Cooper Institute, Meredith, M. & Welk, G. ed. *Fitnessgram/Activitygram Test Administration Manual*. 3rd edition. Human Kinetics

Vocabulary/Keywords

Physical activity, light, moderate, vigorous, Go Fitness, Activitygram

Delaware State Standards Addressed

- **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 3:** Participates regularly in physical activity.
- **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

Big Idea: Fit for Life

Essential Questions

- What are ways to move?
- What are physical activities?
- Why do I need to move?
- Why is physical fitness good for you?
- What is fitness?

Enduring Understanding

- Physical activity involves using movement and motor skills.
- We need to move.
- Physical fitness is good for you.

Unit Transfer Task: Fit Boy/Fit Girl

Materials/Equipment:

- CATCH activity box cards numbers 6, 12, 62, and 237.
- Equipment required for any CATCH activity.
- Activitygram poster found on page 73 Fitnessgram/Activitygram test manual.
- Review sheet for light, moderate, and vigorous activity (see attached).

Lesson Goals:

- Review concepts of light, moderate, and vigorous activity.
- Introduce terms used in CATCH program and its relevance to personal fitness.
- Introduce Activitygram as a means of determining activity levels.

<i>Students will be able to:</i> <ul style="list-style-type: none">• Differentiate between activities with different intensity levels.• Categorize activities according to the Activitygram.• Participate in activities that work on different health-related components of fitness.	<i>Students will know:</i> <ul style="list-style-type: none">• The CATCH program has a physical activity component that helps students to think about and work on their own personal fitness levels.• Activitygram can help them organize their fitness activity levels.
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Assessment Plan:

- Teacher observation
- Oral questions at end of class
- Review sheet on LMV activities

Lesson Sequence:

- *Introduction:* Ask: "How can participating in activities make you a healthier person?" Record responses for students to see. (Keep responses posted throughout unit.) Have words rest, light, moderate, and vigorous on the board or word wall. Refer students to those words and let them know that we are going to continue to participate in activities that are at each level. However, we are going to begin to discover how LONG we should be participating in those activities to really make us healthier. Introduce final transfer task so students know what they will be expected to be able to do by the end of the unit.
- *Content:* Warm-up – activity card #12. After completion of activity, review activity to find light, moderate, and vigorous activity components.
 - Main Activity: Tell students that they are now going to be participating in two CATCH "Go Fitness" activities. Explain that the idea behind these activities is the development of the health-related components of fitness and that you want them to identify the ones worked on in each activity. Begin Activity Card #237. Play a few rounds. Then, move to Activity Card #62, and play rounds as time permits.
 - Cool Down: Activity card #6
 - Closure: Have students gather around the Activitygram poster. Review "Go Fitness" activities, and have students state which parts of each activity belong in which part of the Activitygram. Ask students if they know how long PE class is. Then remind them that their goal should be to participate in moderate to vigorous physical activity (MVPA) at least 60 minutes per day to have optimum health. Have them estimate how long in today's class they felt they participated in MVPA. Have students complete review sheet for homework.

Accommodations/Differentiation Ideas and Tips

1. This lesson can be done at any of the grade levels adapting terms and activities to meet the grades needs.
2. Use CATCH terms "Go Fitness," "Go Activity," "Go Slow, and Whoa."
5. For special needs children find their range of movement and attempt to create appropriate modifications to the CATCH cards to demonstrate the different levels of physical activity.

Physical Education Lesson Plan Template

Unit Title: CATCHing Physical Activity

Lesson 2: CATCHing the Idea of the Many Ways to Move

Teacher Name: Libby Thomas, School Health Consultant

Date: January 2009

Grade Level: 3-5

References

- Lee I. Raymond, Department of Health, Nutrition and Exercise Science, University of Delaware
- Coordinated Approach to Child Health (CATCH) www.catchinfo.org
- CATCH Activity Box
- The Cooper Institute, Meredith, M. & Welk, G. ed. *Fitnessgram/Activitygram Test Administration Manual*. 3rd edition. Human Kinetics

Vocabulary/Keywords

Physical activity, light, moderate, vigorous, Go Activity, Activitygram

Delaware State Standards Addressed

- **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 3:** Participates regularly in physical activity.
- **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

Big Idea: Fit for Life

Essential Question

- What are ways to move?
- What are physical activities?
- Why do I need to move?
- Why is physical fitness good for you?
- What is fitness?

Enduring Understanding

- Physical activity involves using movement and motor skills.
- We need to move.
- Physical fitness is good for you.

Unit Transfer Task: Fit Boy/Fit Girl

Materials/Equipment:

- CATCH activity box cards numbers 8, 44-55, 371, and 354
- Equipment required for any CATCH activity
- Activitygram poster (found on page 73 Fitnessgram/Activitygram test manual)

Lesson Goals:

- Review concepts of light, moderate, and vigorous activity.
- Introduce terms used in CATCH program, and its relevance to personal fitness.
- Introduce idea of completing physical activity at home.

<i>Students will be able to:</i> <ul style="list-style-type: none">• Recognize and label activities as light, moderate, or vigorous activity.• Discuss how different types of activities contribute to healthy bodies.	<i>Students will know:</i> <ul style="list-style-type: none">• The CATCH program has a physical activity component that helps students to think about and work on their own personal fitness levels.• Recording daily activity can be beneficial to understanding how to create a healthy body.• Physical activity includes a variety of movements that are done in a gym, on a field, and around the home.• Activitygram can help them organize their fitness activity levels.
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Assessment Plan:

- Teacher observation
- Completion of activity cards #44-#55
- Oral questions at end of class
- Homework

Lesson Sequence:

- *Introduction:* Collect homework review sheet from last class and tell students that they are going to continue working on finding light, moderate, and vigorous physical activities. Ask students what other activities they added to the homework review sheet.
- *Content:* Warm-up – activity card #8. Play for 3 minutes. After completion of 3 minutes, tell students how long they participated in the warm-up and ask them how their bodies are feeling. Do they feel that they worked at a light, moderate, or vigorous level and ask why.
- *Main Activity:* Move in activity cards #44-#55. Be sure at each station to include a variety of levels of activities that can be done in a gym or at home. Have students at each station for a set time—30 seconds or 1 minute. Ask students to mark on their card whether the activity was light (L), moderate (M), or vigorous (V). At the completion of activity, ask students if they think how they labeled their activity would change if they had to do the activity for a longer or shorter amount of time.
 - Cool Down: Activity card #371 followed by a 2-lap walk around the gym.
 - Closure: Ask students what type of activity they participated in during the cool down. Explain that CATCH includes all types of activities because moving is good for the body. In this case, we have used the “Go Activities” from CATCH. Activities that are found in specific sports.
 - Give out activity card #354 for homework. Remind students that parents can and should help with this homework.

Accommodations/Differentiation Ideas and Tips

1. This lesson can be done at any of the grade levels, adapting terms and activities to meet the grades needs.
2. Use CATCH terms "Go Fitness," "Go Activity," "Go Slow, and Whoa."
3. For special needs children, find their range of movement and attempt to create appropriate modifications to the CATCH cards to demonstrate the different levels of physical activity.
4. For activity cards #44-#55, you can set a time limit for each station at 30 seconds per station for round 1, and then move to round 2 and increase the time per station. Closure involves asking students to compare how they felt with different times.
5. For activity card #354, you can ask students to record the time they spent with each activity.

Physical Education Lesson Plan Template

Unit Title: CATCHing Physical Activity

Lesson 3: CATCHing Up With More Activity

Teacher Name: Libby Thomas, School Health Consultant

Date: January 2009

Grade Level: 3-5

References:

- Lee I. Raymond, Department of Health, Nutrition and Exercise Science, University of Delaware
- Coordinated Approach to Child Health (CATCH) www.catchinfo.org
- CATCH Activity Box
- The Cooper Institute, Meredith, M. & Welk, G. ed. *Fitnessgram/Activitygram Test Administration Manual*. 3rd edition. Human Kinetics

Vocabulary/Keywords

Physical activity, light, moderate, vigorous, Activitygram, muscular strength and endurance, cardiovascular fitness

Delaware State Standards Addressed

- **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 3:** Participates regularly in physical activity.
- **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

Big Idea: Fit for Life**Essential Question**

- What are ways to move?
- What are physical activities?
- Why do I need to move?

- Why is physical fitness good for you?
- What is fitness?

Enduring Understanding

- Physical activity involves using movement and motor skills.
- We need to move.
- Physical fitness is good for you.

Unit Transfer Task: Fit Boy/Fit Girl

Materials/Equipment:

- CATCH activity box cards #6, #63, and #235
- Equipment required for any CATCH activity
- Activitygram poster (found on page 73 Fitnessgram/Activitygram test manual)
- Create a handout of the Activitygram poster for each child
- If students are already using computer version of Activitygram, data can be put directly into the program

Lesson Goals:

- Review health-related components of fitness and how each type could be light, moderate, or vigorous activity.
- Integrating CATCH journal materials with Activitygram.

<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Recognize and label health-related component of fitness as light, moderate, or vigorous activity. • Correctly determine where their physical activities from home fit into the Activitygram. 	<p><i>Students will know:</i></p> <ul style="list-style-type: none"> • The CATCH activities and Activitygram work together to help students to think about and work on their own personal fitness levels. • Recording daily activity can be beneficial to understanding how to create a healthy body. • Physical activity includes a variety of movements that are done in a gym, on a field, and around the home.
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Assessment Plan:

- Teacher observation
- Completion of Activitygram worksheet
- Student reflection piece

Lesson Sequence:

- *Introduction:* Have students have homework sheets out and ready for the end of class. Review with the students the health-related components of fitness. Tell them that today we are going to work on two components and that you would like them to think about whether or not each activity would be considered a light, moderate, or vigorous activity.
- *Content:* Warm-up – activity card #63. After completion, ask students how their bodies are feeling. Do they feel that they worked at a light, moderate, or vigorous level and ask why. Ask which health-related component of fitness they think they were working on.

- **Main Activity:** Move in activity card #235-#236. When finished ask students again which health-related component of fitness they were working on and what level of intensity did they experience.
 - Cool Down: Activity card #6 with last challenge to get homework and find a seat (your management).
 - Closure: Give each student the Activitygram handout that you have prepared. Ask students to transfer their activities from their homework onto the Activitygram worksheet at the appropriate spots. Also, ask them to place the warm-up activity where they believe it belongs as well as the main activity. Collect.
 - As a home assignment, students will write a reflection piece about how they are more aware of their activity level since using CATCH and Activitygram.

Accommodations/Differentiation Ideas and Tips

1. This lesson can be done at any of the grade levels, adapting terms and activities to meet the grades needs.
2. Use CATCH terms "Go Fitness," "Go Activity," "Go Slow, and Whoa."
3. For special needs children, find their range of movement and attempt to create appropriate modifications to the CATCH cards to demonstrate the different levels of physical activity.
4. For students that did not complete the homework assignment, ask them to fill in at least two activities they could do at home as well as the day's work.
5. If students have access to the Activitygram program, they can input data into the program rather than use the handouts. This could be done at stations, in a classroom, or in the computer lab. Printouts can be given to students.
6. Homework assignment could be done in conjunction with classroom teacher/ELA teacher.

Physical Education Lesson Plan Template

Unit Title: CATCHing Physical Activity

Lesson 4: CATCHing Up With It All

Teacher Name: Libby Thomas, School Health Consultant

Date: January 2009

Grade Level: 3-5

References

- Lee I. Raymond, Department of Health, Nutrition and Exercise Science, University of Delaware
- Coordinated Approach to Child Health (CATCH) www.catchinfo.org
- CATCH Activity Box
- The Cooper Institute, Meredith, M. & Welk, G. ed. *Fitnessgram/Activitygram Test Administration Manual*. 3rd edition. Human Kinetics

Vocabulary/Keywords

Physical activity, light, moderate, vigorous, Activitygram, muscular strength and endurance, cardiovascular fitness

Delaware State Standards Addressed

- **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 3:** Participates regularly in physical activity.
- **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

Big Idea: Fit for Life

Essential Question

- What are ways to move?
- What are physical activities?
- Why do I need to move?
- Why is physical fitness good for you?
- What is fitness?

Enduring Understanding

- Physical activity involves using movement and motor skills.
- We need to move.
- Physical fitness is good for you.

Unit Transfer Task: Fit Boy/Fit Girl

Materials/Equipment:

- CATCH activity box cards #18, #40, #273, and #378
- Equipment required for any CATCH activity
- Activitygram poster (found on page 73 Fitnessgram/Activitygram test manual)

Lesson Goals:

- Review health-related components of fitness and how each type could be light, moderate, or vigorous activity.

<i>Students will be able to:</i>	<i>Students will know:</i>
<ul style="list-style-type: none">• Recognize and label health-related component of fitness as light, moderate, or vigorous activity.• Correctly determine where their physical activities fit into the Activitygram.	<ul style="list-style-type: none">• The CATCH activities and Activitygram work together to help students to think about and work on their own personal fitness levels.• Recording daily activity can be beneficial to understanding how to create a healthy body.• Physical activity includes a variety of movements that are done in a gym, on a field, and around the home.

Assessment Plan:

- Teacher observation

Lesson Sequence:

- *Introduction:* Collect reflection paper. Review the activities of the last three lessons and explain that this lesson will incorporate some basketball activities. Ask students where on the triangle they think these types of activities will go and where in the lesson they will belong (Go Fitness and Go Activity) as well as whether the activity would be LMV on the intensity scale.
- *Content:* Warm-up – activity card #273.
- *Main Activity:* Move in activity card #40, and when finished move to activity card #378.
 - Cool Down: Activity card #18.
 - Closure: Review the day's activities and ask students if they need to change their guesses from the beginning of class as to where the activities would go. Make changes. Handout final transfer task as homework. Remind students that they will need to report to their editor during the next class.

Accommodations/Differentiation Ideas and Tips

1. This lesson can be done at any of the grade levels adapting terms and activities to meet the grades needs.
2. Use CATCH terms "Go Fitness," "Go Activity," "Go Slow, and Whoa."
3. For special needs children, find their range of movement and attempt to create appropriate modifications to the CATCH cards to demonstrate the different levels of physical activity.
5. Transfer task could be done in conjunction with classroom teacher/ELA teacher and/or the art teacher. Students should have ample time to complete the assignment. Remind students you are looking for the ideas to be incorporated and not their artistic accomplishments.

WHAT DO YOU THINK?

Is It Light, Moderate, or Vigorous Activity?

Swimming for 30 minutes	L	M	V
Biking with friends	L	M	V
Doing the dishes	L	M	V
Watching TV	L	M	V
Sledding	L	M	V
Reading the paper	L	M	V
Playing basketball	L	M	V
Playing soccer	L	M	V
Jumping rope	L	M	V
Dancing	L	M	V
Searching the internet	L	M	V
Raking the leaves	L	M	V
Making your bed	L	M	V

List two other activities you do at home and label each L, M, or V.

_____	L	M	V
_____	L	M	V

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: Cooperation

Designed by: Katie Gallucci

District: Appoquinimink

Grade Cluster: 3–5

Time Frame: 6 Lessons

Summary of Unit

This unit addresses the need for cooperation in order to accomplish tasks. Students will participate in a variety of activities that utilize the characteristics of a cooperative person. Throughout the unit students will be assessed on their knowledge and understanding of these characteristics. Assessments will consist of checklists, observation, and reflection. At the conclusion of the unit, the students will develop a game that demonstrates the characteristics of a cooperative person.

Stage 1 – Desired Results (What students will know, do, and understand)

Delaware Physical Education Standards

Indicate the content standards that will be addressed in Stage 3 and assessed in Stage 2.

- ☐ 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

- There are behavioral expectations in physically active settings.
- Physical activity provides a variety of opportunity for enjoyment, social interaction, challenge, and/or self-expression.

Unit Essential Questions

- What are the behavioral expectations in a physically active setting?

- Why participate in physical activity?

Knowledge and Skills

Students will know...

- The benefits of being a cooperative person (sense of belonging, successfully solving a problem, a sense of accomplishment).
- How cooperative people behave towards each other.

Students will be able to...

- Demonstrate the skills of a cooperative person to solve increasingly complex problems.
- Reflect on personal cooperation skills.

Stage 2 – Assessment Evidence

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

Suggested Unit Transfer Task(s)

Exit Task A

You and a group of friends have been hired by Nike. Your group has been asked to develop a game for other elementary school students. This game must have rules and safety procedures and use only two pieces of equipment. The game must require players to cooperate with each other for the game to be successful. All group members must contribute to the design of the game.

Once you have designed your game, Nike wants you to actually play the game with your class. Once you are done playing, each group member must report back their thoughts and feelings on how successful the game was in meeting the objectives of designing a safe game that requires all students to participate in a cooperative manner.

You may use the following questions to write your report:

1. Explain how you contributed to the creation of the game. How do you feel about your contribution to the game?
2. Write about what made your game successful or not successful? How did you feel about the outcome?
3. Would you play this game again? Explain your reasons.

Rubric(s)

Targeted	Acceptable	Unacceptable
Five of the following criteria are met: <ul style="list-style-type: none"> • Includes rules • Includes safety procedures • Uses two pieces of 	Four of the following criteria are met: <ul style="list-style-type: none"> • Includes rules • Includes safety procedures • Uses two pieces of 	Three or less of the following criteria are met: <ul style="list-style-type: none"> • Includes rules • Includes safety procedures • Uses two pieces of

<i>Targeted</i>	<i>Acceptable</i>	<i>Unacceptable</i>
equipment <ul style="list-style-type: none"> • All group members contributed to creating game • All students were able to participate in the game • Game allowed for cooperation and leadership among the players 	equipment <ul style="list-style-type: none"> • All group members contributed to creating game • All students were able to participate in the game • Game allowed for cooperation and leadership among the players 	equipment <ul style="list-style-type: none"> • All group members contributed to creating game • All students were able to participate in the game • Game allowed for cooperation and leadership among the players
<ul style="list-style-type: none"> • Student fairly assessed own contribution to design of game citing numerous specific examples. Success and failure of game were connected to ultimate goals of task, and particular examples from play were referenced as either successful or failures and why. Student related reasons for playing or not playing again to overall success of game meeting original objectives of game. 	<ul style="list-style-type: none"> • Student fairly assessed own contribution to design of game and identified one specific example of a contribution. Reflection on success and failure of game included personal feelings and included a specific reference to an aspect of the game. Student clearly stated personal reasons for playing or not playing game in future. 	<ul style="list-style-type: none"> • Student assessment of own contribution to game was not validated by examples of contributions or over-inflated worth of contribution. Student responded to success or failure of game by acknowledging either but with no supporting evidence to clarify choice. Student identified if they would play or not play game again but provided little or no reason for the choice.

Other Evidence

Checklists and observation of cooperative characteristics.

Student Self-Assessment and Reflection

Self assessment/reflections are included in lesson plans.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key Learning Events Needed to Achieve Unit Goals

4. An understanding of the terms cooperation, teamwork, and problem solving.
5. An understanding of the cooperative characteristics.
6. The ability to reflect on and possibly change behaviors in a group setting.

Physical Education Lesson Plan Form – Lesson 1

Grade Cluster: 3–5

References: www.goodcharacter.com, www.atozteacherstuff.com, www.pecentral.org

Vocabulary: cooperation, teamwork, problem solving

Delaware State Standards Addressed

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

#6 – Create opportunities for health, enjoyment, challenge, self-expression, and/or social interaction

Big Idea: Fit for Life

Essential Questions

- What are the behavioral expectations in a physical activity setting?
- Why participate in physical activity?

Enduring Understandings:

- There are behavioral expectations in physical activity settings.
- Physical activity provides a variety of opportunity for enjoyment, social interaction, challenge, and/or self-expression.

Unit Exit Task

Exit Task A: Design a game that incorporates rules and safe procedures and allows for leadership.

You and a group of friends have been hired by Nike. Your group has been asked to develop a game for other elementary school students. This game must have rules and safety procedures and use only two pieces of equipment. All group members must contribute to the design of the game. A successful result will allow all students to participate and allow all students to demonstrate characteristics of a cooperative person.

Materials/Equipment

“How to Be a Cooperative Person” overhead, note cards, pen or pencil, exit slip, and cones set up in diamond shape for students to move around.

See attached lesson plan.

Lesson 1 Goals

Students will be able to:

Use the skills of “How to Be a Cooperative Person” in partner activity.

Students will know:

- The benefits of being a cooperative person
- How cooperative people act toward each other

Assessment Plan

Exit slip: “What is the difference between cooperating and going along with the group?”

Other Evidence

- Observation of interaction of student with partner/group—are they using the cooperation skills?
- Completion of task assigned.

Lesson Sequence

- When students enter the gym, they sit on their number.

Introduction

Introduce cooperation and goals of the lesson through video and discussion.

Good morning class. Today we are going to watch a video and then discuss it.

After the video ask, “What was the message of this video?” Allow students to write ideas on the board. Explain what the word cooperate means. Some examples may include teamwork, working together, helping each other. “Great. Why cooperate?” (Student-generated list on the board.) Some examples may include figuring out a problem, moving a heavy box, turning a long jump rope so the jumper can be successful.

Now that we know what the word cooperation means and some reasons why we need to cooperate, I want you to think about how you can be a cooperative person. I want you to remember “DEALT” while working with others in a group.

Here’s why: DEALT stands for

Do your part.

Encourage others to do their best.

Appreciate others for what they contribute.

Listen carefully to what others say and be sure you understand what they are saying.

Take turns when there is something that nobody wants to do or when more than one person wants to do the same thing.

Boys and girls, using DEALT, compare being a cooperative person to just going along with others.

Optional Activity – choose students to role-play these behaviors.

Transition

Now that we are getting to know what cooperation looks like, we are going to participate and practice cooperating in some activities with a partner or a small group. Before you get started, I want you to count your pulse for 15 seconds. Keep this number in mind.

Content

Teacher will verbally explain and demonstrate the activity. The teacher will choose partners.

Boys and girls, the activity you are doing for warm up is called **Animal**. Before we start moving around the gym, I am going to assign you a partner and give you a note card and a pencil. When I say "go," you and your partner will find a space in the gym. You have 5 minutes to invent a new animal and practice your cooperating behaviors. On a note card, you must name it and decide how it moves. Practice the movement. Make sure its movement will gradually increase your heart rate. At the end of the activity, you and your partner will complete an exit slip. Be prepared to explain the difference between cooperating and just going along with the group.

Transition

After 5 minutes, stop the activity and have students return to their number.

Boys and girls, have one person in the group keep the note card. After we walk around the cones for 2 minutes, I will tap one of you on the shoulder. You and your partner will begin moving like the animal you invented. The rest of the class will begin moving like your animal as well. When you hear one drumbeat, return to regular walking gait. I will then tap another person, and that group will begin moving like their animal. This will continue until every pair has had a chance to demonstrate their movement. Tell me what you do on one drumbeat—return to regular walking gait. Are there any questions?

Transition

After each pair has had an opportunity to demonstrate their walk, whistle once and have the students return to their number for discussion.

Note: before beginning discussion, ask students to count their pulse. "Is your number higher than it was at the beginning of class?"

Closure

Discussion Questions

1. Ask them to reflect on "did you feel that you and your partner worked together to invent an animal or did one person dominate?"
2. What makes working with a group or partner fun? What makes it not fun?

Girls and boys, being part of a group and cooperating are not necessarily the same thing. (Pass out exit slip.) This exit slip will demonstrate that you understand the difference between cooperating and just going along with the group. You need to write in complete sentences. Spelling does not count. (Exit slip example below.)

Cooperation vs. Going Along With the Group

Name_____

Teacher_____

Directions: What is the difference between cooperating and just going along with the group?

Assessment modifications:

Higher-level students – write in complete sentences, use examples from class

Lower-level students – lists, circle correct answer

Collect exit slips, stretch. As students are standing in line, read and discuss some of their exit slips.

Teacher Notes: Post Exit Task in gym for quick referral.

Physical Education Lesson Plan Form – Lesson 2

Grade Cluster: 3-5

References: www.goodcharacter.com, www.atozteacherstuff.com, www.pecentral.org

Vocabulary: cooperation, teamwork, problem solving, pulse, heart rate

Delaware State Standards Addressed

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

#6 – Create opportunities for health, enjoyment, challenge, self-expression, and/or social interaction

Big Idea: Fit for Life

Essential Questions

- What are the behavioral expectations in a physical activity setting?
- Why participate in physical activity?

Enduring Understandings

- There are behavioral expectations in physical activity settings.
- Physical activity provides a variety of opportunity for enjoyment, social interaction, challenge, and/or self-expression.

Unit Exit Task: Use Exit Task A – Grade Cluster 3–5

Materials

Three hula-hoops per team of 6-7 students, cones to designate a start and a finish line, or you may use lines already on your floor.

Lesson 2 Goals

Students will be able to:

- Use the skills of a cooperative person to solve a more complex problem—the Titanic Challenge.

Students will know:

- The benefits of being a cooperative person (sense of belonging, successfully solving a problem, a sense of accomplishment).

Assessment Plan

Teacher observation: circulate throughout classroom (gym) during the activity. Is each student contributing, are they listening to all ideas, are they taking turns, etc.? Use the behaviors of a cooperative person as a checklist rubric.

Other Evidence

Did the group successfully complete the task?

Lesson Sequence

Introduction

Girls and boys, what did we discuss and practice last week? Turn to a partner and discuss last week. You have one minute. Be prepared to share with the class. Go.

After groups have shared, verbally review the DEALT for cooperation while it is also up on the overhead. "Last week we talked about how a cooperative person behaves. Let's review those characteristics now." (Use overhead and allow students to give examples.)

Transition

Boys and girls, we are continuing to work on how to be a cooperative person. Today may be a bit more challenging. You will have to work in a larger group and solve a more complex problem. We all need to use the cooperative person skills to be successful. Please think about these skills during our warm up.

Keep the poster of "How to be a Cooperative Person" insight at all times.

Before I explain the activity, we need to warm our muscles. Our warm up is "Partner Tag" (pt). Partner Tag requires that you follow directions and work with a partner to make sure everyone in class is safe.

Explanation and demonstration of pt.

Boys and girls, while playing pt, you are obviously working with a partner. I need two students to come up and demonstrate for the class. Boys and girls, these two students are playing tag only with each other. One person is "it" and the other is fleeing. The rules are both of you may only walk, once you are tagged you become "it," you chase your partner, and you may not move backwards. (Have the two students demonstrate.) Are there any questions? (Wait 5 seconds.) When I say "go," I need you to stand silently beside a partner. If you do not have a partner by

the time I count to five, please come to me. Go. (Find partners for those who come to you. If there is an odd number, the teacher may be a partner.)

After each student has a partner, review the rules and expectations. You may want to review ways to move safely in a large group. Play pt for about 5 minutes. Stop class and review expectations if some students are moving too fast, invading others' personal space, or moving against the class.

Transition

After 5 minutes, have students return to their number.

Boys and girls, look at the behaviors of a cooperative person. Use them during the next activity. You will be working with more people (teacher chooses groups of 7-8) and solving a difficult problem. The next activity is called **Titanic Challenge**. You will need to solve the challenge by using the behaviors of a cooperative person. I will be circulating around the gym and observing how the group works together. I will not solve the challenge for you. (Divide the group into groups of 7-8 and have them sit with their group behind the start line.) Here is the challenge.

You are all aboard a sinking ship. (Each group stands behind the start line.) You need to get off of the sinking ship and get to safety. **This is not a race; your goal is to get your group to dry land.** You may only use the lifeboats (hula-hoops) to get the entire group to dry land (behind the finish line).

Rules – review verbally

- You may only step in the hoop, no leaping.
- You may only pick up **empty hoops**.
- Hoops cannot be dragged or tossed.
- You may have any number of passengers on the lifeboats (hoops), but if any passenger steps out, all the people in the lifeboat must return to the sinking ship.
- You may step out of the lifeboat only when you reach dry land, but you may not throw the hoop back to people still on the ship.

Boys and girls, do you have any questions about what you are attempting? Remember to use the behaviors of a cooperative person. You have 3 minutes to brainstorm with your group. Each person in your group must offer a possible solution. Go.

After 3 minutes, give the groups 5 minutes to try their possible solutions. Circulate around the gym with your grade sheet and give students + or - (or whatever assessment system you use) depending on whether they use the skills of a cooperative person or not. After 5 minutes, gather the groups together and ask "what has worked and what has not worked." Allow students to try again using the information they learned from other groups.

Solution

To get to dry land, the group must fit as many passengers as they can into one hoop. The group then places an empty hoop in front of their hoop and then all step into the empty one. Once the original hoop is empty, a group member picks up the empty hoop and places it in front of the hoop the group is standing in. Continue this until the passengers are on dry land. If all the passengers did not fit into the hoop, one person needs to go back, by placing one hoop in front of the other, and rescue the other group members from the sinking ship.

Transition

Girls and boys, I would like for one group member to please bring me the hoops. All students please return to your numbers.

Closure

Girls and boys, today you worked more on being a cooperative person. Share an example of how you used the DEALT skills today. (Option—have students work in pairs to report out. They write a brief reflection that may serve as an assessment.) You did a great job listening to all other ideas. (Teacher note: be specific with which skill they described and restate back to that student). Boys and girls, being a cooperative person is a life skill. We need to cooperate in the gym to have fun and be safe, and we can use these skills outside the gym. Where else do people need to be cooperative? (Examples: families need to work together to get to school on time. Doctors in a hospital need to work together so each person gets the best care. Pit crews in NASCAR need to cooperate so the driver/team can be successful.) Next week we will continue with cooperation. I want you to remember that, even when our lessons do not focus on cooperation, you are always trying to be a cooperative person.

Transition

Next week, be prepared to tell me about one cooperative skill you used with a family member or friend. Complete the handout and bring it with you next week. (See attached handout.)

Boys and girls, please stand for stretching.

Physical Education Lesson Plan Form – Lesson 3

Grade Cluster: 3-5 Clusters

References: www.goodcharacter.com, www.atozteacherstuff.com, www.pecentral.org

Vocabulary: cooperation, teamwork, problem solving, pulse, heart rate

Delaware State Standards Addressed

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

#6 – Create opportunities for health, enjoyment, challenge, self-expression, and/or social interaction

Big Idea: Fit for Life

Essential Questions

- What are the behavioral expectations in a physical activity setting?
- Why participate in physical activity?

Enduring Understandings

- There are behavioral expectations in physical activity settings.
- Physical activity provides a variety of opportunity for enjoyment, social interaction, challenge, and/or self-expression.

Unit Transfer Task: Use Exit Task A – Grade Cluster 3–5

Materials: 3-4 fold-up mats

Lesson 2 Goals

Students will be able to:

- Demonstrate the skills of a cooperative person to solve a more complex problem—"Sink or Swim."
- Reflect on personal cooperation skills and create goals for improvement.

Students will know:

- The benefits of being a cooperative person (sense of belonging, successfully solving a problem, a sense of accomplishment).
- How cooperative people behave toward each other.

Assessment Evidence

- "What I Learned About Cooperation" self-reflection sheet

Other Evidence

- Teacher observation of student interaction with group—are they using the skills of a cooperative person?
- Did the group successfully complete the task?

Lesson Sequence

Introduction

Girls and boys, share with the class how you cooperated with a family member or a friend. (After sharing, have students hand in their sheet.) Today is our last day to focus on cooperation skills; however, we will always want to use these skills whenever we work with others. Let's review the skills of a cooperative person. (Use overhead to review the skills.) The past two classes, we have done activities that were challenging. Who can remember these activities and share them with the class? Why do you think I chose those activities? Correct, those activities allowed us to practice and hopefully become good at being a cooperative person. Does anyone have an example of when they were a cooperative person outside of the gym? Did you cooperate at home with a friend, neighbor, or parent? (Allow students to share.) Great, I am glad you shared that with us. Keep the cooperation skills in mind as we participate in today's activities.

Transition

Class, today's activity is a little more challenging than the past two. You will work in an even larger group, and I will give you very little instruction about the activity. It will require teamwork, problem solving, and most of all cooperation. Before I explain the activity, let's get our muscles warm. Who remembers why we need to warm our muscles? (Helps prevent injuries because warm muscles stretch better than muscles that are not warm, it prepares the heart and other muscles for hard work, better performance, etc.) The warm up today is Partner Tag. You used this last class as your warm up. I need two students to explain and demonstrate (see previous lesson).

Play partner tag for 5 minutes.

Transition

After 5 minutes, have the students return to their number.

Girls and boys, I want you to think about how a cooperative person behaves. Think about all of these activities we did in the gym and how it felt to work with others. Is there one of the behaviors that you are having trouble with? Have you noticed that maybe you only use some of those skills? I want you to choose one of those skills that you are having trouble with and trap it in your brain. Today, your goal is to concentrate on that skill and really make an effort to use it! Keep it in your memory bank; we will come back to it in a minute.

Right now, I am going to break the class into groups of 9-10. (Choose the groups so the students are not always working with their friends.) When I say "go," your group needs to go sit quietly beside a mat—"Go." (Mats should be folded and behind the start line. A finish line should be across the gym.)

Thank you for sitting with your group quietly and quickly. Today's challenge is called "Survivor Island." Your mat is the only way your group can get off the island to civilization. Use the mat to move your group.

Rules – review verbally and post as a visual

- You may use the mat any way you want.
- Group members must be on the mat at all times once you pass the start line.
- If a group member touches the floor or falls off the mat, the entire team goes back to the start line.
- This is not a race; you succeed by using the behaviors of a cooperative person to get your group off the island and to the end line (civilization).
- You may watch other groups and use or improve their ideas.

You have 5 minutes to brainstorm ideas with your group. Every member must share one idea.

****circulate and observe group ideas****

After 5 minutes announce that the groups can begin trying out their ideas. Stop after 10 minutes. Gather the groups together and discuss what was effective and what was not effective. **Allow student to try again using the information the gained from other groups.** (Teacher notes: Offer hints as needed. Remember to only assess on whether a student is using the behaviors, not necessarily whether the group is successful. This task is difficult, but I have had success with third grade classes.)

Solution

To successfully move the mat and the group off the island, the mat needs to be unfolded (flat) with as many group members as possible standing on the first panel closest to the start line. Two group members fold the mat "up" in the middle, leaving a flat panel (last panel) on the other side. All members then step over the middle fold to the flat panel. The mat is then flattened out. All group members walk to the other end and repeat the process of folding the mat "up" in the middle, etc.

Transition (with about 15 minutes left in class)

Boys and girls, please fold your mat, slide it to the start line, and sit on your number.

Closure

Girls and boys, for the past three classes, we have been working on how to be a cooperative person. We have been reviewing the skills and using activities that need cooperation. Today, your goal was to concentrate on a skill that you felt you were having trouble with. Would anyone like to share? (Allow 1-2 students to share.)

Assessment

I would like for everyone to think about the skill you practiced today. Please complete the sheet "What I Learned About Being a Cooperative Person." (Give students a copy of the reflection sheet. Allow them 5-6 minutes to complete the sheet.)

What I Learned About Being a Cooperative Person

Name: _____

Teacher: _____

1. My goal for today was to work on: (circle one)

Doing my part

Encouraging others to do their best

Appreciating others for what they contribute

Listening to others and being sure I understand what they are saying

Taking turns when there is something that nobody wants to do or when more than one person wants to do the same thing

2. One example of how I accomplished this goal today is:

3. I could use this skill when I am ... (give an example from outside of the gym)

Transition – Give a 2-minute warning

Boys and girls, you have about 2 minutes to finish. (When the two minutes is up, collect the sheets.)

Review the sheets and allow students to share their reflection.

Have 2 students lead in stretching. Line up and ask review questions until homeroom teacher arrives.

Physical Education Lesson Plan Form – Lesson 4

Grade Cluster: 3–5

References: www.goodcharacter.com, www.atozteacherstuff.com, www.pecentral.org

Vocabulary: cooperation, teamwork, problem solving

Delaware State Standards Addressed

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

#6 – Create opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.

Big Idea: Fit for Life

Essential Questions

- What are the behavioral expectations in a physical activity setting?
- Why participate in physical activity?

Enduring Understandings

- There are behavioral expectations in physical activity settings.
- Physical activity provides a variety of opportunity for enjoyment, social interaction, challenge, and/or self-expression.

Unit Transfer Task: Use Exit Task A – Grade Cluster 3–5

Materials/Equipment: All available equipment

Lesson 4 Goals

Students will be able to:

- Use the characteristics of a cooperative person to create a game using teacher generated rubric.

Students will know:

- The benefits of being a cooperative person (sense of belonging, successfully solving a problem, a sense of accomplishment).
- How cooperative people behave toward each other.

Assessment Plan: Task rubric

Other Evidence

Observation checklist – Check student's name if he/she is displaying characteristics of a cooperative person.

Lesson Sequence

Boys and girls, for the past few classes you have been learning/practicing how to be a cooperative person. Today, you will begin to put to use the information you gained in here and in other classes. I will assign you to the group you will work with. Here is your task:

You and a group of friends were hired by Nike. Your group has been asked to design a game for other elementary students. This game must have rules and safety procedures and use only two pieces of equipment. All group members must contribute to the game. A successful result will allow all students to participate and to demonstrate characteristics of a cooperative person.

Here is your task rubric (following). Teacher note: review the rubric and have it posted. Go over thoroughly.

Class, here is your game-plan sheet (following). This will help you organize your ideas. (Teacher note: have all of the equipment available for the students to see. Allow them to try out different pieces). This is all the equipment available to you. Remember, you must use two pieces.

You have the rest of the class time to brainstorm with your group. Keep the rubric in mind as well as the characteristics of a cooperative person. They will guide your task. You will hand in your planning sheet at the end of class. I will look at your planning sheet this week, and I will add feedback. You may have extra planning sheets if you need them. You may get with your group and begin.

Optional Game Planning Sheet 5th Grade Exit Task

1. Names of group members:

- a.
- b.
- c.
- d.

2. Name of the game: _____

3. Equipment used:

- a.
- b.

4. Rules

5. Safety procedures:

6. Purpose of the game:

Physical Education Lesson Plan Form – Lesson 5

Grade Cluster: 3–5

References: www.goodcharacter.com, www.atozteacherstuff.com, www.pecentral.org

Vocabulary: cooperation, teamwork, problem solving

Delaware State Standards Addressed

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

#6 – Create opportunities for health, enjoyment, challenge, self-expression, and/or social interaction

Big Idea: Fit for Life

Essential Questions

- What are the behavioral expectations in a physical activity setting?
- Why participate in physical activity?

Enduring Understandings

- There are behavioral expectations in physical activity settings.
- Physical activity provides a variety of opportunity for enjoyment, social interaction, challenge, and/or self-expression.

Unit Transfer Task: Use Exit Task A – Grade Cluster 3–5

Materials/Equipment: All available equipment

Lesson 4 Goals

Students will be able to:

- Use the characteristics of a cooperative person to create a game using teacher generated rubric.

Students will know:

- The benefits of being a cooperative person (sense of belonging, successfully solving a problem, a sense of accomplishment).
- How cooperative people behave toward each other.

Assessment Plan: Exit Task A rubric

Other Evidence

- Observation checklist – Check students name if he/she is displaying characteristics of a cooperative person.

Lesson Sequence

Review and discuss the previous class activity.

Boys and girls, who can help the class remember what your task was last time we met? What was the focus of this task? Students may respond "Being a cooperative person, creating a game with every member involved," etc.

Boys and girls, I looked over your planning sheets from last week. Please look over my feedback. If you have any questions about what I have written, I will meet with your whole group. You will have the remainder of this class to work on your task. Be prepared to present your game to the rest of the class next week. I will be circulating to each group to observe if DEALT is evident. Make sure you pay close attention to the rubric as well as the characteristics of a cooperative person. You must practice your game today and be ready to present the game to the class next week.

Teacher notes: explain to students that, if they have not completed the task, they may meet outside the class (recess) with their group mates.

Transition

Have students return to their number. "Class, how is your game going?" Allow students to share their process with classmates. Have students discuss what strategies are working or not working for their group.

Closure

Class; please be prepared to present your game to the class. I will randomly choose groups to present. If you still need time to prepare, you may do so during recess or at home. Are there any questions?

Please stand and stretch.

Physical Education Lesson Plan Form – Lesson 6

Grade Cluster: 3–5

References: www.goodcharacter.com, www.atozteacherstuff.com, www.pecentral.org

Vocabulary: cooperation, teamwork, problem solving

Delaware State Standards Addressed

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

#6 – Create opportunities for health, enjoyment, challenge, self-expression, and/or social interaction

Big Idea: Fit for Life

Essential Question

- What are the behavioral expectations in a physical activity setting?
- Why participate in physical activity?

Enduring Understanding

- There are behavioral expectations in physical activity settings.
- Physical activity provides a variety of opportunity for enjoyment, social interaction, challenge, and/or self-expression.

Unit Transfer Task: Use Exit Task A – Grade Cluster 3–5

Materials/Equipment: All available equipment

Lesson 6 Goals

Students will be able to:

- Use the characteristics of a cooperative person to create a game using teacher-generated rubric.

Students will know:

- The benefits of being a cooperative person (sense of belonging, successfully solving a problem, a sense of accomplishment).
- How cooperative people behave toward each other.

Assessment Plan: Exit Task A rubric

Other Evidence

- Observation checklist – Check student's name if he/she is displaying characteristics of a cooperative person.

Lesson Sequence

Boys and girls, you have been working on your game. You are now ready to present your game to the rest of the class. These groups will be presenting their game today (choose 3-4 groups to present). Remember, here is what I am looking for ...

Teacher notes: Review rubric with students one more time. Allow students to get the equipment needed. Have the group complete the reflection sheet after their presentation (reflection sheet follows).

Transition

Choose group order from hat. Use rubric to assess while the group is presenting.

**Optional Game Development
Reflection Sheet
5th Grade Exit Task**

1. On the separate sheet of paper, explain how you contributed to the creation of the game.

2. Write about what made your game successful or not successful?

3. Would you play this game again? Why or why not?

4. What did you enjoy about completing this task? What did you not enjoy about completing this task?

Resources and Training Tips

- Include a variety of resources (texts, print, media, web links) that best supports the unit.
- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.
- www.goodcharacter.com
- www.atozteacherstuff.com
- www.pecentral.org
- Keep the characteristics of a cooperative person (DEALT) posted.
- Make paper copies of rubric for students/parents.
- Keep in mind that all students need to learn to cooperate—it is not always inherent.
- Optional sheets are NOT a part of the final Exit Task but may be used to help organize your students' thoughts and learning process.

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.
- Maintain copies of all overheads.
- Offer wide range of equipment—textured balls, different sizes.
- Allow students to use poly spots to know position during the creation of the game.
- Re-teach to any group not understanding purpose of lesson.
- Send final rubric home so parents/guardians are informed of expectations.
- Choose the groups that vary in ability level.

Design Principles for Unit Development

The design principles below that are embedded within the unit design

- **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.

Connections to Other Areas

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

Unit is connected to family life and counseling by building on the concepts of interpersonal communications and cooperation and will therefore help to develop positive school climates.

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: Lee Raymond

District: University of Delaware

Grade Cluster: 6–8, to be adapted for grades 3-5

Time Frame: 4 Lessons

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, and begin a semester-long walking activity. Subject matter from math and social studies will be incorporated in this unit via worksheet tasks and school-wide walking activities. Tasks include reviewing and discussing benefits of walking throughout a lifetime, completing a step estimation worksheet, completing a scavenger hunt, participating in walking Olympics, and designing a walking map for home use. All steps are recorded in class, and students are introduced to a school-wide walking program. Recorded steps are taken outside the Physical Education class time.

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.

- Physical activity provides an opportunity for enjoyment, health, challenge, self-expression, and/or social interaction
- Moving is important
- Being physically fit contributes to being healthy

Essential Questions

Unit Essential Questions

- Open-ended questions designed to guide student inquiry and learning.
- Why do I participate in physical activity?
- How does fitness affect my body?
- Why is movement important?

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

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—see attached example.

Day 1	Day 2	Day 3	Day 4	Day 5
Warm-up: 8 min <ul style="list-style-type: none"> ▪ Walking activity to music ▪ Slow walk 2 laps ▪ Check heart rate ▪ Walk 2 laps at medium pace ▪ Check heart rate ▪ Walk 2 laps at fast pace ▪ Check heart rate 	Warm-up: 5 min <ul style="list-style-type: none"> ▪ Pedometers on and walk 5 minutes ▪ Record number of steps 	Warm-up: 8 min <ul style="list-style-type: none"> ▪ Pedometers on and walk 6 minutes ▪ Record number of steps 	Warm-up: 4 min <ul style="list-style-type: none"> ▪ Walking laps to music ▪ Begin stretch routine while Intro is occurring 	Warm-up: 4 min <ul style="list-style-type: none"> ▪ Walking laps to music ▪ Begin stretch routine while Intro is occurring
Intro: 15 min <ul style="list-style-type: none"> ▪ Walking as lifetime activity referring to increase in heart rate. ▪ Number of steps needed for fitness. ▪ Pedometers—how to open, clear, read, attach 	Intro: 3 min <ul style="list-style-type: none"> ▪ Socialize while walking 	Intro: 8 min <ul style="list-style-type: none"> ▪ Discover America Trail school activity 	Intro: 5 min <ul style="list-style-type: none"> ▪ Discuss students and school walking progress up to this point ▪ Review benefits of walking ▪ Explain Walking Olympics ▪ Give out pedometers 	Intro: 5 min <ul style="list-style-type: none"> ▪ Discuss students and school walking progress up to this point ▪ Review benefits of walking ▪ Review walking Olympics ▪ Give out pedometers
Activity: 20 min <ul style="list-style-type: none"> ▪ Walk measured mile and record individual steps ▪ Stretch legs discussing muscles used in walking 	Activity: 30 min <ul style="list-style-type: none"> ▪ Stretch series ▪ Guess your steps activity 	Activity: <ul style="list-style-type: none"> ▪ Scavenger Hunt ▪ Record total steps 	Activity: 35 min <ul style="list-style-type: none"> ▪ Walking Olympics activity 	Activity: <ul style="list-style-type: none"> ▪ Walking Olympics activity

Day 1	Day 2	Day 3	Day 4	Day 5
Closure: 8 min <ul style="list-style-type: none"> Put pedometers away How do you feel after walking today? Why do you think you should walk every day? How could you get 10,000 steps per day? 	Closure: 12 min <ul style="list-style-type: none"> Finish activity worksheet If you wanted to walk, who could you walk with? Where could you walk at home? How many steps do you think it would be? 	Closure: <ul style="list-style-type: none"> Stretch series How far did you walk today? What do you think would happen to your body if you walked every day? 	Closure: 6 min <ul style="list-style-type: none"> Collect pedometers Ensure all steps have been recorded <i>Journal questions:</i> Think about how much walking you have been doing up until now <ul style="list-style-type: none"> How do you feel right now? How might the amount of walking you have done up until today have affected how you feel now? Assign walking map project 	Closure: 5 min <ul style="list-style-type: none"> Collect pedometers Ensure all steps have been recorded <i>Journal questions:</i> You have been walking across the country for an entire semester. <ul style="list-style-type: none"> What have you learned about your country? What have you learned about walking as a lifetime activity?

Rubric(s)

- Scoring guide to evaluate transfer tasks used as evidence of student proficiency
- An effective scoring guide should:
 - * Measure what is appropriate for the Content Standard that is assessed
 - * Provide opportunities for differentiation of the transfer tasks used as evidence of student proficiency

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
- School Walk Across America
- 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)

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)

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: 6-8

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.

Vocabulary/Keywords: cardio-respiratory endurance, flexibility, pedometer, target heart rate, aerobic

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

- Why do I participate in physical activity?
- How does fitness affect my body?
- Why is movement important?

Enduring Understanding

- Physical activity provides an opportunity for enjoyment, health, challenge, self-expression, and/or social interaction
- Moving is important
- Being physically fit contributes to being healthy

Unit Transfer Task: Walking Map

Materials/Equipment

- Music
- Pedometers (one for each student)
- Student log record sheets
- Measured mile either inside or outside

Lesson Goals

Students will be able to: <ul style="list-style-type: none">• Wear and read a pedometer correctly• Feel the differences in heart rate between slow, medium and fast-paced walking	Students will know: <ul style="list-style-type: none">• How many steps they should take daily to maintain a healthy lifestyle• How fast they need to walk to increase their heart rate• That walking is a form of aerobic activity• That walking can be done throughout a lifetime
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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*
 - Instant activity – Have students feel their heart and ask for feedback on how it is beating. Have students walk 2 laps at a slow pace, check heart rate. Walk 2 laps at a medium pace and check heart rate, and 2 laps at fast pace and check heart (may play music during this).
- *Introduction*
 - Discuss idea that walking is an aerobic activity - that they are building up cardio-respiratory endurance through walking. They can feel their heart rate increase.
 - Explain that adults should walk 10,000 steps per day.
- *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?
 - ♦ 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:

- Have volunteers to help with today's lesson to save time getting pedometers on.
- 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.
- Blind students walk with a partner.

Unit Title: Walk for Lifetime Fitness

Lesson 2: Scavenger Hunt/Introduction to School-Wide Project

Grade Cluster: 6-8

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.

Vocabulary/Keywords: cardio-respiratory endurance, flexibility, pedometer, target heart rate, aerobic

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

- Why do I participate in physical activity?
- How does fitness affect my body?
- Why is movement important?

Enduring Understanding

- Physical activity provides an opportunity for enjoyment, health, challenge, self-expression, and/or social interaction
- Moving is important
- Being physically fit contributes to being healthy

Unit Transfer Task: Walking Map

Materials/Equipment

- Music
- Pedometers (one for each student)
- Student log record sheets
- Scavenger hunt sheet and answer sheets
- One die

Lesson Goals

<p>Students will be able to:</p> <ul style="list-style-type: none"> • Wear and read a pedometer correctly 	<p>Students will know:</p> <ul style="list-style-type: none"> • That walking can be a part of daily life • That daily walking is beneficial to a healthy life
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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*
 - School-wide walking program where the entire school will Discover America
 - Explain that step logs will be given to classroom teachers and students can walk during recess or if the teacher wants to take a break and walk with students
 - All would record their steps on their logs
 - Goal of program is to see how far across the country (and hopefully back!) the school can go during the semester
- *Content*
 - Clear pedometers
 - Complete scavenger hunt activity. (see attached directions)
- *Closure*
 - 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

Be sure that the school community knows what your lesson focus is prior to this activity. The scavenger hunt has students moving at different times to different places. Be sure that all the faculty and administration understand why you are doing this activity, and you will keep distractions to a minimum. You may want to make this an activity you have your teachers participate in during a faculty meeting or an in-service when you are describing the school wide project.

Your scavenger hunt can be indoors or outdoors. Make it interesting to your students.

Note that I have referred to the Discover America Trail as the school-wide project. This walk/trek can be tailored to meet the schools individual needs.

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: Part One of Walker Olympics

Note: This lesson to be done ½- to ¾-way through semester.

Grade Cluster: 6-8

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.

Vocabulary/Keywords: cardio-respiratory endurance, flexibility, pedometer, target heart rate, aerobic#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

- Why do I participate in physical activity?

- How does fitness affect my body?
- Why is movement important?

Enduring Understanding

- Physical activity provides an opportunity for enjoyment, health, challenge, self-expression, and/or social interaction
- Moving is important
- Being physically fit contributes to being healthy

Unit Transfer Task: Walking Map

Materials/Equipment

- Music
- Pedometers (one for each student)
- Student log record sheets
- Walker Olympic events and score sheet

Lesson Goals

<p>Students will be able to:</p> <ul style="list-style-type: none"> • Wear and read a pedometer correctly • Add additional steps to school-wide walking program • Discuss how participating in daily walking has helped their fitness levels 	<p>Students will know:</p> <ul style="list-style-type: none"> • Facts about current state on school wide map • Walking is an activity that helps develop lifetime fitness
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Assessment Plan

1. Teacher observation for correct use of pedometers
2. Log of steps in Walker Olympics
3. Oral discussion of why walking is a lifetime fitness activity
4. Journal questions
5. Walking map homework

Lesson Sequence

- *Warm-up*
 - Instant activity
 - ♦ Pedometers on and continuous walk for 4 minutes
 - ♦ Record steps and clear pedometers
- *Introduction*
 - Begin appropriate stretch routine as introduction discussion goes on.
 - Review facts from current state where school is on walking map.
 - Discuss when and where students are currently walking and how they could possibly increase the step count as we move toward the end of the semester.
 - Explain Walker Olympics activity – today is part one and a way to add steps to map; part two will be later on in the semester
- *Content*
 - Begin Walker Olympic events
 - Record all step counts for each event
- *Closure*

- Journal questions:
 - ♦ Think about how much walking you have been doing up until now. How do you feel right now?
 - ♦ How might the amount of walking you have done up until today have affected how you are feeling now?
 - ♦ Collect
- Assign walking map project

Accommodations/Differentiation Ideas and Tips

- Use Walker Olympic activities that are appropriate for your students.
- 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.
- Blind students walk with partner.

Unit Title: Walk for Lifetime Fitness Lesson 4: Part Two of Walker Olympics

Note: This lesson to be done ½- to ¾-way through semester.

Grade Cluster: 6-8

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.

Vocabulary/Keywords: cardio-respiratory endurance, flexibility, pedometer, target heart rate, aerobic#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

- Why do I participate in physical activity?
- How does fitness affect my body?
- Why is movement important?

Enduring Understanding

- Physical activity provides an opportunity for enjoyment, health, challenge, self-expression, and/or social interaction
- Moving is important
- Being physically fit contributes to being healthy

Unit Transfer Task: Walking Map

Materials/Equipment

- Music
- Pedometers (one for each student)
- Student log record sheets
- Walker Olympic events and score sheet

Lesson Goals

Students will be able to: <ul style="list-style-type: none">• Wear and read a pedometer correctly• Add additional steps to school wide walking program• Reflect on their Walk Across America trip and their own contributions to it• Reflect on how walking can be a lifetime fitness activity	Students will know: <ul style="list-style-type: none">• Facts about current state on school wide map• Walking is an activity that helps develop lifetime fitness
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Assessment Plan

1. Teacher observation for correct use of pedometers
2. Log of steps in Walker Olympics
3. Journal questions

Lesson Sequence

- *Warm-up*
 - Instant activity
 - ♦ Pedometers on and continuous walk for 45 minutes
 - ♦ Record steps and clear pedometers
- *Introduction*
 - Begin appropriate stretch routine as introduction discussion goes on
 - Review facts from current state where school is on walking map
 - Discuss how school has progressed throughout the semester on its Discover America Trail
 - Review Walker Olympics activity—today is part two and a final push to add steps to map
- *Content*
 - Finish Walker Olympic events
 - Record all step counts for each event
- *Closure*
 - Journal questions — you have been walking across the country for an entire semester ...
 - ♦ What have you learned about your country?
 - ♦ What have you learned about walking as a lifetime activity?

Accommodations/Differentiation Ideas and Tips

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- Blind students walk with partner.

Day 1	Day 2	Day 3	Day 4	Day 5
Warm-up: 8 min <ul style="list-style-type: none"> ▪ Walking activity to music ▪ Slow walk 2 laps ▪ Check heart rate ▪ Walk 2 laps at medium pace ▪ Check heart rate ▪ Walk 2 laps at fast pace ▪ Check heart rate 	Warm-up: 5 min <ul style="list-style-type: none"> ▪ Pedometers on and walk 5 minutes ▪ Record number of steps 	Warm-up: 8 min <ul style="list-style-type: none"> ▪ Pedometers on and walk 6 minutes ▪ Record number of steps 	Warm-up: 4 min <ul style="list-style-type: none"> ▪ Walking laps to music ▪ Begin stretch routine while Intro is occurring 	Warm-up: 4 min <ul style="list-style-type: none"> ▪ Walking laps to music ▪ Begin stretch routine while Intro is occurring
Intro: 15 min <ul style="list-style-type: none"> ▪ Walking as lifetime activity referring to increase in heart rate. ▪ Number of steps needed for fitness. ▪ Pedometers—how to open, clear, read, attach 	Intro: 3 min <ul style="list-style-type: none"> ▪ Socialize while walking 	Intro: 8 min <ul style="list-style-type: none"> ▪ Discover America Trail school activity 	Intro: 5 min <ul style="list-style-type: none"> ▪ Discuss students and school walking progress up to this point ▪ Review benefits of walking ▪ Explain Walking Olympics ▪ Give out pedometers 	Intro: 5 min <ul style="list-style-type: none"> ▪ Discuss students and school walking progress up to this point ▪ Review benefits of walking ▪ Review walking Olympics ▪ Give out pedometers
Activity: 20 min <ul style="list-style-type: none"> ▪ Walk measured mile and record individual steps ▪ Stretch legs discussing muscles used in walking 	Activity: 30 min <ul style="list-style-type: none"> ▪ Stretch series ▪ Guess your steps activity 	Activity: <ul style="list-style-type: none"> ▪ Scavenger Hunt ▪ Record total steps 	Activity: 35 min <ul style="list-style-type: none"> ▪ Walking Olympics activity 	Activity: <ul style="list-style-type: none"> ▪ Walking Olympics activity

Day 1	Day 2	Day 3	Day 4	Day 5
Closure: 8 min <ul style="list-style-type: none"> Put pedometers away How do you feel after walking today? Why do you think you should walk every day? How could you get 10,000 steps per day? 	Closure: 12 min <ul style="list-style-type: none"> Finish activity worksheet If you wanted to walk, who could you walk with? Where could you walk at home? How many steps do you think it would be? 	Closure: <ul style="list-style-type: none"> Stretch series How far did you walk today? What do you think would happen to your body if you walked every day? 	Closure: 6 min <ul style="list-style-type: none"> Collect pedometers Ensure all steps have been recorded <i>Journal questions:</i> Think about how much walking you have been doing up until now <ul style="list-style-type: none"> How do you feel right now? How might the amount of walking you have done up until today have affected how you feel now? Assign walking map project 	Closure: 5 min <ul style="list-style-type: none"> Collect pedometers Ensure all steps have been recorded <i>Journal questions:</i> You have been walking across the country for an entire semester. <ul style="list-style-type: none"> What have you learned about your country? What have you learned about walking as a lifetime activity?

Walk for Fitness Scavenger Hunt Pedometer Activity

The following is an example using an area at the University of Delaware.

1. The Physical Education Department offices are set up in the shape of a square. Name one professor who can be found on each side of the square.
2. What is written on the doors to the pool?
3. How many windows can you look through from the hallway and see the pool?
4. Who or what is in the last room in the recreation department wing?
5. In the student lounge area, what number can you call if you want to rent out the ice arena?
6. What do the signs say on the computing lab doors?
7. What are the hours for the employee fitness center on Saturdays?
8. What is the number of the office found in the equipment cage?
9. What number do you push to get Swedish fish?
10. How many stairs are there going down to the HESC offices?
11. How many stairs are there going down if you use the back stairwell?
12. What is written on the bench that looks down onto the squash court?
13. Who designed the statue outside the laundry room?
14. What is the room number of the laundry room?
15. If you go to rooms 259 and 260, which room gives you a clear view of mirrors simply by standing outside and looking in?
16. What is the name of the room directly above rooms 259 and 260?
17. What is the prominent word on the poster located at the bottom of the stairwell leading to rooms 259 and 260?

18. If you attempt to exit the building by walking past the stairs that lead to rooms 259 and 260, what shape has been drawn on the top right corner of the exit sign?
19. Who, male or female, can use the bathroom that is located at the far end of the student fitness center?
20. What words can be found on racquetball court #5?
21. What are the Saturday hours for the student fitness center?
22. What is in room 060?
23. What is the office number of the "get up and go" project (found in the HESC offices)?
24. What number "top ten reason for not drinking alcohol" is stuck on Dr. Raposelli's office door?
25. What is the complete name of the person who works behind the window at the main check-in desk?

Scavenger Hunt Answers

1. Orsega-Smith, J. Smith, Robinson, Barlow
Kent, Goodwin, Wingate, Raymond, Abraham, O'Neil, Peterson
Hall, shields, Mattix
Spacht, Schuster, Brown, Bibik, Edwards
2. Do not enter pool area if lifeguard is not present/No shoes on pool deck
3. 9
4. It is a conference room
5. 831-6038
6. Please sign-in upon arrival/No food or Drink/No printing allowed
7. 10-4
8. 144A
9. D7
10. 19
11. 19
12. Nothing
13. E. Battiglia Soutoure, Firenze
14. 157
15. 260
16. Mechanical Room
17. Effort
18. Triangle
19. Either, it is unisex
20. "There can only be one and I am he"
21. 10-8
22. Electrical room
23. 019
24. 10
25. Delphine H. Lewis

Walk for Fitness Indoor Scavenger Hunt

Name: _____

Roll the die. Get your question. Find the answer. Return to gym for next question. First person to correctly finish wins.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.
- 23.
- 24.
- 25.

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.
- NASPE (2005) Physical Best Activity Guide: Elementary Level. Human Kinetics Champaign, IL
- www.creativewalking.com
- www.aahperd.org/naspe
- <http://walking.about.com/cs/measure/a/webwalkingusa.htm>
- www.webwalking.com
- www.discoverytrail.org

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. I have used the Discovery Trail for my school walking project. Working with your 6th- to 8th-grade teachers, you may find another trail works better such as the Lewis and Clark trail, the Appalachian Trail, or simply walking to Disney Land or Disney World. Use a trail that will excite and involve the entire school.
 3. Provide your classroom teachers with logbooks to keep track of steps. This will help them help you keep track.
 4. 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.
 5. Work with Social Studies and math teachers to incorporate developmentally appropriate math and social studies/geography skills and information.
 6. 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.

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.
 - Blind 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.
- ☐ **21st 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.

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