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(Insert Name of School)
Physical Education Program
Conditioning Exercise

Meeting Place: Example (Middle school gym)

Teacher: Example (Mr. Maxwell)

Office Hours: Example (M-F, 8-9 am)

Required Materials: Example (gym shoes, shorts, T-shirt)

Purpose of the Course:

The purpose of this course is to introduce you to a variety of activities you can do to stay healthy and active. The goal is to increase your knowledge of your physical wellness and to help you develop into a healthy, fit person.

Objectives

1. Students will demonstrate how to take a pulse daily.
2. Students will be able to list 3 reasons as to why daily physical activity is important.
3. Students will demonstrate the proper running form.
4. Students will participate regularly in a conditioning program.
5. Students will be able to run continuously for 1-1/2 miles.
6. Students will be able to define selected health related words.
7. Students will be able to plan a workout for different purposes (build endurance, gain strength, and tone muscle).

Course Requirements

1. You are expected to show up everyday in proper P.E. attire. No jeans or black-soled shoes, or shoes that will leave marks of the gym floor (rain or shine).
2. You are expected to show up on time on a daily basis.
3. You are expected to be prepared mentally and physically on a daily basis.
4. If you are absent you must make-up the day if it is an unexcused absent. You can only make-up 3 days. Exceptions will be made in extreme circumstances. After that you will lose 5 points per unexcused absent. Excused absences will need to be made up, with the exception of a doctor's note. See teacher for make up times and procedures.
5. Either do not bring or turn off your cell phone during class. If your phone interrupts our class you will lose points.
6. You must complete and submit all assignments on time. Assignments must be turned in to us on the day they are due. Late assignments will not be accepted except in extreme circumstances.
7. You will be expected do your best.
8. Please let your teacher know if you have any allergies, (ex. bee stings) or have injuries that prevent you from being active.

General Information

- No food or pop is allowed during class.
- You may bring your own water bottle as long as it's out of the way of our activity area. You will have chances to get a drink of your water, especially if it's hot outside. There is no water available by the fields so if you need water, you need to bring your own.
- Profanity is considered unsportsmanlike, rude, and offensive and will not be tolerated.
- Students are responsible for their own valuables (e.g. cell phones, jewelry, purses, money, keys, etc.). It is strongly recommended that students not bring valuables to class.

Class Rules

1. Treat others how you would like to be treated.
2. Participate for the entire activity
3. Follow all directions
4. Actively listen when a teacher is talking
5. Respect others

Consequences

1. Warning
2. Written warning
3. Excluded from class for the remainder of the period and sent to the office if needed, and parents will be notified.

Protocols Used in Class Daily

- Signals are “stop”, “look at me”, and “put equipment at your feet”.
- Begin activity when I say “go”.
- When I say “group space”, all students should come in close to me.

Assessment and Grading

1. Attendance: You are expected to attend every class. You will lose 5 points for each unexcused absence. An excused absence consists of a note saying you were sick from the doctor, or if you participate on a sports team, you need to produce a note from your coach. If you wake up sick your parents need to call and let the school know you are sick.

To be considered in attendance, the student is expected to:

- Dress appropriately for the activity
 - Be in class on time and participate until the class is officially ended
 - Participate productively the entire class period
 - Listen and follow instruction
2. You will have 3 different written assessments throughout the 6 week unit. Each assessment is worth 20 points. If you are gone on a day we have an assessment you can only make it up if it is an excused absence. Otherwise you will receive a zero on it.
 3. Throughout the 6 weeks, you will have a total of ten task sheets. Each task sheet is worth 10 points. If you are gone on a day we do a task sheet you can only make it up if it is an excused absence. Otherwise you will receive a zero on it.

Grading

Grading for this course is described below:

| | |
|--|-------------------|
| Attendance/ Participation (5 points per day) | 150 points |
| Assessments (3 @ 20 points each) | 60 points |
| Task sheets (9 @) 10 points each) | 90 points |
| TOTAL | 300 points |

Final Grades

| Percentage | Grade Letter | Points Needed |
|------------|--------------|---------------|
| 94-100% | A | 300-282 |
| 90-93% | A- | 281-263 |
| 87-89% | B+ | 262-244 |
| 84-86% | B | 243-225 |
| 80-83% | B- | 224-106 |
| 77-79% | C+ | 105-187 |
| 74-76% | C | 186-168 |
| 70-73% | C- | 167-149 |
| 67-69% | D+ | 148-130 |
| 64-66% | D | 129-111 |
| 60-63% | D- | 110-95 |
| 0-59% | F | 95-0 |

Equipment

You are expected to treat all equipment with respect. After use of equipment be sure to pick up and put everything back from where it came from.

First Aid

Please inform your teacher of all injuries immediately so that they can be treated properly and documented.

Final Words of Advice

1. Don't assume- ask. There are no silly questions.
2. Be open-minded and reflective!

Conditioning Questionnaire Introduction

This is a conditioning questionnaire that will simply let the teacher know if you have any questions or concerns about the class. This will also let us, the teachers know if you have any illnesses or disabilities that need to be accommodated for. This questionnaire is strictly confidential, and will only be used to help us better prepare the class for each student's individual needs. This will be handed out at the beginning of the first class and should be turned in the next day with a parent's signature. If you have any questions at all, or wish to contact (teacher's name) please feel free to do so at (schools name). Thank you for your time and support (teacher's name).

Conditioning Questionnaire

Name: _____

Have you ever or do you currently have any of the following:

___ Diabetes
___ Chest pain
___ Asthma
___ Joint Pain

___ A racing or fluttering heart
___ Smoke cigarettes
___ Family history of coronary artery disease
___ Inflammation

Answer the following questions please.

1. Are you taking any prescriptions? Please list what and why.

2. Have you had any broken bones, sprains, strains or anything else of this nature?
Please list.

3. Do you feel like you will be able to participate in all activities in the unit?

4. Do you have any fears or concerns with this unit?

5. Do you have any questions regarding this unit for me?

6. Are there any additional medical conditions I should be aware of?

Parent letter
(Insert schools name)
(Insert name of class)
(Insert teacher's name)
(Conditioning Unit)

To Whom It May Concern:

Your son/daughter will be learning the skills of conditioning and how to stay fit and healthy for a lifetime for the next six weeks. During week one, students will be learning rules of the class and how to find their pulse. During week two, the students will learn how to check their pulse rate, both resting and active. Students will also be introduced to endurance training, auxiliary lifts, and endurance training within station work. They will also begin timed runs. During week three, students will be introduced to calisthenics workouts and will be involved in an activity called partner challenge in which students will be able to help each other work harder. In week four, students will be introduced to step aerobics and plyometrics workouts. Students will be assessed on health related definitions of words this week also. In week five, students will be introduced to an orienteering activity. This will allow students to communicate and socialize with peers as well as being active. In week six, students will have the opportunity to improve their cardiovascular endurance even more. This week we will play many games that will improve their cardiovascular endurance. We will also have a discussion about the effects of drugs and alcohol on one's body and how it can affect physical performance. Please make sure that your son/daughter has clean, appropriate gym attire (shorts, tee-shirt, and tennis shoes). If you have any questions please contact (Teacher's name).

Sincerely,

(Insert teacher's name)

Conditioning Block Plan

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------|--|--|--|---|---|
| Week One | Introduction <ul style="list-style-type: none"> ➤ Syllabus / Rules ➤ Health Questionnaire ➤ Introduction to stretch routine | Know your Body <ul style="list-style-type: none"> ➤ How to find your pulse discussion ➤ Running- How to pace yourself. ➤ Sit-up test ➤ Push-up test | Endurance <ul style="list-style-type: none"> ➤ Cardiovascular endurance workout ➤ Walk/Jog intervals ➤ Definitions | Cardiovascular <ul style="list-style-type: none"> ➤ Timed 1 mile ➤ Dot Drills | Endurance <ul style="list-style-type: none"> ➤ Game of ultimate Frisbee |
| Week Two | Strength <ul style="list-style-type: none"> ➤ Students will get their weight taken ➤ Strength increasing stations | Cardiovascular <ul style="list-style-type: none"> ➤ Heart rate activities ➤ Stretching | Endurance <ul style="list-style-type: none"> ➤ ¾ mile run timed ➤ Lunges ➤ Abs workout | Strength <ul style="list-style-type: none"> ➤ Push-ups workout ➤ Around the block or building run | Endurance <ul style="list-style-type: none"> ➤ Muscular endurance stations ➤ Assessment 1 (formal) on how to take pulse. |
| Week Three | Plyometrics <ul style="list-style-type: none"> ➤ Timed ½ mile run ➤ Lunges ➤ Dot drills | Strength <ul style="list-style-type: none"> ➤ Game of ultimate Frisbee ➤ Abs workout ➤ Push-up workout | Calisthenics <ul style="list-style-type: none"> ➤ Calisthenics Workout ➤ Partners fill out each others task sheet as their partner is performing the tasks. | Plyometrics <ul style="list-style-type: none"> ➤ Dot drills ➤ Build-up run (sprint straight-aways and jog corners) | Challenge Day <ul style="list-style-type: none"> ➤ Partner challenge workout ➤ Students pair up and perform the activities on the task sheet. ➤ Students check their pulse rate after each activity |
| Week Four | Aerobics <ul style="list-style-type: none"> ➤ Step aerobics ➤ Abs workout | Agility <ul style="list-style-type: none"> ➤ Agility ladder ➤ Medicine ball workout | Plyometric <ul style="list-style-type: none"> ➤ Plyometric Workout ➤ Student have task sheet to fill out | Cardiovascular <ul style="list-style-type: none"> ➤ Cardiovascular endurance workout ➤ Game of ultimate Frisbee | Endurance <ul style="list-style-type: none"> ➤ Endurance training stations ➤ Assessment 2 (formal) on definitions. |
| Week Five | Aerobic/ Pulse <ul style="list-style-type: none"> ➤ Aerobic Options Day ➤ Students fill out task sheet and make predictions on their pulse. | Strength <ul style="list-style-type: none"> ➤ Game of ultimate Frisbee ➤ Abs workout ➤ Push-up workout | Endurance <ul style="list-style-type: none"> ➤ Medicine ball workout ➤ Stretching | Cardiovascular <ul style="list-style-type: none"> ➤ One mile run test ➤ stretching | Orienteering <ul style="list-style-type: none"> ➤ Orienteering Activity |
| Week Six | Strength <ul style="list-style-type: none"> ➤ Dot drills ➤ Build-up run (sprint straight-aways and jog corners) | Aerobic Game <ul style="list-style-type: none"> ➤ Cardiovascular endurance day ➤ Basker Game | Cardiovascular <ul style="list-style-type: none"> ➤ Cardiovascular endurance workout ➤ Game of ultimate Frisbee | Endurance <ul style="list-style-type: none"> ➤ Step aerobics ➤ Abs workout | Assessment/ Discussion <ul style="list-style-type: none"> ➤ Discussion on drugs and alcohol. ➤ Assessment 3 on workout. |

Physical Education Program
Conditioning
Lesson #1

Objectives:

Student

1. By the end of the class period, students will know the purpose of the class and what will be expected of them, by reviewing the syllabus, rules, and consequences. (NASPE 2 and 3, EALRS 4.1)
2. By the end of the class period, students will have filled out and handed in the health questionnaire. (NASPE 3, EALRS 4.1)
3. By the end of the class period, students will have a good understanding of the proper stretching techniques, by watching the teacher demonstrate them and then performing the stretches themselves. (NASPE 1 and 2, EALRS 1.1 and 1.2)

Teacher

Equipment (for a class of 25):

- 25 syllabuses
- 25 fitness questionnaires
- 25 pencils
- Gym
- Basketball court (optional)

Content Development

| <p>Instant Activity: Speed walking: Have the students walk (not run) as fast as they can around the outside of the class. If you are meeting in the gym have them walk around the outside of the basketball court.</p> | | | |
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| <p>Set Induction: Today we are beginning a conditioning unit. Who wants to live a long healthy life? Good, I'm glad to hear that because in this unit we will be learning some ways to keep your body in a good healthy condition. Also the skills we will be learning could also help those of you who want to become better at performing in sports.</p> | | | |
| MAF/ Instructional Techniques | Extensions | Refinement | Applications |
| <p>Informing Task: When I say go, follow along in your syllabus with the teacher.</p> | | | |
| <ul style="list-style-type: none"> • Handout syllabuses as students enter the room. • Reiterate that this is going to be a demanding class. | Cover syllabus | | |
| <ul style="list-style-type: none"> • Go over what is needed for the class. | Cover syllabus | | |
| <ul style="list-style-type: none"> • Hand out questionnaires and pencils. • Make sure every student fills out a questionnaire. | Fill out questionnaire- once you have filled out your questionnaire completely, place it in a pile on the floor next to me and wait for everyone else to finish. | | |
| <p>Informing Task: When I say go, find your own self space and wait for further instructions on stretching.</p> | | | |
| <ul style="list-style-type: none"> • See skill chart #1- a skill chart will help the students with skills they don't know how or aren't exactly sure how to do. • The chart should be | The first thing we need to learn for this unit is the stretching routine. The reason we need to stretch is to help our muscles perform while we are working on our conditioning skills. The | | |

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| <p>hung in the activity area. Then students will be able to quickly look at the chart if they need to.</p> <ul style="list-style-type: none"> • If you started in a classroom and have access to the gym, it would be a good idea to move to the gym after the students have asked questions and are done with the syllabus, and questionnaires. If no access to a gym make sure that the environment is safe to perform the activities for the lesson. • Have students form a u-shape in the gym or activities space. The teacher should stand at the top of the U-shape. This way as you demonstrate you can be in sight for all students, and you can see all students. | <p>more flexible we are the less chance we have of injuring our muscles while we are working out. We will be doing these stretches almost every day after our warm up activity. Follow along with me as I demonstrate each stretch. The first stretch that I'm going to demonstrate is how to stretch our arms. We will simply call these Arms over. Please follow along for our left arm.</p> <p>Repeat the same actions we did for the right arm only we will be using the left arm instead.</p> | <ul style="list-style-type: none"> • I would like for your stretching arm to be elevated to shoulder level. Next I would like for you to put your right arm across your chest and place your left hand in the triceps region on the right arm and push gently with left hand toward left shoulder. We should hold our stretches for at least fifteen seconds. | <ul style="list-style-type: none"> • See if you can hold your stretch for the whole ten seconds. |
| <ul style="list-style-type: none"> • As you are demonstrating the | <p>The next stretch I will be demonstrating and you will</p> | <ul style="list-style-type: none"> • Fully extend arms out from side of body. | <ul style="list-style-type: none"> • Try and hold your arms up the whole time |

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| <p>stretching make sure that the students are all on the same page as you. If a student is not performing a stretch correctly, this would be great time to correct the unwanted behavior. This way the students will have the correct form down and will be able to develop good habits.</p> <ul style="list-style-type: none"> • Make sure that you are speaking clearly and in a gym voice so that all students are able to hear and understand you. | <p>be following along with are arm circles- This is a good warm up for the shoulders and the triceps and biceps muscles in your arms. This stretch will help you in sports like volleyball, Handball, Tennis, and many other sports. Repeat motions and steps for the left arm.</p> | <p>Begin small circular motions with palms up toward ceiling. Then move to larger circular motions with palms down towards floor.</p> <ul style="list-style-type: none"> • Remember to keep palms up when making small circles and palms down when making large circles. | <p>without letting them fall down to the side of your body.</p> |
| | <p>Standing grape vine: is a leg stretch. This stretch will help warm up and strengthen your hamstrings, and help prevent pulling of muscles and hamstring. This is also a good stretch for those of you who play sports such as Basketball, Baseball, Soccer, and any other sports that involve fast explosion and running. Bouncing while stretching</p> | <ul style="list-style-type: none"> • For this stretch, you will be crossing your right leg over left. Next slowly extend the top half of your body to the floor. Reaching with both hands try to touch the ground or the front of your toes. Hold this stretch for at least ten seconds • Make sure that you don't bounce when | <ul style="list-style-type: none"> • See if you can touch your feet or the ground in front of you for the whole time. |

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| | <p>can put unneeded stress on muscle, tendons, and ligaments. This could also cause serious injury to your body that could last a life time. Please follow along with me for the left leg.</p> <p>Repeat the same motion as you did for the right on the left leg.</p> | <p>performing stretching.</p> <ul style="list-style-type: none"> • Knees should have a slight bend in them (no locked knees). | |
| | <p>Next is the sit & reach- Please follow along as I demonstrate. This is a great stretch for our legs and back. By doing this stretch we will be working two major parts of the body at the same time, the legs and the back. This stretch will help us become more agile and flexible and that means we will be able to perform at a higher level during class.</p> <p>Repeat same motion as before on opposite leg.</p> | <ul style="list-style-type: none"> • Sit on the floor with legs fully extended out in front of your body. Slightly spread legs, while having feet out in front try to reach your toes with both hands. Make sure that you keep your knees slightly bent and toes pointing to the ceiling. • Knees should have a slight bend in them (no locked knees). • Remember to reach with both hands. | <ul style="list-style-type: none"> • Try and reach your toes with both hands. |
| | <p>Sit & reach middle: Please</p> | <ul style="list-style-type: none"> • With legs fully | <ul style="list-style-type: none"> • See if you can extend |

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| | <p>follow along as I demonstrate. We do this stretch for the same reasons I said before. We have to make sure that when we are stretching such a large group of muscle, that we are able to give them all an equal amount of stretching. This is why we are going left, right, and middle.</p> | <p>extended out in front of your body and fully spread legs about shoulder width apart, try to reach as far out in front of you as possible.</p> <ul style="list-style-type: none"> Remember not to bounce back and forth while performing this stretch. | <p>your hands past your feet.</p> |
| <ul style="list-style-type: none"> Reiterate how important stretching is by informing the students of some of the injuries that can happen to their bodies if they don't stretched properly. (Pulled hamstrings, quads, or calf's, roll an ankle, or soreness for long period of time.) | <p>The last stretch we are going to learn today is the seal stretch: Please follow along with me as I demonstrate. This is a great stretch for all of us who are active in any kind of sports from sitting and playing checkers to the most extreme sports like motor-cross racing. This stretch will help our lower back region become more flexible and stronger all at the same time.</p> | <ul style="list-style-type: none"> I would like for you to lay face down on the floor. With palms on the floor gently raise your body off of the floor using just your arms. While raising your self off of the floor apply pressure to the middle region of your body going towards the floor. This should cause a reverse arc in your mid and lower back region. Remember to hold all stretches for ten seconds or more. | <ul style="list-style-type: none"> See if you can hold your stretch for the whole ten seconds without stopping. |

Closure/Assessment:

- Does anyone have any questions about today and what to expect from this class?
- What are some injuries that could happen if you don't stretch properly? (Pulled hamstrings, quads, or calf's, roll an ankle, or soreness for long period of time.)
- How many unexcused absences can you have in this class?
- Can you make up unexcused absences?
- How many written assessments will there be for this unit?
- What is considered proper clothing for PE class?

Physical Education Program
Conditioning
Lesson #2

Objectives:

Student

1. By the end of the class period, students will know how to find and take their own pulse by practicing it during class. (NASPE 2, EALRS 1.3, 2.3 and 3.2)
2. By the end of the class period, student will be able to successfully pace themselves for ½ mile run, and a short sprint. (NASPE 1 and 2, EALRS 1.1, 1.2 and 2.2)
3. By the end of the class period, students will have increased muscle strength in their stomach and arms by completing the sit-up and push-up tests. (NASPE 1,2, and 3, EALRS 1.1 and 1.2)

Teacher

Equipment (for a class of 25):

- Stop watches 15
- Classroom for 25 students
- Track
- Calculators 10

Content Development

Instant Activity: Form running (jog, high knees, tail kickers, carioca, high knee skips, 2 foot hop, jog) when you are doing form-running look for some of these things. With the jog make sure that the students are under control, and that their bodies aren't just flopping all over. With the high knees make sure that the students are getting they're knees up the chest. A good way to insure this have them hold out their arms and try to hit them with their knees. When performing tail kickers make sure that the students aren't trying to snap the heel of the foot back to touch their back side, but let them know they should be trying to keep the foot in the planter flexion form and try to left the heel the back side. When performing the carioca one should make sure that the shoulders stay straight with the wall or the line that the students are facing. Also one should make sure that the students cross feet in an alternating fashion. When performing high knee skips one should look to make sure that students are fully extending at the foot and using the arms to drive the body in an upward motion. The two-footed hop should like a frog in motion. The arms should drive back and then thrust forward at the same time as the legs driving outward and slightly upward. The jog should look like a person who has an accelerated walk. The arms should be under control and not in a flailing motion. The legs should be straight and in a fluid motion, not turning out to the side.

Set Induction: How many of you go running or jogging and always get really tired before you have even been running for less than 5 minutes? Well that might be because you are not pacing yourself. Today we are going to learn some techniques that will help us pace ourselves when running so we can run longer. You will also learn how to take your pulse, how to perform a push-up and a sit-up. These are all skills that are going to help us live a lot healthier life.

| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
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| Informing Task: When I say go, find a desk and we will begin discussing the steps on how to find a pulse. | | | |
| <ul style="list-style-type: none"> Teacher should have the class meet in the classroom to start with, this way you will be able to teach the students how to take their pulse in a more controlled environment. If a classroom is not an option then set up your | <p>Today we are going to learn where and how to take a pulse. I would like for you to follow along as I demonstrate. Find your pulse located along your throat and bottom of your jaw line. The pulse should be located on the front side of the throat about two inches from the wind pipe.</p> | <ul style="list-style-type: none"> Place the pointer finger and the middle finger together and apply pressure to the right side of the throat until you can feel your pulse. Once you have found your pulse, count the number of time it beats in fifteen seconds. | <ul style="list-style-type: none"> Try taking your pulse three times in a row; if you are performing it correctly your numbers should be within one or two beats of each other. Provided you have not increased your activity level. Try taking your |

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| <p>group space so that the students will not have any other distractions during this time.</p> <ul style="list-style-type: none">• The ideal setting would be a classroom that is located inside the gym, so that after the students have done the IA they can go right into the classroom.• Make sure to use the stop watch not your guessing technique. This will insure a full fifteen seconds.• After the student have completed their own pulse, partner them up by eye color and have them take their partners pulse. | <p>Has everyone found their pulse? Good, I'm now going to start the time. Once we have stopped the time we will be able to find out our pulse rate. One of the reasons why we need to know how to take our pulse is so that we will be able to tell if we are working too hard or not hard enough. This simple little skill will be something you will be able to use the rest of your life.</p> <p>Now, I will partner you up by eye color and you will take your partners pulse. Be sure and repeat all of the steps we have learned today.</p> <p>To find your true resting pulse it is best to take your pulse when you are just waking up or have been at rest for a long period of time. A long period of time is about 35-40 minutes.</p> | <ul style="list-style-type: none">• Remember to stop counting when I say stop.• Now that we have a number of beats simply times that number by four. If you need a calculator I have some at my desk.• Remember not everyone is going to have the same number. | <p>partners pulse, see if you can come up with the same number they did.</p> |
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Informing Task: We are going to discuss the techniques on how to pace yourself while running. When we are running a short distance it is very important that we expend the maximum amount of energy to reach the end of the designated distance. When running longer distances it is important to set a pace that you will be able to complete the run at without stopping for a rest. When I say go, line up on the track. Go!

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| <ul style="list-style-type: none"> • The students will walk out to the track as a group. The first student out the doors holds the doors until all of the students are out of the gym. Teacher, make sure that all students have made it out to the track. • Teacher will use a shorter distance to demonstrate both short distance pace and a long distance pace for the students. This should be about twenty yards or so. • Teacher, give the students a chance to ask questions about the running and breathing. This should only take about 1-3 minutes. | <p>Today we will be working on our running techniques. When we are running a short distance it is very important that we make sure that we exert the maximum amount of energy to reach the end of the designated distance as fast and as efficiently as we can. When running longer distances, it is important to set a pace that you will be able to complete the run at without stopping for a rest.</p> <p>By using the most amount of energy we will be working on strengthening our speed and quickness ability. This will help any of you that play sports like football, and track.</p> <p>We must remember that breathing plays a big role in the outcome of our run,</p> | <ul style="list-style-type: none"> • Make sure you are spacing yourself. If it is a long distance run. If it is a short distance run remember to use as much energy as possible to carry you designated distance. • It is important that we inhale in through the nose and exhale through the mouth while we are running. | <ul style="list-style-type: none"> • Can you sprint the whole time? • Challenge yourself to try and run the distance without stopping. • Can you use proper breathing while you are running? |
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| <ul style="list-style-type: none"> • Teacher, have the student line up in the lanes on the track in single file lines of about three to each lane. Have the students run three different heats of 50 meters (sprint). After the short run have students get into group space on track for paced run. | <p>and how your body recovers from the run will be directly related to your breathing. This is one technique that will allow the maximum amount of oxygen to the body. I will demonstrate the proper breathing technique, and then I want you to try.</p> <p>Now it is your turn, ready go. Good job class. Next I will demonstrate the two different paces for the short and long distance running. Does anyone have any questions about what we have covered? Good, now we are going to work on our short distance running. So I would like for everyone to find a lane and get ready to run. When I say go, you will start to run, and the next heat will get ready to run.</p> | <ul style="list-style-type: none"> • I would like for you to line up three to a lane in a single file line facing me. Wait for my GO command before you start to run. • Remember to run as fast as possible (sprint). • Make sure that you run from start to finish. | |
| <ul style="list-style-type: none"> • Group space on track • Teacher, while the students are running on the track give lots of | <p>Nice job with the short run, now we will be working on our paced run. This is going to be ½ mile. That is two</p> | <ul style="list-style-type: none"> • Remember to pace yourself. • Remember to use your breathing technique. | <ul style="list-style-type: none"> • Can you finish within the 8 minute time limit? • Challenge yourself to |

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| <p>encouragement. Also let the students know the time as they pass by you. You should have a designated starting and stopping points on the track.</p> <ul style="list-style-type: none"> • Teacher should make sure the students are in good spacing before the run starts. The group will spread out as the run progresses. | <p>times around our track. We will be trying to complete this run in 8 minutes. If you can't make it in the 8 minutes that's ok, just try your best.</p> <p>When we are running it is very important that we set a speed that is going to be fast enough to elevate our heart rate yet slow enough to carry ourselves the whole distance of the run without having to stop and take a brake. Now I would like for all students to start when I give the Go.</p> | <ul style="list-style-type: none"> • For this run we are all going to start at the same time. Make sure you have a good amount of self space. | <p>try and run the distance without stopping.</p> |
| <p>Informing Task: When I say go, we will begin taking our pulse.</p> | | | |
| <ul style="list-style-type: none"> • Teacher, will have students take their pulse in group space after the run is complete. | <p>Ok, I would like everyone to take their pulse. We will just repeat what we did earlier today.</p> | <p>Remember beats times four.</p> | |
| <p>Informing Task: When I say go, find a partner and find self space on the grass (sit-up test)</p> | | | |
| <ul style="list-style-type: none"> • Partners in self space on grass in middle of track • Teacher will keep track of the time for the students. You should let the students know how | <p>We are now going to work on muscular strength and begin the sit-up test. This will be working on increasing your abdominal muscles. I will demonstrate</p> | <ul style="list-style-type: none"> • Elbows need to touch your knees. • Your feet need to stay on the ground at all times. • Your hips should stay | <ul style="list-style-type: none"> • Try doing all of the sit ups using the proper technique. • Try doing a few warm up sit-ups using the proper. |

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| <p>much time they have. About every ten seconds would be good.</p> | <p>how to perform a proper sit-up. Good, are there any questions?</p> <p>Good, now I would like for one partner to do as many sit-ups as the can for thirty seconds. You will start when I give the go. Make sure that if you are the partner counting that you are paying close attention to the person doing the sit-ups. If your partner wishes you may hold their feet. Ready go.</p> <p>Nice job with the sit-ups. Now I would like for you to switch partners and repeat the sit-ups when I give the go. READY GO!</p> | <p>on the ground at all times.</p> <ul style="list-style-type: none"> • Try not to interlock your fingers behind your head while doing sit-ups. • The hands should be placed in the ear region of the head. Elbows should be pointing towards the knees. • Knees should be bent in about a 65 degree angle. • Remember to keep your feet on the ground. | |
| <p>Informing Task: When I say go, get with the same partner and begin the push-up test.</p> | | | |
| <ul style="list-style-type: none"> • Partners in self space on grass in middle of track • Teacher you will be able to tell if students are performing proper form by looking for a few key features. | <p>For the remaining time we will learn how to do the push-up test. How is everyone doing so far? I know that we have covered a lot so far. This is just like the sit-ups that we just did only with the push-ups. I</p> | <ul style="list-style-type: none"> • Make sure your chest touches your partner's fist that is on the ground beside them. Fist should be vertical not horizontal to the ground. • Arms should be just a | <ul style="list-style-type: none"> • Have your partner look at your stance to see if you are prepared to do a push-up. |

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| <ul style="list-style-type: none"> Teachers, make sure that you reiterate all of the extensions and refinements for the second group of push-ups. | <p>would like for all of you to watch as I demonstrate how to do a push-up. Are there any questions?</p> <p>Good now lets have you go to your same group space with the same partner. The first person will do as many push-ups as they can in thirty seconds. Make sure that if you are the partner counting that you are paying close attention to the person doing the push-ups. You will need to be looking and checking that your partner is using the correct form while they are doing the push-ups. Ready Go.</p> <p>You all did a great job with your push-ups. Now I would like for you to switch partners and repeat the same for the other partner. Ready Go!</p> | <p>bit wider than the chest.</p> <ul style="list-style-type: none"> The core region of the body should remain flat. Your stomach should remain tight through the range of motion. Keep your back flat, and no valleys or high peaks. The arms of the person performing the push-up should be at a 90 degree angle when in the full down position. Repeat all steps as listed above. | <ul style="list-style-type: none"> Have your partner look at your stance to see if you are prepared to do a push-up. |
| <p>Informing Task: When I say go, begin cooling down by walking around the track for two laps.</p> | | | |
| <ul style="list-style-type: none"> Teachers have the students walk in partners around the | <p>Now that we have completed our entire workout for today we are</p> | <ul style="list-style-type: none"> Compliment your partners while you are cooling down. | |

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| <p>track for seven minutes.</p> <ul style="list-style-type: none"> • After the time is up bring the class together in a group space for closure and assessment. Have the students answer closure questions together. | <p>going to cool down for the next seven minutes by walking around the track with your partners. When I call time I would like for us to meet in the grass by the field goal post for closure and group discussion. Ready Go.</p> <p>Time is up. Please come into group space for closure discussion.</p> | <ul style="list-style-type: none"> • Remember to use your breathing technique while you are walking. | |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Are there any questions about any of the activities that we have done today? • How many seconds do you take your pulse for? That is correct 15 seconds. • What is the number you times it by? Yes, that is correct class, four. • Why is it important to pace yourself while running? • Who can show me where you can take your pulse? • Why is it important to pace yourself while running? • Tomorrow's lesson will work on increasing your cardiovascular endurance. • See you all tomorrow. Great job today! | | | |

Physical Education Program
Conditioning
Lesson #3

Objectives:

Student

1. By the end of the class period, students will be able to define what aerobic conditioning is by defining it during closure at the end of class. (NASPE 1 and 2, EALRS 3.2)
2. By the end of the class period, students will be able to describe the FIT Principle and its thresholds by defining it during closure at the end of class. (NASPE 1 and 2, EALRS 3.2)
3. By the end of the class period, students will be increasing their aerobic fitness level by completing a 15 minute aerobic workout. (NASPE 1 and 2, EALRS 1.1, 1.2, and 2.3)
4. By the end of the class period, students will be able to define maximum and target heart rate by defining it during closure at the end of the class. (NASPE 1 and 2, EALRS 3.2)

Teacher

Equipment (for a class of 25):

- Gym or activity area.
- Weight scale with height pole to measure student's height.
- Whistle
- Stop watch
- Radio/CD player
- CD's (up beat)
- Jump Ropes 25
- Skill Chart #1
- Pen and paper

Content Development

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| <p>Instant Activity: Jump rope- Get a jump rope from Jump rope box, and begin jump roping in your own self-space. You should jump fast, slow, two-footed, one-footed and do any other tricks or jumps that you know how to do. You need to try and continuously jump rope for 2 minutes. When the two minutes are up walk over and put the jump rope back into the box and get into group space.</p> | | | |
| <p>Set Induction: Today we are going to work on increasing our endurance. Endurance is one of the best things that we as individual can build to make us healthier and stronger for the rest of our lives. Has anyone ever felt like they were too tired to keep going during a game or while participating in an activity? Well today we are going to work on some skills that will help you build your endurance so that you are able to finish all games and not become so tired at the end. We will also review from yesterday about how to take your pulse and how to pace yourself.</p> | | | |
| <p>MAF/ Instructional Techniques</p> | <p>Extensions</p> | <p>Refinement</p> | <p>Applications</p> |
| <p>Informing Task: When I say go, I would like you to take your shoes off and place them in your self space and line up in front of the scale.</p> | | | |
| <ul style="list-style-type: none"> • Teacher, to start the period, have music playing during instant activity. • Take everyone’s height measurements. Make sure that the students have taken their shoes off before they get on the scale. The teacher should make sure that all of the students are standing properly on the scale. • The teacher also needs to record all of the student’s heights for | <p>Today we will be finding out how tall we are. After we have finished taking our heath we will go right into our stretching. We will need to take off our shoes and set them in your self space. Once you have set your shoes in self space get into a single file line making sure that you are not touching anyone else. I will demonstrate how we should be standing while I measure you. Does any one have any questions?</p> <p>Please begin walking or</p> | <ul style="list-style-type: none"> • While you are on the scale stand tall, look forward, and stand still. • Remember single file line. | |

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| <p>future assessments.</p> | <p>jogging around the gym and when you hear your name called, come over to me so I can measure your height. Then when I am done measuring you, begin walking or jogging around the gym again until I have finished measuring everyone.</p> | | |
| <p>Informing Task: When I say go, we will begin stretching.</p> | | | |
| <ul style="list-style-type: none"> • Teacher, make sure that you have posted the skill chart #1 for the students to use as a reference. • See attached information about stretches. • Teacher, have the class in five rows of five all facing you. This will help them follow you as the class goes through the stretching. Make sure that you use the proper names for each stretch this will help the students remember what name goes with what | <p>Now that we have all found out how tall we are it's time to stretch our bodies. I would like for you to follow along with me as we go through all of our stretches. The stretches we will be doing today are from our stretching routine of Arm over, butterflies, Arm circles, standing grapevine, sit and reach, and seal stretch. If you have trouble remembering how to stretch just look at the skill chart on the wall or just watch me. Ready go!</p> <p>Good, now that we are finished with stretching I</p> | <ul style="list-style-type: none"> • Make sure that you stretch as far as possible. • Remember to hold each stretch for fifteen seconds. • Try not to bounce when we are stretching. • When the teacher is talking your eyes and ears are open and you're not talking. • Remember FIT. Frequency Intensity and Time. • Please repeat what FIT stands for. | <ul style="list-style-type: none"> • Can you remember all of the stretches without looking at the skill chart? • Can you hold your stretches for the whole fifteen seconds? • See if you can say the FIT acronym to yourself? |

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| <p>stretch.</p> <ul style="list-style-type: none">• The teacher will define the FIT principle, strength, maximum HR, and target HR (see attached).• Teacher, have the students repeat the definitions back to you as a class. | <p>would like us to get into group space. Today we are going to learn some definitions. By being able to understand what these definitions are, and how they affect our bodies we will be able to live a healthier and longer life. After every definition I will have you as a class repeat them back to me. Can anyone tell me what the FIT principle is? No, well “F” stands for frequency which is the number of times we workout. “I” stand’s for intensity. This is what % of your heart rate you are elevating to. When we workout it should be about 55- 75% of our max heart rate. Finally, the “T” is for time. Each of our workouts needs to be at least fifteen minutes or longer. The next definition we are going to learn is strength. Can anyone tell me what this is? Strength is the ability of the muscles to exert</p> | <ul style="list-style-type: none">• Please repeat what strength is.• Please repeat the definition of max HR.• Please repeat the definition of THR.• For example, when you are bench pressing, you | <ul style="list-style-type: none">• Could you repeat the whole definition? |
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| | <p>maximal force at one time.</p> <p>Now we will go over the difference between the maximum HR and targeted HR. Maximum HR is the most times your heart can beat in one minute. Targeted HR is the ideal number of heartbeats per minute to attain during one's workout. This should be about 60 to 90% of your maximum HR.</p> | <p>are determining your strength because you are pushing as much as you can only one time.</p> | <ul style="list-style-type: none"> • Workouts should be done between what ___% and ___% of your max HR? |
| <p>Informing Task: When I say go, spread out along the base line of the basketball court.</p> | | | |
| <ul style="list-style-type: none"> • Teacher will make sure everyone is walking/running in the same direction so no one gets hurt. • After the class has started the workout make sure to encourage the students as they pass by you. • Make sure to use the student's name that you are encouraging. This will make the encouragement more | <p>We will now be starting our cardio part of the class. When I give the go, you will begin. We will first start with the walk, and then go into a jog. We will be walking in time intervals of thirty seconds and jogging in intervals of one minute. We will try and reach a peak walking time of two minutes with a max jogging time of three minutes. After we reach our peak times, we will then start to work our way back</p> | <ul style="list-style-type: none"> • First you are going to walk for thirty seconds and then you will jog for one minute. • Remember to inhale through the nose and exhale through the mouth. • Remember to use your arms to help drive your body while jogging and walking. • Try to keep your head up when jogging. • Remember to use | <ul style="list-style-type: none"> • Can you jog the whole time? • See how fare you can get in your jog it should be twice as fare as your walk. • Can you take more than 120 steps in one minute? |

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| <p>meaningful.</p> <ul style="list-style-type: none"> • Also in a general gym voice the teacher should remind the students of the cues to help them with their breathing and form while they are completing the workout. • As the time increases make sure that all of the students are participating at a safe level of intensity and no one is over worked. • The teacher will call out to the students when to walk and when to jog in timed interval of 30 seconds for the walk and 1 minute for the jog, peaking at 3 minutes for the jog and 2 minutes for the walk. • After the peaks have been reached work your way back down to a 1 minute jog and a 30 second walk for a cool down. • Make sure to let the | <p>down in the same fashion we started. I will let you know when to walk and when to jog by saying jog or walk. Are there any questions? We will be walking and jogging going clock wise around the gym, Ready go.</p> <p>GROUP SPACE! You all did a great job with your jogging form and walking pace. Now we are going to have our closure discussion. It's now time for our compliment flood. Ready go!</p> | <p>proper form. (arms and head)</p> <ul style="list-style-type: none"> • Remember when you walk, you should try and take 120 steps per minute. • Remember to take good long steps when you are walking. <ul style="list-style-type: none"> • Remember as many compliments as you can. | <ul style="list-style-type: none"> • Can you jog twice as far as you walked? |
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| <p>students know that if they need to get a drink they can do so at any time during the workout.</p> <ul style="list-style-type: none">• At the end of the class, teacher will have students in group space and have a compliment flood. This is when all students try and give as many compliments as possible to as many students as possible before the teacher dismisses class. | | | |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none">• Who can tell me what is the definition of aerobic conditioning? That's right (name of student)• Let's all repeat out loud what FIT stands for. That was Awesome!• Who can tell me what is the definition of maximum heart rate? That's right (name of student) | | | |

Stretching Exercises

Hold each stretch for 15 seconds

(See skill chart #1 for directions and pictures)

- Arm overs -right and left
- Butterfly
- Arm circles
- Standing grapevine
- Seal stretch
- Sit and reach-left right and middle

Definitions for Lesson #3

Aerobic Conditioning: a workout or workouts that meet the thresholds of the FIT principle and thereby train the heart and lungs to work together more efficiently in delivering oxygenated blood to the cells of the body.

FIT Principle

| Letter | Definition | Threshold |
|---------------|-------------------|-------------------------------------|
| F | Frequency | workout 3 times per week |
| I | Intensity | 55-75% of max heart rate |
| T | Time | workout must be at least 15 minutes |

Remember that these are minimum frequency and times to maintain current fitness levels. In order to improve existing cardiovascular endurance (aerobic capacity) one must overload in one or more of the above areas.

Strength: The ability of the muscles to exert maximal force.

Sports that require strength include: power lifting, football, track and field, gymnastics, dance volleyball, basketball, softball, baseball, and soccer.

Maximum Heart Rate: the maximum number of times a heart can beat in a minute

Target Heart Rate: the ideal number of heartbeats per minute to attain during one's workout. 60% to 90% of your maximum HR is recommended.

Physical Education Program
Conditioning
Lesson #4

Objectives:

Students

1. By the end of the class period, students will increase their cardiovascular endurance, by completing a 1-mile run. (NASPE 1, 2, and 3, EALRS 1.1 and 1.2)
2. By the end of the class period, students will have learned 2 patterns for the dot drills, by practicing them in class with a partner. (NASPE 1, 2, and 3, EALRS 1.1 and 1.2)

Teacher

Equipment (for a class of 25):

- Stopwatch
- 40 polly spots
- 8 dot drill mats
- Track
- Activity space (gym or grass)

Content Development

Instant Activity: Form running (jog, high knees, tail kickers, carioca, high knee skips, 2 foot hop, jog) when you are doing form-running look for some of these things. With the jog make sure that the students are under control, and that their bodies aren't just flopping all over. With the high knees make sure that the students are getting their knees up the chest. A good way to insure this have them hold out their arms and try to hit them with they're knees. When performing tail kickers make sure that the students aren't trying to snap the heel of the foot back to touch their back side, but let them know they should be trying to keep the foot in the planter flexion form and try to left the heel the back side. When performing the carioca one should make sure that the shoulders stay straight with the wall or the line that the students are facing. Also one should make sure that the students cross feet in an alternating fashion. When performing high knee skips one should look to make sure that students are fully extending at the foot and using the arms to drive the body in an upward motion. The two-footed hop should like a frog in motion. The arms should drive back and then thrust forward at the same time as the legs driving outward and slightly upward. The jog should look like a person who has an accelerated walk. The arms should be under control and not in a flailing motion. The legs should be straight and in a fluid motion, not turning out to the side.

Set Induction: Today we are going to work making the muscles inside our body stronger. Can anyone tell what is a very important muscle is inside our chest? That's right, your heart. We will be making it stronger by doing a timed run. Then we will move on into improving our muscular strength by doing an abs workout and the dot drills. Okay, you all look like your ready to get your bodies in shape, so let's GO!

| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
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Informing Task: When I say go, you will begin running the mile for time.

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| <ul style="list-style-type: none"> • Teacher, after the students have finished the IA and you have gone over the set induction take the students to the track. • Have the students walk in a snake like line out to the track for the fun of it. | <p>Today class, the first thing we are going to do is run the mile for time. It's important to time our run so that we will be able assess where we are and what kind of goals we would like to set for ourselves. I will be calling out your times for each lap as you pass by me.</p> | <ul style="list-style-type: none"> • Drive with the arms. (Drive to stay alive) • Before the run try to relax as much as possible. It will be | <ul style="list-style-type: none"> • Try to complete the run in less than 8 minutes. • Try and run the whole distance without stopping. |
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| <ul style="list-style-type: none"> • Double check to make sure that all students are out of the gym. Once you have the class out on the track you will demonstrate the proper running technique. You will need about 20yds or so to give a good demonstration. • Teacher, make sure that the students know what their times are as they complete each lap. (Call out the times as students cross the lap marks.) • After all students have completed the run bring them in to group space and explain what they will be doing next. Make sure that you encourage using students name. This will make the encouragement more meaningful. | <p>I would like for you to all line up on the track. There should be about three to a lane. Good, now that we all have lined up in our lanes I will soon be giving the go signal. I would like for you to try and set a pace that will allow you to complete the run without stopping. If you have to stop and walk that is ok, just try and begin running as soon as possible.</p> <p>This is a great activity for those of you who want to become healthier and have a strong heart. We know that if our heart is strong then we have the potential to lessen the risk of heart disease later in life. So let's try and do our best. We must remember that breathing plays a big role in the out come of our run. So try to use you breathing techniques that we learned earlier this week. When running, try to make sure that you keep your body</p> | <p>easier to breath.</p> <ul style="list-style-type: none"> • We inhale in through the nose and exhale through the mouth. • Remember to stride out. • Remember body control when running. • We inhale in through the nose and exhale through the mouth. | <ul style="list-style-type: none"> • Try to practice your breathing while you are running? • Try to stride out while you are running? |
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| | <p>under control. This is when you use your arms to help drive your body, your head is not bobbing all over the place, and your legs are in line with your body. This will help conserve your energy. Also try to stride out in your running. This means you should try and cover as much ground as possible every time your feet leave and return to the track.</p> <p>Before we get started I will demonstrate the proper running technique that we should be using. Are there any questions before we get started? No, well ok ready GO!</p> | <ul style="list-style-type: none"> • Remember to stride out. • Remember body control when running. • Remember drive to stay alive. | |
| <p>Informing Task: When I say go, get a partner and stand next to a set of poly spots. Go!</p> | | | |
| <ul style="list-style-type: none"> • Teacher: Set up Polly spots in an activity area that the students will be safe in. Polly spots should be set up in a 2 1 2 set (see diagram). | <p>We are now going to work on our quickness. I would like for you to partner up with someone who is the same height as you. Ready go.</p> <p>Now that we have our</p> | <ul style="list-style-type: none"> • The first step is to place one foot on each polly spot. Next you will jump from the two spots to the one in the middle with both feet, and then from the one polly to the next two one foot | <ul style="list-style-type: none"> • How many can you get in 30 seconds? • Where you able to touch the dots every time? |



- Polly spots should be about 30 inches from top to bottom with one spot in the middle. Teacher will demonstrate how the drills will be done.
- Teacher: For the around the world drill Polly spots stay in the same configuration as the X drill.
- Teacher will time each session for thirty seconds and then the students will switch with their partners. Make sure that the students are getting to all of the Polly spots. Give lots of name encouragement.
- Teacher will end the class with a group hi-five.

partners I would like for you to stand in front of a polly spot station. Ready go.

Now we will be learning how to perform the X drill on the polly dots. Once you reach the top of the spots **repeat** the same action as you did only in reverse motion. I will now demonstrate how the X drill is done. Are there any questions?

I would now like for the 1st person to step on to the dots and begin when I say go. I would like for the opposite partner to count how many time they do the X drill. You will have thirty seconds. Ready Go.

Now I would like for you to switch partners and **repeat** the instructions when I say go. Are there any questions? Ready go.

landing on each polly spot.

- Make sure you are landing on the spots.
- Try and go as fast as you can.
- **Quick feet.**
- Use your arms.
- **Land lightly.**

- We will start on the polly spot that is on you left foot and jump left to

- Did you get 10 X drills?
- Did you and your partner have the same number?
- Can you **beat** your last score?
- Can you get more than 10 in 30 seconds?

- Did you and your partner have the same number?

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| | <p>GROUP SPACE! Now that we have had time to practice our X drill we are now going to learn a new drill. This drill will be called around the world. We will start on the polly spot that is on you left foot and jump left to right, up over and then back down. I will demonstrate this drill, but first are there any questions? We will be going in the same order as before when we did the X drill. I will now demonstrate.</p> <p>In case some of you would like to know this is a great way to help build our speed and agility. We use speed and agility in everyday situations like chasing a cat or playing tag in our P.E. class. This also helps build our cardiovascular endurance. Are there any questions? Well let's get ready and Go!</p> | <p>right, up, over and then back down.</p> <ul style="list-style-type: none">• Try and go as fast as you can.• Quick feet.• Use your arms.• Land lightly. | <ul style="list-style-type: none">• Can you beat your last score?• Can you get more than 10 in 30 seconds? |
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| | <p>Time, switch and repeat. Ready go!</p> <p>Stop, now I would like group space in front of me. I would like to bring the class to a closure with a few questions and ideas.</p> | | |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none">• I would like for you to set a personal goal for the next time we run the timed mile. It is always good to try and improve your time and become better at running. If you beat your time and get better ever time you run the mile, that just means you're improving your hearts condition and you are getting into better shape.• Why should we try and maintain our breathing when running?• What are we trying to increase by doing the dot drills?• Good job today. I will see you all next time! | | | |

Physical Education Program
Conditioning
Lesson #5

Objectives:

Student

1. By the end of the class period, students will have focused on improving their cardiovascular endurance by participating in a half court game of Ultimate Frisbee. (NASPE 1, 2, and 3, EALRS 1.1, 1.2 and 2.3)

Teacher

Equipment (for a class of 25):

- 6 Frisbees
- Gym space
- Activity space

Content Development

| <p>Instant Activity: Jump rope- Get a jump rope from the box and begin jump roping in your own self-space. You should jump fast, slow, two-footed, one-footed and do any other tricks or jumps that you know how to do. You need to continuously jump rope for 3 minutes. When the three minutes is up, walk over and put the jump rope back in the box.</p> | | | |
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| <p>Set Induction: Today we are going to work on our cardiovascular endurance. Who can tell me a game that you could play that would help increase your cardiovascular endurance? Good. Well, today we are going to play ultimate Frisbee which will greatly increase our endurance. It is a game where you are constantly running.</p> | | | |
| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
| <p>Informing Task: When I say go, begin stretching by following my demonstration.</p> | | | |
| <ul style="list-style-type: none"> The teacher will make sure that skill chart #1 is posted on the wall in gym or activity space so the students can use for a quick reference. | <p>I would like for everyone to follow along with me as we go through our stretching. If you need help remembering the stretches you can look on the wall at the skill chart, or you can just watch me. I would like for everyone to count out loud while we stretch. Ready Go!</p> <p>Now that we have warmed up our muscle and joints we can now play ultimate Frisbee.</p> | <ul style="list-style-type: none"> Remember to keep a slight bend in your knee when stretching. Remember try not to bounce when stretching | <ul style="list-style-type: none"> See if you can hold each stretch for at least fifteen seconds. |
| <p>Informing Task: When I say go, find a partner and a Frisbee and one of you stand on the sideline of the basketball court and the other one stand across from your partner on the other sideline of the basketball court. Go!</p> | | | |
| <ul style="list-style-type: none"> | <p>Before we play Ultimate Frisbee I would like for us to practice our Frisbee throwing skills. I will demonstrate the proper way to throw a Frisbee. Are there any questions?</p> | <ul style="list-style-type: none"> Remember to flick your wrist hard. Step to your target with your dominate foot. | <ul style="list-style-type: none"> See of you can hit your partner in the chest 5 times in a row. |

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| | Begin throwing the Frisbee back and forth with your partner. | | |
| Informing Task: When I say go, line up on the end line of the basketball court as I explain the instructions for the game. GO! | | | |
| <ul style="list-style-type: none"> Teacher will give the students an overview of the game and some basic rules of the game. Try to get the students as active as fast as possible. For the most part the students will know how to play the game. Teacher will count students off by 4's. Teacher will have two games going on at once. Switch two of the teams at five minutes so that everyone gets to play everyone. Teacher will make any adjustments necessary for the game to meet the needs of all students in the class. Teacher will end the class with closure questions and hi- | <p>We are going to play a game of ultimate Frisbee to help increase our cardiovascular endurance. The teams will be split up evenly. The idea of the game is to get the Frisbee down on your end of the court and make a goal. If you think you have a chance for a goal, then you can shoot the Frisbee towards the goal. Any questions?</p> <p>If you make it it's a point for your team. If you don't make it, it's the other teams Frisbee. If you miss the Frisbee and it lands on the floor, it's the other teams Frisbee. We will play for five minutes and then we will change up the teams. Are there any questions?</p> <p>This game is going to help us with are cardio fitness. At the same time we will also be working on many other skills such as hand eye coordination and hitting a target. This is a</p> | <ul style="list-style-type: none"> Throw the Frisbee to your teammates. Once you catch the Frisbee you have 3 seconds to throw it to another teammate. Remember when you are throwing a Frisbee to flick your wrist hard and fast and too keep the Frisbee as flat as possible (parallel to the ground) Try to hit your target every time Remember to step to your target. Remember to lead your teammate. Remember not to take more than the allowed number of steps. | <ul style="list-style-type: none"> Can you play the whole game of Ultimate Frisbee without stopping once? Can you play the whole time without missing your target? See how many times you can hit your target in a row. See if you can hit your target without making them change speeds to catch the pass. See if you can make a good pass, without stepping more than the allowed number of times. |

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| <p>fives. Make sure that you also give hi-fives to your students as they leave the class.</p> | <p>great game to play with your friends on the weekend if the weather is good.</p> <p>I would like for you to count off by 4's. Good, 1's and 3's are playing each other on this half and 2's and 4's are on the other half. When I say go you will go to your courts and start playing. I would like two players from opposite teams to play paper, rock, and scissors for the 1st possession. Are there any questions? Ready Go!</p> <p>Group space! I would like to bring our class to a close today by asking a few questions that we will answer as a class out loud. Can anyone tell me what fitness component we worked out today? That's right. Next what major organ is related to this fitness component that we are making healthier by exercising? Great job class. I would like for everyone to give three hi-fives before they leave class.</p> | | |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Can anyone tell me what fitness component we worked out today? | | | |

- What major organ is related to this fitness component that we are making healthier by exercising? Great job class. I would like for everyone to give three hi-fives before they leave class.

Physical Education Program
Conditioning
Lesson #6

Objectives:

Student

1. By the end of the class period, students will be able to define what strength means by telling the teacher what the definition is as a whole class. (NASPE 5, EALRS 4.1)
2. By the end of the class period, student will have a start on increasing their overall strength by participating in the strength increasing stations. (NASPE 1, 2, and 3, EALRS 1.1, 1.2, 2.1 and 2.3)
3. By the end of the class period, students will be able to determine which parts of the body are worked by each exercise completed on a task sheet. (NASPE 1, 2, and 6, EALRS 1.1, 1.2 and 3.2)

Teacher

Equipment (for a class of 25):

- Weight scale 2
- Whistle
- Stopwatch
- Task Sheet 25
- Gym
- Activity space
- Skill Chart #1 and 6
- Paper and pen

Content Development

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| <p>Instant Activity: Form running (jog, high knees, tail kickers, carioca, high knee skips, 2 foot hop, jog) when you are doing form-running look for some of these things. With the jog make sure that the students are under control, and that their bodies aren't just flopping all over. With the high knees make sure that the students are getting they're knees up the chest. A good way to insure this have them hold out their arms and try to hit them with their knees. When performing tail kickers make sure that the students aren't trying to snap the heel of the foot back to touch their back side, but let them know they should be trying to keep the foot in the planter flexion form and try to left the heel the back side. When performing the carioca one should make sure that the shoulders stay straight with the wall or the line that the students are facing. Also one should make sure that the students cross feet in an alternating fashion. When performing high knee skips one should look to make sure that students are fully extending at the foot and using the arms to drive the body in an upward motion. The two-footed hop should like a frog in motion. The arms should drive back and then thrust forward at the same time as the legs driving outward and slightly upward. The jog should look like a person who has an accelerated walk. The arms should be under control and not in a flailing motion. The legs should be straight and in a fluid motion, not turning out to the side.</p> | | | |
| <p>Set Induction: Today we are going to work on increasing our strength. We are going to do 8 stations and then repeat the same stations for a second time. This will help increase our strength. We are also going to be recording our weight.</p> | | | |
| <p>MAF/Instructional Techniques</p> | <p>Extensions</p> | <p>Refinements</p> | <p>Applications</p> |
| <p>Informing Task: After you have finished your instant activity you will have your weight checked.</p> | | | |
| <ul style="list-style-type: none"> • Teacher, record all of the student's weights and file them so that none of the other students will be able to see how much the other students weighted. This will help avoid some embarrassment for the students. • Students will be in a u-shape for the stretching. | <p>The first thing that we will be doing today is finding out how much each one of us weighs. We will use this for goal setting and assessment at the end of the class. Once you have your weight recorded you can be active in self space until everyone is finished.</p> <p>Group space! Now that we all have found our weight it is time to stretch. Please follow along</p> | <ul style="list-style-type: none"> • Remember not to bounce when stretching • Try to hold all stretches for fifteen seconds. • Reach as far as you can on all of your stretches. | <ul style="list-style-type: none"> • Can you hold each stretch for the full fifteen seconds? • Can you remember all of the stretches without looking at the skill chart? |

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| <p>The teacher will be at the top of the u-shape as to demonstrate and lead the stretching. Call out the different stretches and when to switch to the next.</p> <ul style="list-style-type: none"> • After stretching call the students into group space for next instruction. | <p>as we go through our stretching routine. I will be demonstrating all of the stretches as we go along in the routine. If you forget a stretch you may look at the skill chart on the wall to help you, or you can just look at the teacher. We will start when I say go. Are there any questions? Ready Go!</p> | | |
| <p>Informing Task: When I say go, please get into group space so we can cover some important definitions. Go!</p> | | | |
| <ul style="list-style-type: none"> • Read all definitions to the students. This will ensure that students have some idea of why we use these words when becoming fit for life. Have the students repeat the definitions back to themselves. | <p>I want to go over the definitions of strength, rep, set, overload, specificity, and progression. (see attached page for definitions) Now that we have covered all of our definitions, are there any questions? I know that this isn't the most exciting part of the class, but if we know what, how, and why then we can develop a good mental aspect for becoming healthier individuals.</p> | <ul style="list-style-type: none"> • Repeat the definitions. | |
| <p>Informing Task: When I say go, go to your station and begin your workout. Go!</p> | | | |
| <ul style="list-style-type: none"> • Look at task sheet prior to the start of the class. This will help avoid any | <p>We are now going to work on strength by completing the following stations. I will go through and demonstrate all of</p> | <ul style="list-style-type: none"> • Remember to pump your arms when running. | <ul style="list-style-type: none"> • How many times did you go half court and back? |

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| <p>confusion. See attached task sheet #6</p> <ul style="list-style-type: none"> • The teacher will have the students get into groups of 4 and perform the activities at each station for 30 sec. Have the students rotate clockwise to the next station • To begin, each group is given a log sheet with one station highlighted. That is the station where that group will start. The teacher will start and stop the stations every thirty seconds. As the stations are going drift around the area giving name compliments and cues to students. • After the students have competed all of the stations bring them into group space for the closure of class. Go over some of the definitions. Make sure that you help the | <p>the stations so please follow along as I go through each station. If you have a question at any time please feel free to ask. Also I have posted a task sheet on the wall that should help you if you need it. (See task sheet #6 for explanations of stations).</p> <p>Ok, we are now at station one. This is a jogging to half court and back station. I will now demonstrate. Any questions? Let's move to station two. This is a sit-up station, I will now demonstrate. Are there any questions? Now on to station three. This is a jump rope station. I will now demonstrate. Any questions? Let's move onto station four. This is a wall-sit station. I will now demonstrate. Now it's on to station five. This is the push-up station. I will now demonstrate. Are there any questions? Let's move to station six. This is the side slide station. I will now demonstrate. Are there any</p> | <ul style="list-style-type: none"> • Make sure that you go all the way up, it's not a crunch. • Remember try to keep your rope tight at all times. • Remember to keep your legs flat and your upper back against the wall the whole time. Keep your hands off of your legs. • Remember to keep a flat back. Try to get your arms to a 90-degree angle on the down motion. • Try not to cross your feet when going from side to side. | <ul style="list-style-type: none"> • How many did you do in 30 seconds? • What was your best number in a row without a miss? • Were you able to sit for the entire 30 seconds? • How many did you do in 30 seconds? • How many times did you make is back and forth? • How many did you do in 30 seconds? • Take your pulse for the 15 seconds. What is it? • See if you can do better |
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| <p>students with the definitions as they say them out loud. End the class with a compliment flood.</p> | <p>questions? Only two stations left, let's go. This is station seven. The squat station. Are there any questions? I will now demonstrate. Well this is it, station eight. At this station you will rest and take your pulse. I will demonstrate how to take a pulse. Are there any question? After you have been through all the stations, I want you to repeat them. Now let's get started. When I say go, go to the station that is highlighted on you task sheet. You will rotate clockwise to the next station every thirty seconds. Ready Go!</p> <p>Group space. Now that we have completed our stations, its time for us to repeat the definitions of some words.</p> | <ul style="list-style-type: none"> • Try to get your legs parallel with the ground every time you squat down. • Remember to times the number you get by 4. • Try and use good form on all of the stations. | <p>the second time around on the stations.</p> |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none"> • What area or part of the body are you working out when doing sit-ups? • What about jump roping? Or wall sits? Good. • When I say the word you guys say the definition. I will help you as we go. What is the definition of strength? Great job class. • Next word is rep. You guys ROCK! • Final word is set. This class did an outstanding job today. I would like to end the class with a compliment flood for the next minute. Ready go! | | | |

Definitions for Lesson #6

Strength: ability of the muscles to exert maximal force against a resistance one time

Overload: doing more than usual to get fit

Specificity: a specific system or muscle group must be worked in order to see a training effect in that area

Threshold: minimum amount of work that must be done in order to maintain current fitness levels

Repetition (Rep): each time the weight is moved against and with gravity

Set: a combination of repetitions; for strength training; usually 8-10

How to make the workout specific to strength development:

1. 60-90% of max lifted
2. 6-8 repetitions per set (1-3 sets depending upon fitness level)

In other words, high weight, low reps

Safety Considerations When Strength Training:

1. Always warm up and cool down properly
2. Use proper lifting techniques at all times. Never sacrifice technique for weight
 - a) Always bend knees slightly (esp. when lifting weight from floor)
 - b) keep back straight
 - c) make sure the area around you is safe and "clear"

Name: _____

Strength Task Sheet-Lesson #6

Directions: Please fill out the following task sheet as you workout. Start with the highlighted station first. Just answer the questions that follow the activity and write it in the blank. Before you start, take your resting heart rate and write it down next to number 6.

1. Jogging--How many times did you go half court and back? _____
2. Sit-ups--How many did you do in 30 seconds? _____
3. Jump Rope--What was your best number in a row w/out a miss? _____
4. Wall Sits--Were you able to sit for entire 30 seconds? _____
5. Push Ups--How many did you do in 30 seconds? _____
6. Side Slides--How times did you make it back and forth? _____
7. Squats--How many did you do in 30 seconds? _____
8. Rest--Take your pulse for the 15 seconds. What is it? _____
9. Jogging--How many times did you go to half court and back? _____
10. Sit-ups--How many did you do in 30 seconds? _____
11. Jump Rope--What was your best number in a row w/out a miss? _____
12. Wall Sits--Were you able to sit for the entire 30 seconds? _____
13. Push Ups--How many did you do in 30 seconds? _____
14. Side Slides--How many times did you make it back and forth? _____
15. Squats--How many did you do in 30 seconds? _____
16. Rest--Take your pulse for 15 seconds. What is it? _____

Lesson #6- Example

Station # 1



Jogging

1. Jog from the end line of the basketball court to half court and back. Keep jogging until the music stops.

Physical Education Program
Conditioning
Lesson #7

Objectives:

Student

1. By the end of the class period, students will be able to compare and contrast heart rates for a variety of activities by completing a task sheet. (NASPE 2, EALRS 2.3 and 3.2)
2. By the end of the class period, students will be able to determine which activities are best for developing cardiovascular endurance (CVE) by class discussion. (NASPE 5 and 6, EALRS 2.2, 2.3, 3.2 and 3.3)

Teacher

Equipment (for a class of 25):

- 30 jump ropes
- 6 basketballs
- 4 volleyballs
- 4 soccer balls
- Task sheet # 7 (see attached)
- Skill chart #1 (see skill chart file)
- Stop watch

Content Development

| <p>Instant Activity: Form running (jog, high knees, tail kickers, carioca, high knee skips, 2 foot hop, jog) when you are doing form-running look for some of these things. With the jog make sure that the students are under control, and that their bodies aren't just flopping all over. With the high knees make sure that the students are getting their knees up the chest. A good way to insure this have them hold out their arms and try to hit them with their knees. When performing tail kickers make sure that the students aren't trying to snap the heel of the foot back to touch they're back side, but let them know they should be trying to keep the foot in the planter flexion form and try to left the heel the back side. When performing the carioca one should make sure that the shoulders stay straight with the wall or the line that the students are facing. Also one should make sure that the students cross feet in an alternating fashion. When performing high knee skips one should look to make sure that students are fully extending at the foot and using the arms to drive the body in an upward motion. The two-footed hop should like a frog in motion. The arms should drive back and then thrust forward at the same time as the legs driving outward and slightly upward. The jog should look like a person who has an accelerated walk. The arms should be under control and not in a flailing motion. The legs should be straight and in a fluid motion, not turning out to the side.</p> | | | |
|--|--|--|--|
| <p>Set Induction: Today we are going to work on our cardiovascular endurance and practice taking a pulse. You will be working with a partner and filling out a task sheet as you complete each activity.</p> | | | |
| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
| <p>Informing Task: When I say go, we will begin stretching following our routine. GO!</p> | | | |
| <ul style="list-style-type: none"> • Teacher, demonstrate and stretch with the class. The class should be in a U shape with the teacher at the top of the U. This will help the students as they go through the routine of stretching. • The teacher will lead and demonstrate all stretches for the students. • Make sure that task sheet #1 is posted on the | <p>The first thing that we are going to do today is practice our flexibility by stretching our muscles. When I say go we will begin our stretching. If you forget how to do a stretch, then you may use the skill chart on the wall or just watch the teacher. I will call out the name of the stretch and then we will begin that stretch. After we get done with our stretches I would like for us all to get into group space so that I can explain the next activity. Are there any</p> | <ul style="list-style-type: none"> • Try not to bounce when you stretch. • Remember to hold all stretches for fifteen seconds. • Try to relax when you are stretching. | <ul style="list-style-type: none"> • Did you do all of the stretches without looking at the task sheet? • Did you hold each stretch for fifteen seconds? |

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| <p>wall for the students to use if they need it. After stretching call students into group space to explain the next activity.</p> | <p>questions? Ready Go!</p> <p>Fist stretch is arms over. Next are arm circles. Good next is standing grape vine. Move into the middle sit and reach. Okay now the right and left side sit and reach. And lastly is the seal stretch. Good.</p> | | |
| <p>Informing Task: When I say go, get a task sheet off the bleachers and begin your task sheet with a group of four. Go!</p> | | | |
| <ul style="list-style-type: none"> • Teacher will reiterate how to take pulse. Also they will demonstrate how to take pulse with class. • Teacher will have students get into groups of four. Use the birth month of the students to group them into fours. • Each group will begin at the activity highlighted on their task sheet. The teacher will have the activity | <p>The next thing that we are going to work on is our cardiovascular endurance and work on taking our pulse. Does very one remember how to take your pulse? Okay, if you don't remember how to take your pulse I will demonstrate for you. I would like for all of you to follow along as I demonstrate how to take your pulse. Are there any questions?</p> <p>Now that we have refreshed our memories on how to take our pulse. We are now ready to move on to the next activity for the day. As some of you have noticed there are eight activity areas set up around the gym today. Let's go to activity # 1.</p> | <ul style="list-style-type: none"> • Remember that when taking your pulse, you take it for 15 seconds then times it by four. • Remember not to use the thumb. • Slight pressure under jaw with two fingers. • Remember to use the techniques for running | <ul style="list-style-type: none"> • Can you keep your heart rate in your target heart rate zone for at least 3 of the activities? • Did you participate for the whole time? • Did you elevate your heart rate during each activity? • Did you run for the whole time? |

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| <p>highlighted before the students come to class. Task sheet is at the end of lesson.</p> <ul style="list-style-type: none"> • Demonstrate all of the activities for the students. Make sure that you check for understanding after every activity. This will make it easy for the students to ask a question about that activity while you are demonstrating it. • Filter around the activities giving name encouragement. Also make sure that the students are using proper techniques and are being safe during activity time. • Teacher will let the | <p>This activity is jogging for five minutes. I will demonstrate. Are there any questions?</p> <p>Now let's go to activity 2. This activity is half court four on four basketball. All of the rules to basketball apply at this activity.</p> <p>Now let's go to activity 3. This is a throw and catch activity. You will play catch with a soccer ball for five minutes.</p> <p>Time to move on to activity 4. This is a walking activity. You will simply walk around the outside of the gym for five minutes. I will now demonstrate a breathing technique. Are there any questions?</p> <p>Now let's hop on over to the next activity. This is activity 5. At this activity you will be playing bump with a volleyball. I will now demonstrate. Are there any questions?</p> <p>I would like for you to follow</p> | <p>that we have covered so far in the class.</p> <ul style="list-style-type: none"> • Everyone must touch the ball before your team can score. • Throw the soccer ball back and forth with a partner your group of four. • Remember to inhale through the nose and exhale through the mouth. • Remember to work on your ball handling skills when playing basketball. • Try to keep your side to target when throwing a ball. • When walking, try to keep a steady pace. • Remember to use your forearm when passing the volleyball. • Remember no valleys when doing push-ups. • Remember tight abs the whole time. • Try to use the inside of your foot when kicking and trapping a ball. | <ul style="list-style-type: none"> • Did everyone get a chance to shoot? • Did you catch the ball every time? • Did you keep a good pace? • Did you bump the whole time, without the ball hitting the floor? • Could you do all of the push-ups and sit-ups without stopping? • Did you use the inside of your foot the whole time you were kicking |
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| <p>students know when the time is up and to rotate clock wise after time has been called.</p> <ul style="list-style-type: none"> Teacher will bring the class to a close by calling group space and going over some definitions and taking to the students about endurance activities. | <p>me over to the next activity. This is # 6. At this station we will be doing sit-ups and push-ups. I will now demonstrate how to do a sit-up and push-up. Does anyone have any questions?</p> <p>I would like for you to frog hop with me over to the next activity. This is activity 7. At this activity we be kicking and trapping soccer ball for five minutes. You will need to partner up in your groups. I will now demonstrate how to kick and trap. Are there any questions?</p> <p>I would like for you to follow me over the last activity. This is activity #8. At this activity you will be able to free stretch. At this activity we will be cooling by stretching out our muscles. It's important to stretch after you have been active. Stretching will help keep your muscle from getting sore, also this will help us remain flexible. Does any one have any questions about any of the activity that we have gone</p> | | <p>and trapping?</p> <ul style="list-style-type: none"> Did you hold all of your stretches for the full fifteen seconds? |
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| | <p>over?</p> <p>When I say go, I would like for you to go to your highlighted activity and begin. Ready GO.</p> <p>GROUP SPACE! That's all of the time we have for today. Before we go I would like for us to review a couple things.</p> | | |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none"> • What is the fit principle? (see lesson plan #3) • What is the definition of endurance? • What are some activities that require endurance? • Give examples of activities that are best for developing endurance. (running, soccer, biking, wrestling, and many other sports) | | | |

Name: _____

Heart Rate Activity Task Sheet-Lesson #7

Directions: Perform the following activities with your partner. Begin with the highlighted activity and continue through them until you have completed the entire list. Write down your 10 second heart rate after performing each activity.

| <u>ACTIVITY</u> | <u>PULSE RATE</u> |
|-----------------|-------------------|
|-----------------|-------------------|

- | | |
|---|-------|
| 1. Jog around the gym for 5 minutes | _____ |
| 2. Play half-court basketball for 5 minutes | _____ |
| 3. Throw and catch a nerf soccer ball with a partner for 5 minutes | _____ |
| 4. Walk around the gym for 5 minutes | _____ |
| 5. Play volleyball for 5 minutes | _____ |
| 6. Do 20 push-ups and 20 sit-ups | _____ |
| 7. Kick & trap a soccer ball with your partner for 5 minutes | _____ |
| 8. Stretch for 5 minutes | _____ |

Physical Education Program
Conditioning
Lesson #8

Objectives:

Student

1. By the end of the class period, students will increase their cardiovascular endurance by running a $\frac{3}{4}$ of a mile. (NASPE 1, 2, and 6, EALRS 1.1 and 1.2, and 2.3)
2. By the end of the class period, students will be able to show proper form of a lunge by performing a lunge whenever the teacher asks them to throughout the class period. (NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 2.3)
3. By the end of the class period, students will increase their core strength by completing an abs workout. (NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 2.3)
4. By the end of the class period, students will have helped increased their endurance by completing the endurance training stations. (NASPE 1, 2, and 3, EALRS 1.1 and 1.2)

Teacher

Equipment (for a class of 25):

- Stop watch
- 25 jump ropes
- Track
- Activity space (football field)

Content Development

| <p>Instant Activity: Jump rope- Get a jump rope from the box and begin jump roping in your own self-space. You can jump fast, slow, two-footed, one-footed and do any other tricks or jumps that you know how to do. You need to try and continuously jump rope for 2 minutes. When five minutes is up, walk over and put the jump rope back from where you got it.</p> | | | |
|---|--|---|---|
| <p>Set Induction: Today we are going to do a variety of activities that will help us become healthier individuals. What are some activities you can think of that would increase our endurance, either strength endurance or cardiovascular endurance? That's right basketball, soccer, tennis, and football. Those are all good answers. Okay, so that's what we will be working on today.</p> | | | |
| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
| <p>Informing Task: When I say go, line up on the track, and get ready to complete a timed $\frac{3}{4}$ mile run. Go!</p> | | | |
| <ul style="list-style-type: none"> • Teacher will have the students move from the gym to the track after the instant activity. • The teacher will call group space before the class goes outside. This way the class is all together when they go out to the track. • After all students have completed the run teacher will call the class into group space, and explain the next activity. • As students pass by the teacher make sure they receive some positive | <p>To start today off we are going to work on improving our cardiovascular endurance. We will be doing this by running on the track. This is a great way to get our hearts into the best shape they can be in, and we all know that if our heart is in good shape then we can potentially live longer, and get to enjoy spending more time doing whatever we want to.</p> <p>This will be a timed $\frac{3}{4}$ of a mile run. I will now demonstrate a good form run. Are there any questions? As you pass by me I will let you know your time. A good goal for you might be in</p> | <ul style="list-style-type: none"> • We are going to run $\frac{3}{4}$ of a mile (timed). • Remember to pump your arms. • Remember to pace yourself. • Remember to use good form. • Try to use good breathing technique. | <ul style="list-style-type: none"> • Did you make the run is 7 minutes? • Did you run the whole time without stopping? • Did you use good form while running? |

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| encouragement. | the seven minute range. Are there any questions? If you have to stop and walk, is ok just try to run as soon as you can. Ready go! | | |
| Informing Task: When I say go, line up in a straight line on the end line of the football field for lunges. Go. | | | |
| <ul style="list-style-type: none"> • Have the students in group space on the football field for the next activity. • Have the students do the lunges on the grass so they don't hurt their knees. • The activity distance should be about ten yards to start. If this is too easy for the students move back about ten yards. This should be about twenty yards total. | <p>The next activity that will be doing today is called the lunge. This is a good workout to strengthen your legs. More specifically your quads and hamstrings. If you are a football, tennis, baseball, or basketball player this will also help you. It's also important to have strong legs, because our legs carry us around all day. If our legs aren't strong then we would have trouble even walking. I'm now going to explain to you how to do a lunge.</p> <p>The first thing we will want to do is start with our feet about shoulder with apart. Next, take one step forwards and bend the leg you stepped with until your knee touches the ground. Once your knee touches the ground stand up and repeat the same</p> | <ul style="list-style-type: none"> • Look straight ahead • Remember to touch your knee on the ground. • Remember forward walking motion. • Try to take long steps. • Remember to stay balanced. | <ul style="list-style-type: none"> • How many lunges did you do in a row? • Did you lunge the whole distance? • Did you use good form while lunging? |

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| | <p>motion for the other leg. You should be moving forward in a walking motion every time you lunge. I will now demonstrate. Are there any questions? When I say go, I would like for all of you to begin lunging to me. READY GO!</p> | | |
| <p>Informing Task: When I say go, get into our U shape on the football field for our abs workout. Go!</p> | | | |
| <ul style="list-style-type: none"> • Teacher will have students in a u shape on the football field. The teacher will be at the top of the u shape. While giving instruction and cues. General space in the grass in the middle of the track • Demonstrate all abs work and participate with the students. This will help in encouraging the students to keep doing a great job. • The teacher will close the class by having the class show proper form of a lunge. Also by asking some review questions. End the class | <p>Now we are going to continue to work on our strength and increase our stomach muscles by doing 2 sets of 25 side to side crunches. I will demonstrate the proper form. Are there any questions. When I say go we will begin. Ready Go!</p> <p>Now that we have completed our side crunches. We will now be working on our bicycles. I will demonstrate how to do a bicycle. Are there any questions about how to do a bicycle? When I say go, we will be doing 2 sets of 25. Ready Go!</p> <p>GROUP SPACE!</p> | <ul style="list-style-type: none"> • Remember to touch your opposite elbow to knee. • Make sure you breathe. • Keep abs tight. • Remember to go slow because it gives you a better workout. • Remember legs in motion and abs tight. • Try to keep your legs in motion the whole time. | <ul style="list-style-type: none"> • See if you can use good form the whole time. • Did you do all without stopping? • Did you keep your abs tight for the whole time? • Can you do all 25 bicycles in a row? |

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| with a huddle and a break. | | | |
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Closure/Assessment:

- I would like for all of you to show me the proper form of a lunge. Great, all of you seem to have it down.
- Now, who can tell me what fitness component we work on today? That's right our **cardiovascular** with the run, and our core **strength** with the abs.
- I would like everyone to huddle up and break on three. 1 2 3 FIT FOR LIFE. See all of you text time.

Physical Education Program
Conditioning
Lesson #9

Objectives:

Student

1. By the end of the class period, students will have helped increased their cardiovascular endurance by completing a supervised run around the school parameter. (NASPE 1, 2, and 6, EALRS 1.1 and 1.2)
2. By the end of the class period, students will be able to demonstrate proper running form by recalling what they have learned during the class. (NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 2.3)

Teacher

Equipment (for a class of 25):

- Stop watch
- Track
- Activity area
- Running course

Content Development

Instant Activity: Form running (jog, high knees, tail kickers, carioca, high knee skips, 2 foot hop, jog) when you are doing form-running look for some of these things. With the jog make sure that the students are under control, and that their bodies aren't just flopping all over. With the high knees make sure that the students are getting their knees up the chest. A good way to insure this have them hold out their arms and try to hit them with their knees. When performing tail kickers make sure that the students aren't trying to snap the heel of the foot back to touch they're back side, but let them know they should be trying to keep the foot in the planter flexion form and try to left the heel the back side. When performing the carioca one should make sure that the shoulders stay straight with the wall or the line that the students are facing. Also one should make sure that the students cross feet in an alternating fashion. When performing high knee skips one should look to make sure that students are fully extending at the foot and using the arms to drive the body in an upward motion. The two-footed hop should like a frog in motion. The arms should drive back and then thrust forward at the same time as the legs driving outward and slightly upward. The jog should look like a person who has an accelerated walk. The arms should be under control and not in a flailing motion. The legs should be straight and in a fluid motion, not turning out to the side.

Set Induction: Today we are going to work on increasing our muscular endurance. What might we do to do that? Good. We are going to do a push-up workout to increase our arms, chest, and shoulder strength. We will also do a parameter run to increase our cardiovascular endurance.

| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
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Informing Task: When I say go, find a partner and find your own space for your push-up work out. Go!

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| <ul style="list-style-type: none"> • Teacher will have the students get into partners by hair color. • Teacher will have students find self space in order too compete the push-up workout. • Teacher will have | <p>We are going to start today off by working on our muscular strength. We will be doing this by doing push-ups. By doing push-ups we will be strengthening many different muscles all at the same time. Just by doing push-ups we will work our shoulders, triceps, biceps, and chest. This is a good</p> | <ul style="list-style-type: none"> • Remember no valleys or peaks. • Keep arms inline with shoulders. • Keep elbows in and bring to 90 degrees. | <ul style="list-style-type: none"> • Can you touch your partner's fists every time? • Did you do all ten without stopping? • Did you use good form while you were doing |
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| <p>the students complete five set of ten push-ups.</p> <ul style="list-style-type: none"> • Demonstrate how to perform both the push-up and the placement of the fist. The self space area should remain small this way the teacher can see all of the students as they are competing the task. • Teacher will float around the task are giving positive feed back to the students. After the students have finished their task have call them into group space for the next task. | <p>exercise for those of you that play basketball. This will help you pass the ball faster. When we are doing push-ups, I would like for you to try and use good form. I will now demonstrate how to do a push-up using proper form. Are there any questions?</p> <p>If you are the person who is not doing push-ups, I would like for you to make a fist and place it under your partner's chest. Each time you complete a push-up you should touch the person's fist with your chest. Now I would like for you to compete five sets of ten when I say go. Make sure that you and your partner switch after each set of ten. Ready Go!</p> | <ul style="list-style-type: none"> • Keep legs together. • Try to keep abs tight. • Try to look straight ahead. • Touch chest to the partner's fist. • Try to fully extend the arms as you come up. | <p>your push-ups?</p> <ul style="list-style-type: none"> • As a spotter, did you help your partner with form cues? |
| <p>Informing Task: When I say go, follow me outside for our around the buildings perimeter. Go.</p> | | | |
| <ul style="list-style-type: none"> • Teacher, take class outside and have them run around the buildings or designate an area for them to run. • Try to have all of the students running at the same | <p>Did everyone enjoy learning a new exercise? Good, I'm glad you all liked that. We are now going to go outside and begin a run around the building. This is going to work on your cardiovascular endurance. If you have to stop and walk its okay, just try to start running as</p> | <ul style="list-style-type: none"> • Remember to pace yourself throughout the run so that you are able to compete the run without stopping • Make sure you use your arms when running. | <ul style="list-style-type: none"> • See if you can run the whole time without stopping. • Did you complete the run without stopping? • Did you stay on the side walk the whole run? |

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| <p>pace so that they don't get to spread out while running.</p> <ul style="list-style-type: none"> • Run and give name encouragement to the students as they are completing the task. • Make sure to pay close attention to all students both for overheating and safety as well. After the task has been completed bring the students in for closure. End the class with a complement flood. | <p>soon as you can. This will not be a timed run; however you should keep a good pace. I will be running with you.</p> <p>The run will begin at the double doors of the gym and simply follow the sidewalks around the buildings ending right back here. Are there any questions before we get started? Before we start, I will demonstrate a good pace and proper form. Just to make sure, are there any questions? READY GO!</p> <p>Group space. I would like to go over a few questions that we can answer by raising our hands.</p> | <ul style="list-style-type: none"> • Remember to use you breathing technique. • Keep your body under control. • Remember stay on the side walk. | <ul style="list-style-type: none"> • Did you use good form while running? • Did you use proper breathing technique while running? |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Can anyone tell us why it's important to have proper running form? • Who can tell me what muscles you workout when you do push-ups? • What fitness component are we improving when we stretch? • The very last thing I would like you to do for the next minute is a complement flood. See all of you next time. | | | |

Physical Education Program
Conditioning
Lesson #10

Objectives:

Student

1. By the end of the class period, students will be able to define what endurance means by defining it during closure at the end of class. (NASPE 6, EALRS 2.3, 3.2 and 4.1)
2. By the end of the class period, students will be able to describe the ratio between rep/weight for endurance development as compared to strength development by having a group discussion on it. (NASPE 5 and, 6, EALRS 2.3, 3.2, and 4.1)
3. By the end of the class period, students will increase their muscular strength by completing the weight room stations. (NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 2.3)

Teacher

Equipment (for a class of 25):

- Whistle
- Stop watch
- 6 mats
- jump ropes
- Various hand weights
- Weight room or activity area of the same quality.
- Gym
- Cd player
- CD's up beat (rock)

Content Development

| <p>Instant Activity: Jump rope- get a jump rope from the box and begin jump roping in your own self-space. You should jump fast, slow, two-footed, and one-footed and do any other tricks or jumps that you know how to do. You need to continuously jump rope for 3 minutes. When the three minutes are up, walk over and put the jump rope back from where you got it from.</p> | | | |
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| <p>Set Induction: Who has ever wondered how to get those really defined looking muscle. Who has ever thought that I want to have good strong muscles and a toned body? Well today we are going to learn how, by doing a few simple exercises we can get those great bodies that we can keep for a life time.</p> | | | |
| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
| <p>Informing Task: When I say go, we will begin our stretching routine. Ready Go!</p> | | | |
| <ul style="list-style-type: none"> Teacher, review the definition of aerobic conditioning. Define endurance. Review the FIT Principle (See attached page of definitions). | <p>Today while we are stretching I would like to review some definitions with you. I will be going over what aerobic conditioning is as well as endurance and the FIT principle. I would like for all of us to count silently today. This way you will be able to hear what I'm saying. I would now like for us to get into group space.</p> | <ul style="list-style-type: none"> Remember not to bounce when stretching. Try to hold all stretches for fifteen seconds. | |
| <p>Informing Task: When I say go, we will begin our station workout for the weight room. Go.</p> | | | |
| <ul style="list-style-type: none"> Teacher will play music for thirty seconds and then turn it off; the students will rotate clockwise when the music stops. | <p>Now we are going to work on muscular strength. By increasing our muscular strength we will be able to support our bodies better while we are engaged in various activities such as swimming, running,</p> | | |

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| <ul style="list-style-type: none"> • The teacher will go through all stations with the students demonstrating all safety and form cues. • To begin, each group is given a task sheet with one station highlighted. That is the station where that group will start. • Play music during stations. • See attachment for station task sheet. Refer to skill chart #10 for instructions on each station. • After all demonstrations have been done and all questions have been answered, the teacher should float around the room watching for student's safety and giving name cues and encouragement. • Make sure that you are checking for understanding while | <p>jumping, hiking, and even snowboarding. Does anyone here snowboard? That's a great way to be active when the weather is cold. I would like for all of you to follow me from the gym to the weight room for our station workout today.</p> <p>Now, as most of you can probably see I have set up twelve stations around the room. These are going to be what we will be doing for the rest of the class. Does anyone have any questions so far? Well, okay no questions. Before we get started, I would like for all of you to stay in group space and follow me to each station; so that I can demonstrate how each station should be done and answer any questions you might have.</p> <p>Station 1, is our crunch station. I will now demonstrate proper form of a crunch. Are there any question? A strong core will help with your posture. Let's go over to station 2. At this</p> | <ul style="list-style-type: none"> • Remember only 30% of a sit-up. • Try to get a 90 degree angle when doing a dip. • Try to keep legs bent when doing dips. | <ul style="list-style-type: none"> • Did you do fifteen crunches? • Could you do crunches |
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| <p>you are floating.</p> <ul style="list-style-type: none"> • Once all of the students have completed all stations bring the students in for a quick closure and then end the class with a group break. • Make sure that the students hand in the task sheet to you as they leave the class. | <p>station we will be doing dips. Dips are great way to strengthen your upper body such as your triceps, lats, shoulders, and forearms. I will now demonstrate the proper form. Are there any questions? Now it's on to station three, the squat station. This is one of my personal favorites. This will help our whole body, but mostly our legs. This is great if you want to be able to jump higher. For example, if you play basketball this could help with your rebounding. I will now demonstrate the proper form when squatting. It is important that you always have a spotter when squatting. Are there any questions? Now lets move on to station 4. This is the toe raise station. At this station we will be working on our calf muscles. We need to have strong calf muscles to help us walk and run. I will now demonstrate the proper form. Does anyone have any questions? Well class it's on to station five. This is our push-</p> | <ul style="list-style-type: none"> • Make sure your legs are parallel to the ground when squatting. • Try to look up when squatting. • Try to keep your back straight when squatting. • Lift your body as high as you can in the air just using your toes and balls of your feet. • Keep a slight bend in the knees when doing toe raises. • Remember no valleys and no peaks. • Remember elbows under shoulders when doing push-ups. • Remember hips high in the air when doing a reverse sit-up. • Try to keep your | <p>for the whole time?</p> <ul style="list-style-type: none"> • Could you do ten dips in a row? • Did you use good form on every dip? • Did you get parallel on every squat? • Could you do eight squats in a row? • Did you toe raise for the whole time? • How many push-ups did you do? |
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| | <p>up station. At this station we will be working on arm and chest strength. This is a good exercise for those of you who want gain strength for any type of athletic or physical activity. I will now demonstrate the proper form. Are there any questions? After we have completed the first five stations we will take a rest for station six. If you need to get a drink of water you may. Let's move to station seven. At this station we will be working specifically on our bicep muscle. This is the muscle that brings your arm back into your body after you have extended it out. For example after you have shaken someone's hand your bicep will bring your arm back to your body. I will now demonstrate the proper form. Are there any questions? Okay, on to station eight. At this station we will do reverse sit-ups. This is a great exercise for strengthening our lower back muscles. This will also help up with our posture when we are sitting for long</p> | <p>shoulders flat on the ground when doing a reverse sit-up.</p> <ul style="list-style-type: none"> • Try to control the weight at all times when doing a bicep curl. • Keep body straight when doing a bicep curl. • Try getting the arm straight back on every extension. • Keep the weight under control while extending arm back • Try keeping your abs tight while doing a reverse sit-up. • See if you can jump rope the whole time. • Remember only 30% of a sit-up. | <ul style="list-style-type: none"> • Could you do push-ups for the whole time? • Did you get a drink during station six? • Did you do bicep curls the whole time? • Did you do T extensions the whole time? • How many reverse sit-ups did you do? • Did you do reverse sit-ups the whole time? |
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| | <p>periods of time. When we use good posture it takes stress off of our spine, and that's always a good thing. I will now demonstrate proper form. Are there any questions? Time to move on to station nine. At this station we will be working on the muscle that helps us extend our arm, they are called the triceps. For example of you throw a baseball you will extend you arm by using your triceps muscle. I will now demonstrate the proper form. Are there any questions? Now let's move onto station ten. At this station we will be jumping rope. This will help our muscle stay loose after our workout. Jumping rope is one of the best exercises we can do to keep our heart rate up. I will now demonstrate a good pace and form while jumping rope. Are there any questions? The eleventh station that we will be doing is back extensions. This exercise is great for strengthening our back muscles. By doing this, we will</p> | <ul style="list-style-type: none"> • Try to get a 90 degree angle when doing a dip. • Try to keep legs bent when doing dips. • Make sure your legs are parallel to the ground when squatting. • Try to look up when squatting. • Try to keep your back straight when squatting. • Lift your body as high as you can in the air just using your toes and balls of your feet. • Keep a slight bend in the knees when doing toe raises. • Remember no valleys and no peaks. • Remember elbows under shoulders when doing push-ups. • Remember hips high in | <ul style="list-style-type: none"> • Could you jump rope for the whole time? • Did you jump rope as fast as you could? |
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| | <p>be able to carry ourselves around without slumping over like a limp noodle. I will now demonstrate proper form. Are there any questions? Now you can see that we are back at the crunch station. This will be our twelfth and final station for the class. On this station I would like for you to repeat what we learned earlier today. Are there any questions about any of the stations we have covered?</p> <p>Good, now when I say go I would like for you to get into groups of four and begin at you highlighted station. You will rotate clockwise when you hear the music stop. Ready Go!</p> <p>GROUPS SPACE!</p> | <p>the air when doing a reverse sit-up.</p> <ul style="list-style-type: none"> • Try to keep your shoulders flat on the ground when doing a reverse sit-up. • Try to control the weight at all times when doing a bicep curl. • Keep body straight when doing a bicep curl. • Try getting the arm straight back on every extension. • Keep the weight under control while extending arm back • Try keeping your abs tight while doing a reverse sit-up. | |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none"> • What is the definition of endurance? | | | |

- What is one main muscle group you workout out today?
- That's all for today. See all of you next time! Ready 123 Break!

Lesson #10 Definitions

Endurance: Ability of the body to perform work without becoming fatigued, or the ability to repeat muscle movement over time.

FIT: as applied to endurance:

Frequency = 3 times per week

Intensity = 30 - 50% of max.

Time = 10 - 14 repetitions

REP: How many time you continuously performed the exercise.

SET: How many times you repeated the exercise after each number of reps.

Name: _____

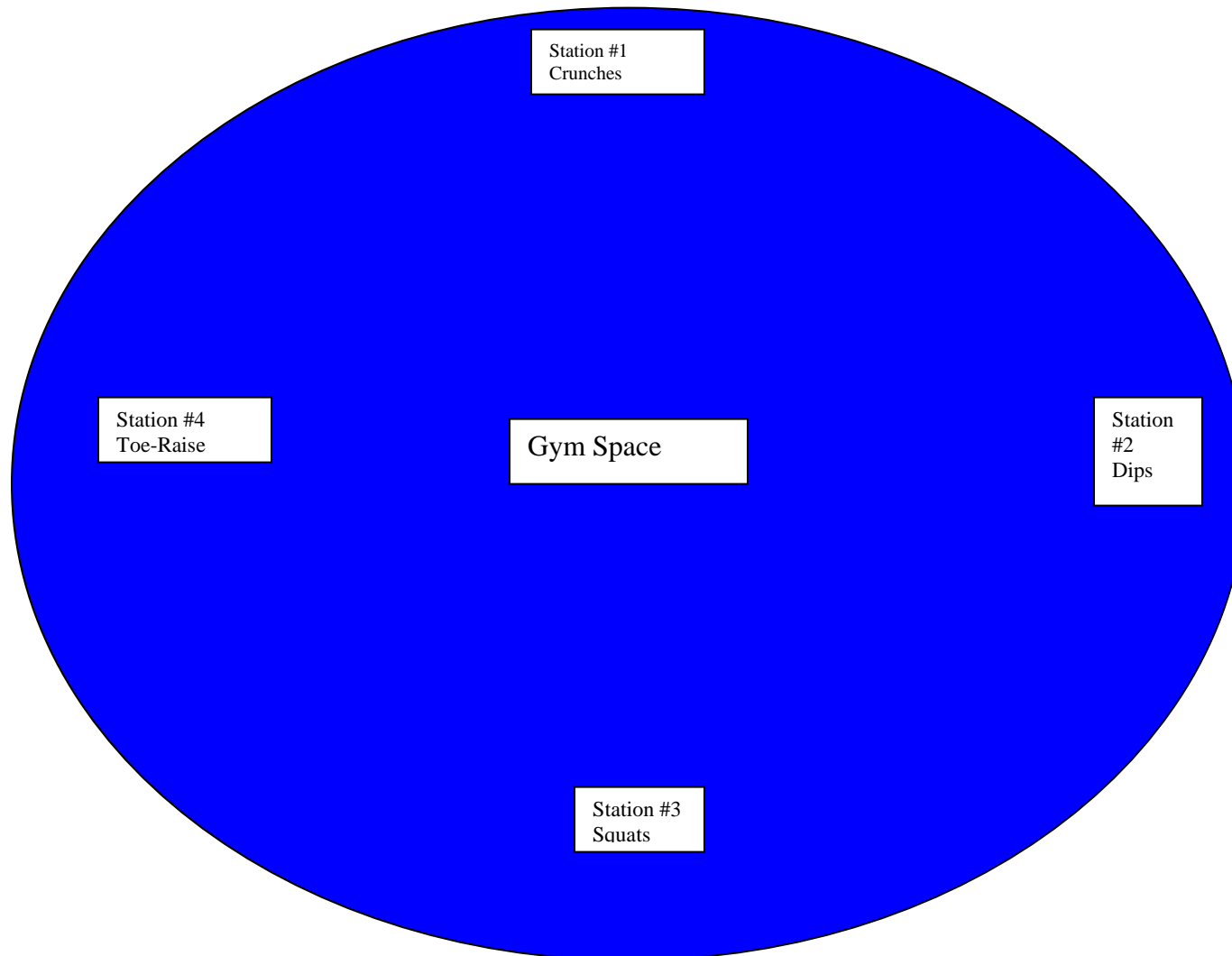
Endurance Station Task Sheet-Lesson #10

Directions: During workout, fill in the designated reps and pulse rate for each station. When you are done return the task card back to the teacher.

| Stations- Reminders | Sets | Reps | Pulse |
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| 1. CRUNCHES-Bring shoulder's off floor. | | | |
| 2. DIPS-Use only the arms to lift weight. | | | |
| 3. SQUATS-Go down to 90 degrees; look up. | | | |
| 4. TOE RAISES-Fully extend trying to stand on you tip toes. | | | |
| 5. PUSHUPS-Go down to 90 degrees; knees or toes. | | | |
| 6. REST Take-your pulse for 30 seconds. | | | |
| 7. BICEPS CURLS-Choose a low weight, bend knees. | | | |
| 8. REVERSE SIT-UPS-Do NOT use momentum!! | | | |
| 9. TRICEPS EXTENSIONS- Choose a low weight. | | | |
| 10. JUMP ROPE-Speed jumping. | | | |
| 11. BACK EXTENSIONS-Feet should stay on the floor. | | | |
| 12. CRUNCHES- Bring shoulders off floor. | | | |
| 13. DIPS-Use only the arms to lift weight. | | | |
| 14. SQUATS-Go down to 90 degrees; look up. | | | |
| 15. TOE RAISES-Fully extend trying to stand on you tip toes. | | | |
| 16. PUSHUPS-Go down to 90 degrees; knees or toes. | | | |
| 17. REST-Take your pulse for 30 seconds. | | | |
| 18. BICEPS CURLS-Choose a low weight; bend knees. | | | |
| 19. REVERSE SIT-UPS-Do NOT use momentum!! | | | |
| 20. TRICEPS EXTENSIONS-Choose a low weight. | | | |
| 21. JUMP ROPE-Speed Jumping. | | | |
| 22. BACK EXTENSIONS-Feet should stay on the floor. | | | |

Lesson #10- Example

*Have the students rotate from one station to the next with the task card filling in the information that is needed in the blanks under the reps and pulse.



Physical Education Program
Conditioning
Lesson #11

Objectives:

Student

1. By the end of the class period, students will have increased their cardiovascular endurance by running a ½ of a mile within 5 minutes. (NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 1.3)
2. By the end of the class period, students will have increased their muscle endurance by performing lunges and using the proper form. (NASPE 1, and 2, EALRS 1.1, 1.2, and 2.3)
3. By the end of the class period, students will have increased their strength and speed by performing the dot drills. (NASPE 1, 2, and 6, EALRS 1.1, 1.2, and 2.3)

Teacher

Equipment (for a class of 25):

- Stop watch
- 40 Polly spots
- Track
- Activity area

Content Development

| <p>Instant Activity: Form running (jog, high knees, tail kickers, carioca, high knee skips, 2 foot hop, jog) when you are doing form-running look for some of these things. With the jog make sure that the students are under control, and that their bodies aren't just flopping all over. With the high knees make sure that the students are getting their knees up the chest. A good way to insure this have them hold out their arms and try to hit them with their knees. When performing tail kickers make sure that the students aren't trying to snap the heel of the foot back to touch they're back side, but let them know they should be trying to keep the foot in the planter flexion form and try to left the heel the back side. When performing the carioca one should make sure that the shoulders stay straight with the wall or the line that the students are facing. Also one should make sure that the students cross feet in an alternating fashion. When performing high knee skips one should look to make sure that students are fully extending at the foot and using the arms to drive the body in an upward motion. The two-footed hop should like a frog in motion. The arms should drive back and then thrust forward at the same time as the legs driving outward and slightly upward. The jog should look like a person who has an accelerated walk. The arms should be under control and not in a flailing motion. The legs should be straight and in a fluid motion, not turning out to the side.</p> | | | |
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| <p>Set Induction: Has anyone ever watched or seen a speed skater or an ice skater. Well, they have really large thigh muscles that help them drive their bodies to really fast speeds. Today we are going to work on some things that are going to help make our leg muscles stronger so that we will become fast like a speed skater.</p> | | | |
| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
| <p>Informing Task: When I say go, line up along the track for our 1/2-mile run timed. If all the lanes are full just make a second line behind them. Go!</p> | | | |
| <ul style="list-style-type: none"> Teacher will have the students move from the gym to the track after the instant activity. The teacher will call group space before the class goes outside. This way, the class is all together when they go out to the track. | <p>Today, as you know we are going to work on our speed. So I would like for you to try and run as fast as you can for two laps around the track. We will be lining up on the track using all of the lanes. It is okay to move into a different lane than what you start in, just make sure that it is a safe move.</p> | <ul style="list-style-type: none"> Remember to pump your arms when you are running. We are going to run a 1/2 of a mile (timed). Make sure you remember your time. Remember to try and run as fast as you can. | <ul style="list-style-type: none"> Try to run it in 5 minutes. Did you run the whole time without stopping? Did you set a fast pace for yourself? Did you run as fast as |

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| <ul style="list-style-type: none"> • Teacher will keep time for the students, and call out time as the student's start running. • After all students have completed the run teacher will call the class into group space, and explain the next activity. • As students pass by the teacher make sure they receive some positive encouragement. (General and name) | <p>This will be a timed run just so that you know how fast you can run a ½ mile. We will also use this time as a building block for you to improve on as the class progresses. As you complete the last lap I will call out your time. Make sure you remember your time. Are there any questions? Ready Go!</p> | <ul style="list-style-type: none"> • Remember to pace yourself. • Remember to use good form. • Try to use good breathing technique. • Walk one lap cool down. | <p>you could the whole time?</p> |
| <p>Informing Task: When I say go, line up on the goal line of the football field in the grass to begin lunges. If it is too crowded you can stand behind someone else in line and go after them.</p> | | | |
| <ul style="list-style-type: none"> • Teacher, have the students in group space on the football field for the next activity. • Have the students do the lunges on the grass so they don't hurt their knees. • The activity distance should be about ten yards to start. If this is too easy for the students move back about ten | <p>The next activity that will be doing today is called the lunge. This is a good workout to strengthen your legs. More specifically your quads and hamstrings. If you are a football, tennis, baseball, or basketball player this will also help you. It's also important to have strong legs, because our legs carry us around all day. If our legs aren't strong then we would have trouble even</p> | <ul style="list-style-type: none"> • Look straight ahead. • Keep your torso straight. • Remember to touch your knee on the ground. • Remember forward walking motion. • Try to take long steps. | <ul style="list-style-type: none"> • Did you use good form? • Try to stay in a straight line. • Did you lunge the whole distance? |

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| <p>yards. This should be about twenty yards total.</p> | <p>walking. I'm now going to explain to you how to do a lunge.</p> <p>The first thing we will want to do is start with our feet about shoulder width apart. Next, take one step forwards and bend the leg you stepped with until your knee touches the ground. Once your knee touches the ground stand up and repeat the same motion for the other leg. You should be moving forward in a walking motion every time you lunge. I will now demonstrate. Are there any questions? When I say go, I would like for all of you to begin lunging to me. READY GO!</p> | <ul style="list-style-type: none"> Remember to stay balanced. | |
| <p>Informing Task: When I say go, find a partner and a poly spot and stand next to it for dot drills. One of the two of you will go first and then you will rotate so that you have time to rest.</p> | | | |
| <ul style="list-style-type: none"> Teacher, set up polly spots in an activity area that the students will be safe in. Polly spots should be set up in a 2 1 2 set (see diagram). | <p>We are now going to work on our quickness. I would like for you to partner up with someone who is the same heights as you. Ready go.</p> <p>Now that we have our partners I would like for</p> | <ul style="list-style-type: none"> We will start on the polly spot that is on your left foot and jump left to right, up over and then back down. Try and go as fast as you can. | <ul style="list-style-type: none"> How many can you get in 30 seconds? Where you able to touch the dots every time? |

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| <p> O O O O O </p> <ul style="list-style-type: none"> • Polly spots should be about 30 inches from top to bottom with one spot in the middle. Teacher will demonstrate how the drills will be done. • Teacher: For the around the world drill Polly spots stay in the same configuration as the X drill. • Teacher will time each session for thirty seconds and then the students will switch with their partners. • Make sure that the students are getting to all of the polly spots. • Give lots of name encouragement. • Teacher will end the class with a group hi-five. | <p>you to stand in front of a polly spot station. Ready go.</p> <p>Now we will be learning how to perform the X drill on the polly dots. Once you reach the top of the spots repeat the same action as you did only in reverse motion. I will now demonstrate how the X drill is done. Are there any questions? I would now like for the 1st person to step on to the dots and begin when I say go. I would like for the opposite partner to count how many time they do the X drill. You will have thirty seconds. Ready Go.</p> <p>Stop. Now I would like for you to switch partners and repeat the instructions when I say go. Are there any questions? Ready Go.</p> <p>Group space! Now that we have had time to practice</p> | <ul style="list-style-type: none"> • Quick feet. • Use your arms. • Land lightly. • Make sure you are landing on the spots. • Try and go as fast as you can. • Quick feet. • Use your arms. • Land lightly. | <ul style="list-style-type: none"> • Did you get 10 X drills? • Did you and your partner have the same number? • Can you beat your last score? • Can you get more than 10 in 30 seconds? |
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our X drill we are now going to learn a new drill. This drill will be called around the world. We will start on the polly spot that is on you left foot and jump left to right, up over and then back down. I will demonstrate this drill, but first are there any questions? We will be going in the same order as before when we did the X drill. I will now demonstrate.

Incase some of you would like to know this is a great way to help build our speed and agility. We use speed and agility in everyday situations like chasing a cat or playing tag in our PE class. This also helps build our cardiovascular endurance. Are there any questions? Will let's get ready and Go!

Time, switch and repeat.
Ready Go!

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| | Time, now I like group space in front of me. Now I would like to bring the class to a closure with a few question and ideas. | | |
| Closure/Assessment: <ul style="list-style-type: none">• I would like for you to set a personal goal for the next time we run the timed mile.• Why should we try and maintain our breathing when running?• What is one important cue to performing the dot drill effectively?• What muscle do lunges primary workout?• Group hi-five. | | | |

Physical Education Program
Conditioning
Lesson #12

Objectives:

Student

1. By the end of the class period, students will be able to demonstrate the proper push-up form by performing it during class. (NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 2.3)
2. By the end of the class period, students will have increased their stomach muscles but completing 2 sets of 25 bicycles, and 4 sets of 25 crunches. (NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 2.3)

Teacher

Equipment (for a class of 25):

- Gym
- Four jerseys
- Activity area
- Stop watch
- 6 Frisbees

Content Development

| <p>Instant Activity: Freeze Tag- The rules are, once you get tagged by one of the four taggers you become frozen. In order to become unfrozen one of your class mates must touch you on the upper shoulder region and say you are now unfrozen. You may not become frozen if you are unfreezing someone else. This game is usually played with in some kind of boundaries like a volley ball court. The taggers should be rotated about every three to four minutes, or when everyone has been frozen. Make sure that taggers are selected by the teacher and not the students.</p> | | | |
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| <p>Set Induction: I would like for all of you to close your eyes and imagine what it would be like to win the ultimate Frisbee world championship. Well today we are going to prepare our bodies for that as well as playing ultimate Frisbee.</p> | | | |
| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
| <p>Informing Task: When I say go, line up on the end line of the basketball court. Go.</p> | | | |
| <ul style="list-style-type: none"> • Teacher will give the students an overview of the game and some basic rules of the game. Try to get the students as active as fast as possible. For the most part the students will know how to play the game. • Teacher will count students off by 4's. • Teacher will have | <p>We are going to play a game of ultimate Frisbee to help increase our cardiovascular endurance. The teams will be split up evenly. The idea of the game is to get the Frisbee down on your end of the court and make a goal. If you think you have a chance for a goal, then you can shoot the Frisbee towards the goal. I will demonstrate how to throw the Frisbee. Any questions?</p> <p>If you make it it's a point for your team. If you don't make it,</p> | <ul style="list-style-type: none"> • Throw the Frisbee to your teammates. Once you catch the Frisbee you have 3 seconds to throw it to another teammate. • Remember when you are throwing a Frisbee to flick your wrist hard and fast and too keep the Frisbee as flat as possible (parallel to the ground) • Try to hit your target every time • Remember to step to your target. • Remember to lead your | <ul style="list-style-type: none"> • Can you play the whole game of ultimate Frisbee without stopping once? • Can you play the whole time without missing your target? • See how many times you can you can hit your target in a row. • See if you can hit your |

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| <p>two games going on at once. Switch two of the teams at five minutes so that everyone gets to play everyone.</p> <ul style="list-style-type: none"> • Teacher will make any adjustments necessary for the game to meet the needs of all students in the class. • Teacher will end the class with closure questions and hi-fives. Make sure that you also give hi-fives to your students as they leave the class. | <p>it's the other teams Frisbee. If you miss the Frisbee and it lands on the floor, it's the other teams Frisbee. We will play for five minutes and then we will change up the teams. This game is going to help us with are cardio fitness, at the same time we will also be working on many other skills such as hand eye coordination and hitting a target. This is a great game to play with your friends on the weekend if the weather is good.</p> <p>I would like for you to count of by 4's. Good, 1's and 3's are playing each other on this half and 2's and 4's are on the other half. When I say go you will go to your courts and start playing. I would like two players from opposite teams to play paper, rock, and scissors for the 1st possession. Are there any questions? Ready Go!</p> | <p>teammate.</p> <ul style="list-style-type: none"> • Remember not to take more than the allowed number of steps. | <p>target without making them change speeds to catch the pass.</p> <ul style="list-style-type: none"> • See if you can make a good pass, without stepping more than the allowed number of times. |
| <p>Informing Task: When I say go, you and your partner need to find self space. Go.</p> | | | |
| <ul style="list-style-type: none"> • Teacher will put students in partners by same clothing color. • Teacher will keep track of the time for | <p>We are now going to work on core muscular strength by doing some sit-ups. This will be working on increasing your abdominal muscles. I will demonstrate how to perform a</p> | <ul style="list-style-type: none"> • Elbows need to touch their knees. • Your feet need to stay on the ground at all times. • Your hips should stay on the ground at all times. | <ul style="list-style-type: none"> • Did you do all of the sit ups using the proper technique. • Did you do sit-ups without stopping? |

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| <p>the students. You should let the students know how much time they have. About every ten seconds would be good.</p> | <p>proper sit-up. Good, are there any questions?</p> <p>Good, now I would like for one partner to do as many sit as the can for thirty seconds. You will start when I give the go. Make sure that if you are the partner counting that you are paying close attention to the person doing the sit- ups. If your partner wishes you may hold their feet. Ready go.</p> <p>Nice job with the sit-ups. Now I would like for you to switch partners and repeat the sit-ups when I give the go. Ready Go!</p> | <ul style="list-style-type: none"> • Try not to interlock your fingers behind your head while doing sit-ups. • The hands should be placed in the ear region of the head. Elbows should be pointing towards the knees. • Knees should be bent in about a 65 degree angle. • Remember to keep your feet on the ground. | |
| <p>Informing Task: When I say go, get yourself ready for our push-up workout. Go.</p> | | | |
| <ul style="list-style-type: none"> • Partners in self space. • Teacher you will be able to tell if students are performing proper form by looking for a few key features. • Teachers, make sure that you reiterate all of the extensions and refinements for the second group of | <p>For the remaining time we will be working on our push-ups. How is everyone doing so far? I know that we have covered a lot so far. This is just like the sit-ups that we just did only with the push-ups. I would like for all of you to watch as I demonstrate how to do a push-up. Are there any questions?</p> <p>Good now lets have you go to your group space with the same partner. The first person will do</p> | <ul style="list-style-type: none"> • Keep your back straight, making sure you go all the way down • Make sure your chest touches your partner's fist that is on the ground beside them. Fist should be vertical not horizontal to the ground. • Arms should be just a bit wider than the chest. • The core region of the body should remain flat. Your stomach should | <ul style="list-style-type: none"> • Can you do all 3 sets without having to stop? |

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| <p>push-ups.</p> <ul style="list-style-type: none"> • End the class with a group discussion about how the students felt about the workout and how it made them feel know that they are developing habits that are going to keep them healthy through out their lives. | <p>as many push-ups as they can in thirty seconds. Make sure that if you are the partner counting that you are paying close attention to the person doing the push- ups. You will need to be looking and checking that your partner is using the correct form while they are doing the push-ups. Ready go.</p> <p>You all did a great job with your push-ups, now I would like for you to switch partners and repeat the same for the other partner. Ready Go!</p> <p>Group Space! That is all of the time we a have for today, but before we go I would like to close with a group discussion.</p> | <p>remain tight through the range of motion.</p> <ul style="list-style-type: none"> • Keep your back flat, and no valleys or high peaks. • The arms of the person performing the push-up should be at a 90 degree angle when in the full down position. • Repeat all steps as listed above. | |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none"> • In a class discussion, tell your classmates how you felt about the workout, and how it made you feel about yourself. | | | |

Physical Education Program
Conditioning
Lesson #13

Objectives:

Student

1. By the end of the class period, students will be able to define what flexibility is by defining it during a class discussion during the closure of the lesson. (NASPE 5 and 6, EALRS 1.3, 2.3, 3.2, and 4.1)
2. By the end of the class period, students will be able to define recall, analyze, and evaluate by defining them during a class discussion during the closure of the lesson. (NASPE 5 and 6, EALRS 1.3, 2.3, 3.2, and 4.1)

Teacher

Equipment (for a class of 25):

- 25 Jump ropes
- Gym
- Activity area
- Skill chart #1
- Task sheet #13 (see attachment)

Content Development

| <p>Instant Activity: Jump rope- Get a jump rope from the box and begin jump roping in your own self-space. You should jump fast, slow, two-footed, one-footed and do any other tricks or jumps that you know how to do. Try to continuously jump rope for 3 minutes. When the three minutes are up, walk over and put the jump rope back in the box.</p> | | | |
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| <p>Set Induction: Who can tell me why we should stretch? Good. Because we don't want to get hurt right. Okay so today we are going to do a callisthenic activity and work on our flexibility so we don't get hurt during activity. We will also do some body compositions so you know where you stand and will know if you need to loose some weight or not. If you don't get it done today will get it done on another day.</p> | | | |
| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
| <p>Informing Task: When I say go, we will begin stretching following the instructor for our stretching.</p> | | | |
| <ul style="list-style-type: none"> Teacher, make sure that the skill chart #1 is posted on the wall in gym or activity space so the students can use for a quick reference. Teacher should review stretches from chart. After the students are done stretching call them into group space for instructions on the next task. | <p>I would like for everyone to follow along with me as we go through our stretching. If you need help remember the stretches you can look on the wall at the skill chart, or you can just watch the teacher. I would like for everyone to count out loud while we stretch. Ready Go!</p> | <ul style="list-style-type: none"> Remember to keep your knees slightly bent when stretching. Remember try not to bounce when stretching | <ul style="list-style-type: none"> See if you can hold each stretch for at least fifteen seconds. |
| <p>Informing Task: When I say go, find a group of four, and get a task sheet from me and then get into group space. Go!</p> | | | |
| <ul style="list-style-type: none"> Teacher, make sure that the students are in | <p>The next thing that we are going to do today is work on our</p> | | |

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| <p>groups of four. Let them chose the groups. Once the students are in groups hand out the task sheets that go with lesson 13. It will say lesson 13 at the top. There is one at the end of this lesson.</p> <ul style="list-style-type: none"> • You will need to make copies for the amount of students in your class before the students come to class. • Demonstrate all of the tasks on the sheet for the students. • Also make sure and check for understanding before going on to the next demonstration. After all demonstrations is done check for understanding again. • Make sure that you are giving tons of name encouragement to each student. • Always make sure that the students are using | <p>body's ability to flex and move. This is also called calisthenics. Let's say you are a football player and got tackled. While you where being tackled your legs did the splits and you pulled a groin muscle. This would more than likely end your season. Now let's say the same thing happened and you had been working on your calisthenics and flexibility. The only difference is this time you did not pull any muscles, because your body was able to flex a great deal without injury.</p> <p>I would like for all of you to look at your task sheet as I go through all of the tasks. I will demonstrate all of them for you. If you have any questions feel free to ask at any time. All calisthenics should be done for fifteen seconds. The 1st exercise is the trunk rotation. Are there any questions? I will now demonstrate. The 2nd exercise is the beauty queen. This is good for lining up your spine and stretching your back muscles.</p> | <ul style="list-style-type: none"> • Stand tall with your hands on hips and gently rotate your body from left to right. • Remember to get a full rotation. • Sit on the floor with legs out in front of you. Place your right leg over your left. Bend your right leg bout 90 degrees. Next place your left elbow on the outside of your right leg and gently apply pressure in a twisting motion to the right of your body. • Sitting with legs out in | <ul style="list-style-type: none"> • See if you can rotate the whole time without stopping. • See if you can hold your twist for 15 seconds. • Did you hold the stretch for the whole time? |
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| <p>the correct techniques in all activities.</p> <ul style="list-style-type: none"> • The class ends with a closer on the definition of flexibility, and a class discussion of why it is important to practice calisthenics. • Make sure that the students hand in the task sheet as they leave the class. | <p>Repeat the same motion for the opposite direction. Are there any questions? I will now demonstrate. Next we will be doing the hurdler stretch. This is a great stretch for the thigh (quads) muscles of your legs. This is also a great cool down stretch after a run. Repeat the same motion using the opposite leg. The fourth exercise is the standing high knee. This is a good stretch for those of you who play sports or games that involve raising your legs to high elevations relative to your body. This could be games like zombie tag where you walk like a zombie with your legs way out in front of your body. This could also be used in sports such as high jump and long jump. For this stretch, I would like for you to take your time. Are there any questions? I will now demonstrate. Next we will be focusing on our inner leg, more specifically our groin muscles. We will be using the butterfly to stretch this part of your body. This is a good way to gain full</p> | <p>front of you, bend the right leg back towards your back side. Foot should be on the in soul and not the tongue of your shoe. Gently lean back while supporting your body with the off hand.</p> <ul style="list-style-type: none"> • Remember not to bounce when stretching. • Stand with feet shoulder width apart and lift your right leg up bending at the knee. With your hands overlapping each other place them on your right knee and pull towards your chest. Stand tall while pulling leg to your chest. • Try to pull the knee all the way to the chest. • Sitting on the floor pull both legs in toward middle of your body. Try to place the sole of your shoes together. | <ul style="list-style-type: none"> • See if you can hold your knee to your chest the whole time you are stretching. • Did you hold the stretch for the full fifteen seconds? • Did you touch your heels together the whole time? • Can you keep your heel on the ground the whole time you are stretching? • Can you stretch for the whole time? • Did you hold the stretch for the whole time? |
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| | <p>range of motion from our legs. The next stretch is the hip stretch. This is a good way to loosen up the top half of your lower body. This is also a good way to prepare for any type of activity from lacrosse to roller hockey. I would like to know, if there are any questions so far? I will now demonstrate. The next activity we will be doing is called the calf stretch. This is exactly what it sounds like. You will be stretching your calf muscles. It is important to stretch your calf muscles to ensure that your foot can move in a full range of motion. For this stretch you will need to find self space on the wall. This stretch has the same motion as a gas peddle on a car. Are there any questions on how to perform this stretch? I will now demonstrate. The next stretch we will be working on is the gluteus stretch. This is a good stretch if you are a power lifter or like to squat with weight. Most people think that the gluteus muscle are not important to the body. However</p> | <p>Now, with two hands on the outside of your feet pull toward your body.</p> <ul style="list-style-type: none"> • Don't force your stretch. • Bend down in to a lunge position and place hands on outside of the hips. Apply pressure on hips in a down and out fashion. • Place your right foot against the wall with the ball of your foot touching the wall and the heel of the foot still placed on the floor. Keep leg straight and gently move leg to the wall while keep our foot on the wall. • Get into a lunge stance and over exaggerate the stride length. Place left knee on the ground and apply pressure to the right leg in an outward fashion. • Place the right arm | <ul style="list-style-type: none"> • See how high you can raise your shoulders while you roll them up. • Did you hold your stretch the whole time? |
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| | <p>they are just as important as any other part of the body. The gluteus stretch is kind of like a lunge, only a lot more stretched out. Repeat the same motion for both the right and left gluteus. Next, we will be doing arm overs. This will help loosen up your shoulders triceps, and biceps. This is one of the best all purpose stretches we will use. Repeat the same motion for the opposite arm. Now, this next stretch is not only good to loosen up those tight shoulder muscles, but it will also help loosen up the upper neck muscles. These are the muscles that get tight when we are under a lot of stress from school work or other pressures. I would like for you to try this stretch the next time you're feeling a lot of stress in your life. I will now demonstrate. Are there any questions?</p> <p>The final stretch we will be doing today is for our entire back. This is a good stretch to use if you have been active for a long period of time. For example, if you have been</p> | <p>across the chest trying to reach the left shoulder blade. Place the left hand on the right triceps area. Gently apply pressure to the right arm moving it towards the left side of the body.</p> <ul style="list-style-type: none">• Stand with body straight and tall. Raise shoulders while keeping arms down to the side. Try to roll shoulders front to back, and then back to front.• Try to raise your shoulders as high as possible.• Lay facing the ground with arm under your body. Push up with your arm raising the top half of your body.• Keep your hips on the ground and your head up. | |
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| | <p>golfing all day long and you start to feel some discomfort in your back. I will now demonstrate. Now that we have gone through the entire task sheet, are there any questions? I would like for you to begin with number one and work your way to number ten when I say go! GO!</p> <p>Group space! That's all the time we have for today.</p> | | |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none">• I would like for us as a class to repeat the definition of flexibility.• I would like for you to tell one of your classmates two reasons why we need to practice our calisthenics.• That is all of the time we have for today. I would like for you to hand me your task sheets as you leave class today.• See you all next time. | | | |

Definitions- Lesson #13

Flexibility: Ability of the joints in the body to move through their entire range of motion.

Safety Considerations

- *Warm up the muscles with some type of activity before stretching.
- *Hold each stretch for a minimum of fifteen seconds without bouncing.
- *Stretch until the muscle is a little uncomfortable, but not painful.

Name: _____

Flexibility Partner Task Sheet-Lesson #13

Directions: Perform the following stretches in groups of 4. Hold each stretch for fifteen seconds. Repeat each stretch 3 times. In the blank, write down one of the muscles being stretched by this exercise.

| Stretches: | Muscle(s) |
|---|------------------|
| 1. Trunk Rotations (to the left and right) | _____ |
| 2. Beauty Queens | _____ |
| 3. Hurdle Stretch (knee in)--right and left | _____ |
| 4. Standing High Knee | _____ |
| 5. Butterfly | _____ |
| 6. Calf Stretch | _____ |
| 7. Gluteus Stretch | _____ |
| 8. Arm overs | _____ |
| 9. Shoulder Rolls | _____ |
| 10. Seal Stretch | _____ |

Physical Education Program
Conditioning
Lesson #14

Objectives:

Student

1. By the end of the class period, students will have increased their strength and speed by performing the poly spot drills and the line jumps. (NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 2.3)
2. By the end of the class period, students will be able to demonstrate proper pacing on the corners of the track, by running the build-up run. (NASPE 1, 2, and 6, EALRS 1.1, 1.2, and 2.3)

Teacher

Equipment (for a class of 25):

- Stop watch
- Athletic tape
- Poly spots
- Track
- Gym
- Activity area

Content Development

| <p>Instant Activity: Form running (jog, high knees, tail kickers, carioca, high knee skips, 2 foot hop, jog) when you are doing form-running look for some of these things. With the jog make sure that the students are under control, and that their bodies aren't just flopping all over. With the high knees make sure that the students are getting their knees up the chest. A good way to insure this have them hold out their arms and try to hit them with their knees. When performing tail kickers make sure that the students aren't trying to snap the heel of the foot back to touch they're back side, but let them know they should be trying to keep the foot in the planter flexion form and try to left the heel the back side. When performing the carioca one should make sure that the shoulders stay straight with the wall or the line that the students are facing. Also one should make sure that the students cross feet in an alternating fashion. When performing high knee skips one should look to make sure that students are fully extending at the foot and using the arms to drive the body in an upward motion. The two-footed hop should like a frog in motion. The arms should drive back and then thrust forward at the same time as the legs driving outward and slightly upward. The jog should look like a person who has an accelerated walk. The arms should be under control and not in a flailing motion. The legs should be straight and in a fluid motion, not turning out to the side.</p> | | | |
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| <p>Set Induction: Has anyone ever seen a world class sprinter? Well let me tell you they are one of the most exciting types of runners there are to watch. Today we get to train like a sprinter, while at the same time building our cardiovascular endurance. We will be doing a build up work out.</p> | | | |
| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
| <p>Informing Task: When I say go, find a partner and a poly spot and stand next to it for dot drills. GO!</p> | | | |
| <ul style="list-style-type: none"> Teacher, set up polly spots in an activity area that the students will be safe in. Polly spots should be set up in a 2 1 2 set (see diagram). <div style="text-align: center;"> <p>O O</p> <p> O</p> <p>O O</p> </div> | <p>We are now going to work on our quickness. I would like for you to partner up with someone who is the same heights as you. Ready go.</p> <p>Now that we have our partners I would like for you to stand in front of a polly spot station. Ready go.</p> | <ul style="list-style-type: none"> Make sure you are landing on the spots We will start on the polly spot that is on you left foot and jump left to right, up over and then back down. Try and go as fast as you can. | <ul style="list-style-type: none"> How many can you get in 30 seconds? Where you able to touch the dots every time? |

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| <ul style="list-style-type: none"> • Polly spots should be about 30 inches from top to bottom with one spot in the middle. Teacher will demonstrate how the drills will be done. • Teacher, for the around the world drill polly spots stay in the same configuration as the X drill. • Teacher will time each session for thirty seconds and then the students will switch with their partners. Make sure that the students are getting to all of the polly spots. Give lots of name encouragement. | <p>Now we will be learning how to perform the X drill on the polly dots. Once you reach the top of the spots repeat the same action as you did only in reverse motion. I will now demonstrate how the X drill is done. Are there any questions?</p> <p>I would now like for the 1st person to step on to the dots and begin when I say go. I would like for the opposite partner to count how many time they do the X drill. You will have thirty seconds. Ready Go.</p> <p>Stop. Now I would like for you to switch partners and repeat the instructions when I say go. Are there any questions? Ready Go.</p> <p>GROUP SPACE! Now that we have had time to practice our X drill we are now going to learn a new drill. This drill will be called around the world. We will start on the polly spot that is on you left foot and jump left to right, up over and then back</p> | <ul style="list-style-type: none"> • Quick feet. • Use your arms. • Land lightly. • Make sure you are landing on the spots. • Try and go as fast as you can. | <ul style="list-style-type: none"> • Did you get 10 X drills? • Did you and your partner have the same number? • Can you beat your last score? • Can you get more than 10 in 30 seconds? |
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| | <p>down. I will demonstrate this drill, but first are there any questions? We will be going in the same order as before when we did the X drill. I will now demonstrate.</p> <p>Incase some of you would like to know this is a great way to help build our speed and agility. We use speed and agility in everyday situations like chasing a cat or playing tag in our P.E. class. This also helps build our cardiovascular endurance. Are there any questions? Will let's get ready and Go!</p> <p>Time, switch and Repeat. Ready Go!</p> <p>Time, now I like group space in front of me.</p> | | |
| <p>Informing Task: When I say go, line up in a straight line along the end line of the basketball court. We are going to walk outside for the build-up run. We will do this for the remainder of the time in class.</p> | | | |
| <ul style="list-style-type: none"> • Take students out to the track. • Teacher, have the student's line up in the lanes. There should be | <p>The next activity that we will be doing today is the build up run. This is a style of running that incorporates both speed and endurance. The run will</p> | <ul style="list-style-type: none"> • You will start on the line that I'm standing on. Jog the first corner and then once you come to the straight away you | <ul style="list-style-type: none"> • Did you set a good pace? • Did you sprint the whole straight a |

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| <p>about three students to each lane. All of the students will start at the same time. As they start the jog they will speared themselves out.</p> <ul style="list-style-type: none"> • Teacher will give a demonstration of the build up. This should only be about twenty yards or so. Once everyone has finished the run call group space and end the class with closure questions. | <p>go like this. Jog, sprint, jog, sprint, jog, and sprint. Are there any questions? Make sure that you set a good jogging pace and good sprinting pace as well. I will now give a short demonstration of what this is going to look like. Ready GO!</p> <p>Group space! That’s all of the time we have for today.</p> | <p>will sprint to the next corner and then begin to jog again. Once you are on to the next straight away you will begin to sprint again.</p> <ul style="list-style-type: none"> • You will try and complete two laps. • Sprint the straight a ways. • Jog the corners. • Drive with your arms. • Use good form when running. • Use your breathing techniques. | <p>way every time.</p> <ul style="list-style-type: none"> • Did you complete the run without stopping? • Did you use your breathing technique? |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Why is it important to pump your arms while running? • Who can tell me what kind of a workout we did today? • Good job today. I will see you all tomorrow! | | | |

Physical Education Program
Conditioning
Lesson #15

Objectives:

Student

1. By the end of the class period, students will be able to define what an aerobic workout is during closure at the end of class. (NASPE 6, EALRS 3.2 and 4.1)
2. By the end of the class period, students will be able to define and give examples of prediction during closure at the end of class. (NASPE 6, EALRS 2.3, 3.2 and 4.1)
3. By the end of the class period, students will be able to predict heart rates for a variety of activities by completing a task sheet with a partner. (NASPE 1, 2, EALRS 1.1, 1.2, and 2.3)
4. By the end of the class period, students will be able to compare predictions with actual heart rates by completing a task sheet with a partner. (NASPE 5 and 6, EALRS 1.1, 1.2, and 2.3)
5. By the end of the class period, students will be able to identify reasons why predictions and results might be different by looking at their task sheet and comparing their prediction to their actual heart rate. (NASPE 5 and 6, EALRS 1.2, 2.3, 3.3, and 4.1)

Teacher

Equipment (for a class of 25):

- Jump ropes
- Skill chart #1
- Task sheet lesson #15
- Stop watch
- Volleyballs
- Basketballs
- Soccer balls

- Badminton rackets and birdies
- Pencils
- Gym

Content Development

| Instant Activity: Jump rope- Get a jump rope from the box and begin jump roping in your own self-space. You should jump fast, slow, two-footed, one-footed and do any other tricks or jumps that you know how to do. You need to continuously jump rope for 3 minutes. When the three minutes are up, walk over and put the jump rope back in the box. | | | |
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| Set Induction: Today we are going to do a fun activity. You will get a change to make some predictions of heart rates and then play against or challenge a classmate. This will be a great way to improve our cardiovascular endurance and have fun at the same time. | | | |
| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
| Informing Task: When I say go, get into a large U-shape for our stretching. Go. | | | |
| <ul style="list-style-type: none"> • Teacher will make sure that the skill chart #1 is posted on the wall in gym or activity space so the students can use for a quick reference. | <p>I would like for everyone to follow along with me as we go through our stretching. If you need help remembering the stretches you can look on the wall at the skill chart, or you can just watch the teacher. I would like for everyone to count out loud while we stretch. Ready Go!</p> | <ul style="list-style-type: none"> • Remember to keep a slight bend in your knee when stretching. • Remember try not to bounce when stretching | <ul style="list-style-type: none"> • See if you can hold each stretch for at least fifteen seconds. |
| Informing Task: When I say go, find a partner, get a task sheet for both of you and start at the highlighted station. Go. | | | |
| <ul style="list-style-type: none"> • Teacher will have the student's partner up with someone who has the same skill level. The | <p>Today you are going to do a partner challenge. This means you will pair up and perform a number of aerobic activities.</p> | <ul style="list-style-type: none"> • Remember to use your forearms when passing the volleyball. • Remember to follow | <ul style="list-style-type: none"> • See if you can play without letting the ball hit the floor. • Try to keep the Birdie |

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| <p>teacher may need to help students with their partnering.</p> <ul style="list-style-type: none"> • Once they have partnered up hand out the task sheet. The task sheets will be handed out in pairs. Make sure that each set of task sheets have the same starting stations highlighted. • Teacher will demonstrate all of the activities on the task sheet. • Also make sure that you check for understanding while demonstrating. • As the students are going through the stations float around giving encouragements to all. Once the students have all completed their task sheets the time should just about be up. • Call the students into group space for a closure session. | <p>You will monitor your own HR while also challenging your partner with some of the activities. If you chose to challenge each other try not to keep score. Before you start this activity make predictions on what you think your heart rate will be when doing certain activities. Once you have finished the activity you will take your pulse and then write it down on your task sheet.</p> <p>I would now like for you to write down your predictions on your task sheet. Good, now I would like for you to follow me through all of the stations that we will be doing today. I will demonstrate all of them for you.</p> <p>Okay, now that we have been through all of the stations are there any questions? Well, okay. When I say go I would like for you to start at the highlighted station on your task sheet. Ready Go!</p> | <p>through on your swing.</p> <ul style="list-style-type: none"> • Remember to snap the wrist when throwing the Frisbee. • Remember to use your arms when jogging. • Try to use your best form when you are skipping. • Be sure to breathe properly when you are resting. • Remember to use the BEEF when shooting free throws. • Remember to use the in side of your foot when playing soccer. <ul style="list-style-type: none"> • Raise your hand if your want to answer the question. | <p>off of the floor.</p> <ul style="list-style-type: none"> • See if you can toss the Frisbee five times in a row without dropping it. • See if you can jog the whole time without stopping for a rest. • Try and skip for the whole time. • Try to slowly lower your heart rate. • See if you can make your first two without missing. • Try and use your non-dominant foot while you are playing soccer. |
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| <ul style="list-style-type: none"> • Have students raise their hands if they want to answer the question. As the students leave the class, have them do a high-five break. | <p>Group space! That's all of the time we have for today. I would like to end the class with a few questions. I think all of you did a wonderful job with your stations today.</p> | | |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Which activities got your heart rate the highest? • Which one had the least effect on your HR? Why? • Where your predictions close to your actual heart rate? • Lets get a high five break. 1 2 3 Break. See all of you next time. | | | |

Name: _____

Partner Challenge Task Sheet- Lesson #15

Directions: Go through the list of activities below and predict your heart rate for each of the activities. Then, choose a partner to "challenge" and perform the activities with that person. Begin at the highlighted station. Log your heart rate at the end of each activity. We will then discuss your findings.

| <u>ACTIVITY</u> | <u>PREDICTED PULSE</u> | <u>ACTUAL PULSE</u> |
|--|------------------------|---------------------|
| 1. Join another group and play volleyball | _____ | _____ |
| 2. Play badminton for 10 minutes | _____ | _____ |
| 3. Throw the Frisbee back and forth for 5 minutes | _____ | _____ |
| 4. Jog for 5 minutes | _____ | _____ |
| 5. Skip for 2 minutes | _____ | _____ |
| 6. Rest for 3 minutes | _____ | _____ |
| 7. Shoot free throws until you make 2 out of 5 | _____ | _____ |
| 8. Join another group and play soccer for 10 minutes | _____ | _____ |
| 9. Walk for 3 minutes | _____ | _____ |
| 10. Do 20 sit-ups and 10 push-ups | _____ | _____ |

Physical Education Program
Conditioning
Lesson #16

Objectives:

Student

1. By the end of the class period, students will have improved their cardiovascular endurance by participating in a 30 minutes step aerobic workout. (NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 2.3)
2. By the end of the class period, students will have increased their leg muscles by performing backward lunges. (NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 2.3)
3. By the end of the class period, students will have increased their stomach (core) muscles by performing an abs workout. (NASPE 1, 2, EALRS 1.1, 1.2, and 2.3)

Teacher

Equipment (for a class of 25):

- Stop watch
- Steps
- Step aerobic tape (30min)
- Mats
- Gym
- Activity area
- TV and DVD or VCR

Content Development

| <p>Instant Activity: Form running (jog, high knees, tail kickers, carioca, high knee skips, 2 foot hop, jog) when you are doing form-running look for some of these things. With the jog make sure that the students are under control, and that their bodies aren't just flopping all over. With the high knees make sure that the students are getting their knees up the chest. A good way to insure this have them hold out their arms and try to hit them with their knees. When performing tail kickers make sure that the students aren't trying to snap the heel of the foot back to touch they're back side, but let them know they should be trying to keep the foot in the planter flexion form and try to left the heel the back side. When performing the carioca one should make sure that the shoulders stay straight with the wall or the line that the students are facing. Also one should make sure that the students cross feet in an alternating fashion. When performing high knee skips one should look to make sure that students are fully extending at the foot and using the arms to drive the body in an upward motion. The two-footed hop should like a frog in motion. The arms should drive back and then thrust forward at the same time as the legs driving outward and slightly upward. The jog should look like a person who has an accelerated walk. The arms should be under control and not in a flailing motion. The legs should be straight and in a fluid motion, not turning out to the side.</p> | | | |
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| <p>Set Induction: Has anyone ever seen the subway commercials with Jared? Well if you have then you know that he was very overweight at one point in his life. But when we see him on TV he looks thin and healthy. Well he lost all of his weight by walking and doing step aerobics. That is what we will be doing today. How fun is that, we will get to watch TV and get a great workout in at the same time.</p> | | | |
| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
| <p>Informing Task: When I say go, find your own self-space within the boundaries and we will begin doing step aerobics. We will be following along with and tape and the workout is a 30-minute workout. Go.</p> | | | |
| <ul style="list-style-type: none"> • The teacher will need to have the steps set up before the students go into class. This will save time and confusion when the students arrive. • The steps should be set in five rows of five. | <p>Today, we are going to be working on our aerobic fitness. This will help our body burn fat and reduce the risk of heart disease. Just by following along with this workout we are going to get a full body tune up in only thirty minutes. If you need to stop or slow down that's ok, just try and do your best. When</p> | <ul style="list-style-type: none"> • Remember to stay with the tape. • Step all of the way onto the step. • Head and eyes up. • Drive with those arms. | <ul style="list-style-type: none"> • See if you can stay with the tape. • Did you go the whole time without stopping? • Did you practice your breathing technique? |

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| <p>Also make sure they are staggered this way so all of the students will be able to see the TV.</p> <ul style="list-style-type: none"> • The teacher should also follow along with the step tape. Make sure that you are facing the students. This will help you with monitoring the students. Watch and see if any of the students are having too much trouble keeping up. • Give lots of positive encouragement while the students are stepping. | <p>I say go, I would like for each of you to stand in front of a step facing me. I will demonstrate how to use the step and then we will begin the tape. Are there any questions? I will now demonstrate. After the tape is done I would like for all of you to come into group space in front of me. Ready Go!</p> <p>Group space! That was an awesome job of staying with the tape.</p> | <ul style="list-style-type: none"> • Quick steps. | |
| <p>Informing Task: When I say go, find a place on a mat and we will begin our workout. GO.</p> | | | |
| <ul style="list-style-type: none"> • Teacher will demonstrate all of the abs exercises for the students. • The teacher will also keep track of the time for the student. The time intervals will be thirty seconds each. Make sure that the students are using good | <p>We are now going to work on our abs. This is one of best ways to prevent us from having lower back trouble when we get older. If we keep our core strong, then it will be able to support the rest of our upper body without causing us pain.</p> <p>The first exercise we are going to do is called the bicycle crunch. We will be doing two</p> | <ul style="list-style-type: none"> • Remember to use good form. • We will alternate right elbow to left knee, and then left elbow to right knee. Legs will be elevated and alternating as well. Your legs will be in motion as you are alternating back in | <ul style="list-style-type: none"> • Did you participate for the whole time? • Did you keep your core tight the whole time? • Did you keep good form the whole time? |

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| <p>form while performing the bicycle and crunches.</p> <ul style="list-style-type: none"> • Give lots of positive feedback as the students are working on their abs. • At the end of the class bring the students into group space for closure questions. End the class with a clapping session. This is when the students all start clapping slow and gradually get faster and then end with a 1 2 3 PE ROCKS. | <p>sets of thirty seconds. For this activity we will be using the crunch form to start with. I know this sound difficult, but just try and pretend that you are riding a bike in the air. Are there any questions? I will now demonstrate. The last activity, we will do are crunches. These are the same as we have done in previous classes. To help refresh our memory, I will demonstrate a crunch for you right now. Are there any questions? This will also be two sets of thirty seconds. I will start and stop you when the time is up. We will start with the bicycles and then go right into crunches. Ready Go!</p> <p>Group Space! That's all of the time we have for today. I would like to end the class with a few questions.</p> | <p>forth.</p> <ul style="list-style-type: none"> • Remember to keep your legs up. • Try to keep abs tight the whole time. • Try to keep your stomach tight the whole time you are doing crunches. | |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Who can tell me what fitness component we are improving when you do a step aerobic workout? • Why is it important to workout your abs? • Clap it up 1 2 3 PE ROCKS. See all of you the next time! | | | |

Physical Education Program
Conditioning
Lesson #17

Objectives:

Student

1. By the end of the class period, students will be able to understand the importance of agility when conditioning by having a discussion about it at the end of class. (NASPE 1, 2, 5, and 6, EALRS 1.1, 1.2, 2.3, and 3.3)
2. By the end of the class period, students will be able to do 3 exercises on the exercise ladder with proper form. (NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 2.3)

Teacher

Equipment (for a class of 25):

- 4 agility ladders
- 10 exercise balls
- 25 polly spots
- Gym
- Activity area
- Four colored jerseys

Content Development

| <p>Instant Activity: Sharks and Minnows- This game is played with four sharks randomly selected by the teacher. These students will have the jerseys on, and be in the middle of the ocean (basketball court 1/2) the rest of the students will line up on one end of the court and when teacher calls the minnows to swim they try and run across to the other side. If a minnow is touched by a shark, they become a shark helper. The helper has to stand and try and touch other minnows as they run past. The shark helpers can't move. This game is played until the minnows are all gone or the sharks become too tired. This usually last about five minutes. Be sure to change up the sharks as the game goes on.</p> | | | |
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| <p>Set Induction: Has anyone ever watched tennis before? Well, if you have you've probably noticed the players can move from side to side and front to back really quickly. We are going to work on agilities today. This means we will work on being fast just like at tennis player. We will be working with the agility ladder.</p> | | | |
| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
| <p>Informing Task: When I say go, stand behind the agility ladders in equal lines. Go.</p> | | | |
| <ul style="list-style-type: none"> • Teacher will have the ladders set up before class. Tape the ladders to the floor so they don't move when they get stepped on. The ladders should be about three feet apart from each other. • Teacher will demonstrate all of the drills before the students begin. Make sure that all of the students can see the demonstrations. • The students will | <p>Now that we have our bodies all warmed up I would like for you to follow me over to the agility ladders. At this station we will be working on a few skills that will help make us fast like a tennis player, or any other activity that you can think of that you need to be quick to be successful in.</p> <p>The first drill is going to be called one-footers. I will now demonstrate. Are there any questions. The second drill is called the double foot. This is like the one-footers, but you place both feet in a box before</p> | <ul style="list-style-type: none"> • Place one foot in each of the boxes as you move forwards down the ladder. Try to go as fast as you can. • Step right foot into the box and then follow with the left foot in the same box. Once the left foot is in the box move the right foot into the next box. Try to touch every box. • Quick feet. • Place the left foot in the first box with the right foot to the side of the | <ul style="list-style-type: none"> • Did you make it without stepping on the ladder? • Did you down and back without stopping? • Did you use the proper steps for the drills? • Did you go as fast as you could? • Did you complete every drill? • Did you touch every box? |

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| <p>complete each drill three times, down and back is one. Try to help students with the technique as they are in the drill.</p> <ul style="list-style-type: none"> • After each student has completed all drills call them into group space for the next task. | <p>moving on to the next box. I will now demonstrate. Are there any questions? The third drill is called the in and out. This is a good drill for those of you who play football. I will now demonstrate. Are there any questions. The next drill we will be doing is carioca. This is a great drill for those of you who like to be active in outdoor activities such as Frisbee, beach soccer, and rock climbing. This is going to sound confusing but just remember try your best and you will do fine. I will now demonstrate. Are there any questions. The fifth and final ladder drill is called high knees. This is just like the warm up high knees we do only with a ladder. This is great for keeping you legs flexible and in good shape for everyday use. Try to get your knees parallel to your waist. Are there any questions? I will now demonstrate. Ready Go!</p> <p>Group Space! That was an outstanding job; all of you did very well with the drills on the ladder.</p> | <p>first box. Bring the right foot into the first box and the left foot of the first box. Move the right foot up to the next box and bring the left foot into that box.</p> <ul style="list-style-type: none"> • Repeat for the length of the ladder. • Place left foot in the first box facing the wall. Move the right foot behind the left foot into the next box. Bring the right foot over the left foot into the next box. • Repeat for the length of the ladder. • Swivel your hips. • Place two feet about shoulder width apart at the start of the ladder. Lift right leg as high as possible bending at the knee. Place right foot into the first box. • Repeat with the left leg for the length of the ladder. | <ul style="list-style-type: none"> • Did you get faster with each try? |
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| Informing Task: When I say go, get a medicine ball and find a partner and then find partner space in front of me. Go! | | | |
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| <ul style="list-style-type: none"> • Teacher will have medicine balls out in a designated area for the students. • Teacher will demonstrate all medicine ball workouts before the students begin. • Check for understanding by asking if there are any questions about the task. • The teacher will have the students rotate every thirty seconds from push-ups to rest to two handed chest pass. Allow ten to fifteen seconds in-between exercises. • To end the class have the students come into group space and have group discussion about the agility drills and what their favorite ones were. | <p>Now that we have worked on our agility its time to strengthen our upper body. We will be using a medicine ball for our workout. This is a good way strengthen you arms and chest, without having to spend a lot of time changing weights around and waiting for machines to become open while you are working out.</p> <p>First, we are going to do medicine ball push-ups. This is a great way to tone your arms and chest. I will now demonstrate. Are there any questions? The next exercise is the two handed chest pass. This is a good way to become a stronger passer in you play basketball. Face your partner and pass the ball back and forth. One partner lines up about ten feet from the other facing each other. Once the partner receives the ball repeat the same motion to return the ball. Are there any questions? I will now demonstrate. We will be switching every thirty seconds. I will call time and</p> | <ul style="list-style-type: none"> • Get into a push-up position with the medicine ball under your hands. With hands on the medicine ball begin doing a push-up. Touch your chest on the ball and then return upwards fully extending the arms. Keep your body straight. • No valleys or peaks • Line up on the blue and red lines this is about ten feet. Partner with the ball step toward your partner and use both hands to pass the ball to your partner. • Extend arms. • Snap you wrist pushing the ball out from your body. • Shake the peanut butter off your thumbs. Thumbs should point to the ground. Hit partner in the chest with the ball. | <ul style="list-style-type: none"> • Did you do all push-ups without stopping? • Did you stay on the ball the whole time? • Did you touch the ball every time? • Did you use good form the whole time? |

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| | <p>you will go from push-ups to rest to two handed chest pass. Are there any questions on what we are doing? We will start when I say go. Ready Go!</p> <p>Group Space! That was an awesome effort from all of you today.</p> | | |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none">• Turn to your partner and tell them what your favorite agility drill was and why.• Why is it important to build your agility?• What sports do you use agility in?• See you all tomorrow! Good job today. | | | |

Physical Education Program
Conditioning
Lesson #18

Objective:

Student

1. By the end of the class period, the students will define power during closure, by discussing it in class.
(NASPE 5 and 6, EALRS 2.3 and 3.2)
2. By the end of the class period, the students will define plyometrics during closure by discussing it in class.
(NASPE 5 and 6, EALRS 2.3 and 3.2)

Teacher

Equipment (for a class of 25):

- Skill chart #1
- Plyometric log sheet (task sheet lesson #18)
- 12 in. step
- 26 jump ropes
- 10 floor mats
- Box of pencils

Content Development

| <p>Instant Activity: Jump rope- Get a jump rope from the box and begin jump roping in your own self-space. You should jump fast, slow, two-footed, one-footed and do any other tricks or jumps that you know how to do. You need to continuously jump rope for 3 minutes. When the three minutes are up, walk over and put the jump rope back in the box.</p> | | | |
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| <p>Set Induction: Does anyone know what the bill is called that your parents have to pay in order for your light to work in your house? Yes that's right the power bill. Today we are going to be working on creating our own power so that when we need to use power we have some right when we need it.</p> | | | |
| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
| <p>Informing Task: When I say go, I would like for us to get into a U-shape for our stretching routine. Go!</p> | | | |
| <ul style="list-style-type: none"> Teacher will make sure that the skill chart #1 is posted on the wall in gym or activity space so the students can use for a quick reference. After the students are done stretching call them into group space for instructions on next task. | <p>I would like for everyone to follow along with me as we go through our stretching. If you need help remember the stretches you can look on the wall at the skill chart, or you can just watch the teacher. I would like for everyone to count out loud while we stretch. Ready Go!</p> | <ul style="list-style-type: none"> Remember to keep your knees slightly bent when stretching. Remember try not to bounce when stretching | <ul style="list-style-type: none"> See if you can hold each stretch for at least fifteen seconds. |
| <p>Informing Task: When I say go, we will begin going over the task sheet and partnering up. Go!</p> | | | |
| <ul style="list-style-type: none"> Teacher will hand out task sheets for the lesson when the students are in group space. Teacher will have the | <p>Today we are going to be doing a plyometric workout. This will help us build explosive power. This is the kind of power we use for fast movements. For example, like</p> | | <ul style="list-style-type: none"> Did you get trough all of the workouts before the class was over. |

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| <p>students pick their own partners. After the partners have been selected have the students follow along as the teacher demonstrates each station.</p> <ul style="list-style-type: none"> • As the students are going through the stations float around the activity area giving positive name feedback. • Always check to make sure that the students are in a safe environment. • Teacher, after the students have completed the workout have them meet in group space and discuss the activities for the day. • Make sure everyone gets a chance to talk about what they liked. As the students are leaving the class, have them hand you their | <p>when we are chasing, fleeing, or dodging something or someone. I would like for you to partner up without moving your feet. Ready Go!</p> <p>Now I will be going over the task sheet please follow along with me. First on the sheet is the jump rope. At this station I would like for you to jump rope. I will now demonstrate. Are there any questions? The second station is alternating bounding. This is a fun activity that will allow you to stay flexible through your life. I will now demonstrate. Are there any questions? The third station is the tuck jump. This is a good exercise to help strengthen our calf muscles. With strong calf it will be easier to run and walk at any speed. The fourth station is the step up. This will help you in activities like rock climbing and hiking. Are there any questions? I will now demonstrate. For the fifth station we will return to the jump rope for a cool down.</p> | <ul style="list-style-type: none"> • Bend your knees to 90 degrees when you land and then explode back up. • Jump as fast as you can. • Push from one leg to the next over exaggeration each step. • Drive your body up and out as if you were jumping across a river. • Quick off of the ground. • Light on your feet. • Standing with feet shoulder width apart. Jump straight up bring knees as close to the chest as possible. • Try not to bend over when jumping. • Jump as high as you can every time. • Place right foot on bleacher with left foot on the floor. | <ul style="list-style-type: none"> • Did you do all of the jumps without stopping. • Did you do 10 down and back without stopping? • Did you touch your chest every time you tuck? • Did you do ten without stopping for a brake? • Did you jump for the whole time without stopping? |
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| <p>task sheets.</p> | <p>You will have to time yourselves at this station. Does anyone have any questions about the stations that we have just reviewed? Okay, Ready Go!</p> <p>Group Space! We are almost out of time for today, so I would like for us to have a group discussion about what you liked about our workout today.</p> | <ul style="list-style-type: none"> • Push up with the right foot extending the left leg and raising the body upwards. • Try not to lock your knee. • Try to keep a good moderate pace. • Make sure you can see the time. | |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none"> • I would like to review the definition of power and plyometric. I would like for you to turn in your task sheets in as you leave class. That's all of the time we have for today. See all of you next time. | | | |

Lesson #18 Definitions

POWER: Ability to perform strength exercises quickly.

PLYOMETRICS: Exercises designed to develop power.

Name: _____

Plyometric Task Sheet- Lesson # 18

Directions: Perform each exercise below as directed, with good form. Write down which major muscle you are using when performing the exercise. Then rest for two minutes. Then try to do each station one more time after you have rested. Write down how many reps you can do the second time around. During the rest phase, please walk around the gym to keep your muscles warmed up.

| Exercise | Reps | Muscle Used |
|--|------|-------------|
| 1. Jump rope (25) and go to 90 degrees when you land | | |
| 2. Alternate bounding (10 down and 10 back) | | |
| 3. Tuck jumps (10) | | |
| 4. Alternate push-offs (6 each) Alternate leg each time | | |
| 5. Single leg push-off (5 on each leg) | | |
| 6. Squat depth jumps | | |
| 7. Jump rope as high as you can | | |

Physical Education Program
Conditioning
Lesson #19

Objectives:

Students

1. By the end of the class period, students will be able to list the proper steps to throwing a Frisbee by recalling some cues during closure. (NASPE 1, 2, and 6, EALRS 1.1, 1.2, 2.3, and 3.3)
2. By the end of the class period, students will be able to demonstrate proper tactics while playing ultimate Frisbee by demonstrating the skills during a game. (NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 2.3)

Teacher

Equipment (for a class of 25):

- Stop watch
- 2 Frisbees
- 10 pennies
- Skill chart #1
- Mats for sit-ups

Content Development

Instant Activity: Form running (jog, high knees, tail kickers, carioca, high knee skips, 2 foot hop, jog) when you are doing form-running look for some of these things. With the jog make sure that the students are under control, and that their bodies aren't just flopping all over. With the high knees make sure that the students are getting their knees up the chest. A good way to insure this have them hold out their arms and try to hit them with their knees. When performing tail kickers make sure that the students aren't trying to snap the heel of the foot back to touch they're back side, but let them know they should be trying to keep the foot in the planter flexion form and try to left the heel the back side. When performing the carioca one should make sure that the shoulders stay straight with the wall or the line that the students are facing. Also one should make sure that the students cross feet in an alternating fashion. When performing high knee skips one should look to make sure that students are fully extending at the foot and using the arms to drive the body in an upward motion. The two-footed hop should like a frog in motion. The arms should drive back and then thrust forward at the same time as the legs driving outward and slightly upward. The jog should look like a person who has an accelerated walk. The arms should be under control and not in a flailing motion. The legs should be straight and in a fluid motion, not turning out to the side.

Set Induction: Today we are going to improve our cardiovascular endurance! We are going to play a game of ultimate Frisbee which is very aerobic. We will also be working on strengthening our core muscles.

| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
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| Informing Task: When I say go, you will begin stretching following the instructor. Ready Go! | | | |
| <ul style="list-style-type: none"> Teacher will have the students get in a U-shape for stretching. The teacher will lead the stretches from the top of the U-shape. This will allow all of the students a clear view of the teacher, and the teacher a clear view of the students while they are | <p>I would now like for us to get into a u shape for stretching routine. If you need help with the routine you may look on the wall at the skill chart, or you can just look at the instructor. Are there any questions? Is everyone ready? GO! Now that we have stretched our bodies, we are now ready to move on to the next exercise.</p> | <ul style="list-style-type: none"> Remember to keep a slight bend in your knee when stretching legs. Try not to bounce when stretching. Try to hold all stretches for fifteen seconds. | <ul style="list-style-type: none"> Did you hold each stretch for at least fifteen seconds? Did you use good form? Did you do the whole routine with looking at the task sheet? |

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| <p>stretching.</p> <ul style="list-style-type: none"> • Call the students into group space after stretching to explain the next task. | | | |
| <p>Informing Task: When I say go, find a spot on the mats to begin your abs workout. Ready go!</p> | | | |
| <ul style="list-style-type: none"> • Teacher should have the mats placed against the wall. This will help the mats stay in place while the students are using them to perform the abs workout. • The teacher will demonstrate all of the abdominal exercises for the students. • The abs workout will be timed in one minute intervals. • The students will perform each exercises two times. This should take about four minutes. • After the students have completed the workout have them get into group space for the next task. | <p>I would now like for you to follow along with me as we go through an abs workout.</p> <p>The first exercise we are going to do is the crunch. This is a great way to strengthen our abs without using weights. By having a strong core we will be able to maintain good poster and help prevent back trouble later on in life. A crunch is only about 30% of a full sit-up. I will now demonstrate. Are there any questions?</p> <p>The next exercises we will be doing are called leg lifts. These are good for working the abdominal region. This is a great way to develop a long sleek torso that will help burn fat in hard to work areas of our bodies. I will now demonstrate. Are there any questions? We will be doing one minute times intervals. I</p> | <ul style="list-style-type: none"> • Remember to look up at the sky. • Try to keep your abs tight the whole time. • Knees bent to 90 degrees. • Hips stay on the floor. • Hands on ears. • Try to go as fast as you can. • Body flat on the floor. • Hands to the side of your body. • Keep legs straight. • Lift legs about six inches off of the ground. | <ul style="list-style-type: none"> • Did you do crunches for the whole time? • Did you use good form the whole time? • Did you do more crunches the second time than the first? |

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| | <p>will let you know what exercises to do and when to start and stop. Is everyone ready? GO!</p> | <ul style="list-style-type: none"> • Hold legs together. | |
| <p>Informing Task: When I say go, line up on the end line of the basketball court as I explain the instructions. GO!</p> | | | |
| <ul style="list-style-type: none"> • Teacher will give the students an overview of the game and some basic rules of the game. Try to get the students as active as fast as possible. For the most part the students will know how to play the game. • Teacher will count students off by 4's. • Teacher will have two games going on at once. Switch two of the teams at five minutes so that everyone gets to play everyone. • Teacher will make any adjustments necessary for the game to meet the needs of all students in the class. • Teacher will end the class with closure questions and hi-fives. Make sure that you | <p>We are going to play a game of ultimate Frisbee to help increase our cardiovascular endurance. The teams will be split up evenly. The idea of the game is to get the Frisbee down on your end of the court and make a goal. If you think you have a chance for a goal, then you can shoot the Frisbee towards the goal. I will demonstrate how to throw the Frisbee. Any questions?</p> <p>If you make it it's a point for your team. If you don't make it, it's the other teams Frisbee. If you miss the Frisbee and it lands on the floor, it's the other teams Frisbee. We will play for five minutes and then we will change up the teams. Are there any questions. This game is going to help us with are cardio fitness, at the same time we will also be working on many other skills such as hand eye coordination and hitting a</p> | <ul style="list-style-type: none"> • Remember when you are throwing a Frisbee to flick your wrist hard and fast too keep the Frisbee as flat as possible (parallel to the ground) • Try to hit your target every time. • Remember to step to your target. • Remember to lead your teammate. • Remember not to take more than the allowed number of steps. | <ul style="list-style-type: none"> • Did you play the whole game of ultimate Frisbee without stopping once? • Did you hit your target every time? • Did you hit your target without making them change speeds to catch the pass? • Did you pass the Frisbee without taking to many steps? |

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| <p>also give hi-fives to your students as they leave the class.</p> | <p>target. This is a great game to play with your friends on the weekend if the weather is good. Are there any questions.</p> <p>I would like for you to count of by 4's. Good, 1's and 3's are playing each other on this half and 2's and 4's are on the other half. When I say go you will go to your courts and start playing. I would like two players from opposite teams to play paper, rock, and scissors for the 1st possession. Are there any questions? Ready Go!</p> <p>GROUP SPACE! I would like to bring our class to a close today by asking a few questions that we will answer as a class out loud.</p> | | |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Can anyone tell me what we worked out today? • Who can show me the correct way to do a crunch? • Why is it important to build your cardiovascular endurance up? • What other activities are considered aerobic? • I would like for everyone to give three hi-fives before they leave class! | | | |

Physical Education Program
Conditioning
Lesson #20

Objectives:

Student

1. By the end of the class period, students will be able to demonstrate how to find their target heart rates by recalling what they have already learned during this class. (NASPE 1, 2, EALRS 1.1, 1.2, 2.3, and 3.2)
2. By the end of the class period, students will be able to perform a variety of aerobic tasks by following the teacher's instructions. (NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 2.3)

Teacher

Equipment (for a class of 25):

- Whistle
- Stop watch
- 6 mats
- jump ropes
- Various hand weights
- Weight room or activity area of the same quality.
- Gym
- CD player
- CD's up beat (rock)

Content Development

| <p>Instant Activity: Jump rope- get a jump rope from the box and begin jump roping in your own self-space. You should jump fast, slow, two-footed, one-footed and do any other tricks or jumps that you know how to do. You need to continuously jump rope for 3 minutes. When the three minutes are up, walk over and put the jump rope back where you got it from.</p> | | | |
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| <p>Set Induction: We are going to work on increasing our muscular strength today! We will be doing weight room stations and you will be working alone.</p> | | | |
| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
| <p>Informing Task: When I say go, we will begin our stretching routine. Ready Go!</p> | | | |
| <ul style="list-style-type: none"> Teacher will have the students get into a u-shape for the stretching routine. Review the definition of endurance. Review the FIT Principle (See attached page of definitions). | <p>Today, while we are stretching I would like to review some definitions with you. I will be going over endurance and the FIT principle. I would like for all of us to count silently today. This way you will be able to hear what I'm saying. Ready Go!</p> <p>Now that we are done stretching I would like for us to get into group space.</p> | <ul style="list-style-type: none"> Remember not to bounce when stretching. Try to hold all stretches for fifteen seconds. | <ul style="list-style-type: none"> Did you hold each stretch for fifteen seconds? Did you do all of the stretches without looking at the skill chart? |
| <p>Informing Task: When I say go, begin your station workout for the weight room. Ready Go!</p> | | | |
| <ul style="list-style-type: none"> Play music for thirty seconds and then turn it off; the students will rotate clockwise when the music stops. The teacher will go through all stations with the | <p>Now we are going to working on muscular strength. By increasing our muscular strength we will be able to support our bodies better while we are engaged in various activities such as swimming,</p> | | |

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| <p>students demonstrating all safety and form cues.</p> <ul style="list-style-type: none"> • To begin, each group is given a task sheet with one station highlighted. That is the station where that group will start. • Play music during stations. • See attachment for station task sheet. Refer to skill chart #10 for instructions on each station. • After all demonstrations have been done and all questions have been answered, the teacher should float around the room watching for student's safety and giving name cues and encouragement. • Make sure that you are checking for understanding, while you are floating. • Once all of the students have completed all | <p>running, jumping, hiking, and even snowboarding. Does anyone here snowboard? That's a great way to be active when the weather is cold. I would like for all of you to follow me from the gym to the weight room for our station workout today.</p> <p>Now, as most of you can probably see I have set up twelve stations around the room. These are going to be what we will be doing for the rest of the class. Does anyone have any questions so far? Well, okay no questions. Before we get started, I would like for all of you to stay in group space and follow me to each station so that I can demonstrate how each station should be done and answer any questions you might have.</p> <p>Station 1 is our crunch station. I will now demonstrate proper form of a crunch. Are there any question? A strong core will help with your posture. Let's</p> | <ul style="list-style-type: none"> • Remember only 30% of a sit-up. • Try to get a 90 degree angle when doing a dip. • Try to keep legs bent when doing dips. • Make sure your legs are parallel to the ground when squatting. • Try to look up when squatting. • Try to keep your back straight when | <ul style="list-style-type: none"> • Did you do fifteen crunches? • Could you do crunches for the whole time? |
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| <p>stations bring the students in for a quick closure and then end the class with a group break. Make sure that the students hand in the task sheet to you as they leave the class.</p> | <p>go over to station 2. At this station we will be doing dips. Dips are great way to strengthen your upper body such as your triceps, lats, shoulders, and forearms. I will now demonstrate the proper form. Are there any questions? Now it's on to station three, the squat station. This is one of my personal favorites. This will help our whole body, but mostly your legs. This is great if you want to be able to jump higher. For example, if you play basketball this could help with your rebounding. I will now demonstrate the proper form when squatting. It is important that you always have a spotter when squatting. Are there any questions? Now lets move on to station 4. This is the toe raise station. At this station we will be working on our calf muscles. We need to have strong calf muscles to help us walk and run. I will now demonstrate the proper form. Well class it's on to station five. This is our push-</p> | <p>squatting.</p> <ul style="list-style-type: none"> • Lift your body as high as you can in the air just using your toes and balls of your feet. • Keep a slight bend in the knees when doing toe raises. • Remember no valleys and no peaks. • Remember elbows under shoulders when doing push-ups. • Remember hips high in the air when doing a reverse sit-up. • Try to keep your shoulders flat on the ground when doing a reverse sit-up. • Try to control the weight at all times when doing a bicep curl. | <ul style="list-style-type: none"> • Could you do ten dips in a row? • Did you use good form on every dip? • Did you get parallel on every squat? • Could you do eight squats in a row? • Did you toe raise for the whole time? • How many push-ups did you do? |
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| | <p>up station. At this station we will be working on arm and chest strength. This is a good exercise for those of you who want to gain strength for any type of athletic or physical activity. I will now demonstrate the proper form. Are there any questions? After we have completed the first five stations we will take a rest for station six. If you need to get a drink of water you may. Let's move to station seven. At this station we will be working specifically on our bicep muscle. This is the muscle that brings your arm back into your body after you have extended it out. For example after you have shaken someone's hand your bicep will bring your arm back to your body. I will now demonstrate the proper form. Okay, on to station eight. At this station we will do reverse sit-ups. This is a great exercise for strengthening our lower back muscles. This will also help up with our posture when we are sitting for long periods of time.</p> | <ul style="list-style-type: none"> • Keep body straight when doing a bicep curl. • Try getting the arm straight back on every extension. • Keep the weight under control while extending arm back • Try keeping your abs tight while doing a reverse sit-up. • See if you can jump rope the whole time. • Remember only 30% of a sit-up. • Try to get a 90 degree angle when doing a dip. • Try to keep legs bent when doing dips. • Make sure your legs are parallel to the ground when squatting. | <ul style="list-style-type: none"> • Could you do push-ups for the whole time? • Did you get a drink during station six? • Did you do B curls the whole time? • Did you do T extensions the whole time? • How many reverse sit-ups did you do? • Did you do reverse sit-ups the whole time? |
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| | <p>When we use good posture it takes stress off of our spine, and that's always a good thing. I will now demonstrate proper form. Are there any questions? Time to move on to station nine. At this station we will be working on the muscle that helps us extend our arm, they are called the triceps. For example if you throw a baseball you will extend your arm by using your triceps muscle. I will now demonstrate the proper form. Are there any questions? Now let's move on to station ten. At this station we will be jumping rope. This will help our muscles stay loose after our workout. Jumping rope is one of the best exercises we can do to keep our heart rate up. I will now demonstrate a good pace and form while jumping rope. Are there any questions. The eleventh station that we will be doing is back extensions. This exercise is great for strengthening our back muscles. By doing this, we will be able to carry our</p> | <ul style="list-style-type: none"> • Try to look up when squatting. • Try to keep your back straight when squatting. • Lift your body as high as you can in the air just using your toes and balls of your feet. • Keep a slight bend in the knees when doing toe raises. • Remember no valleys and no peaks. • Remember elbows under shoulders when doing push-ups. • Remember hips high in the air when doing a reverse sit-up. • Try to keep your shoulders flat on the ground when doing a reverse sit-up. | <ul style="list-style-type: none"> • Could you jump rope for the whole time? • Did you jump rope as fast as you could? |
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| | <p>selves around without slumping over like a limp noodle. I will now demonstrate proper form. Are there any questions? Now you can see that we are back at the crunch station. This will be our twelfth and final station for the class. On this station I would like for you to repeat what we learned earlier today. Are there any questions about any of the stations we have covered?</p> <p>Good, now when I say go I would like for you to get into groups of four and begin at your highlighted station. You will rotate clock wise when you hear the music stop. Ready Go!</p> <p>GROUPS SPACE!</p> | <ul style="list-style-type: none"> • Try to control the weight at all times when doing a bicep curl. • Keep body straight when doing a bicep curl. • Try getting the arm straight back on every extension. • Keep the weight under control while extending arm back • Try keeping your abs tight while doing a reverse sit-up. • See if you can jump rope the whole time. | |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none"> • What is the definition of endurance? • How does one structure a workout to build endurance rather than strength? • What was your favorite station? Why? • That's all for today. Ready, 123 break! | | | |

Lesson #20 Definitions

Endurance: Ability of the body to perform work without becoming fatigued, or the ability to repeat muscle movement over time.

FIT as applied to endurance:

Frequency = 3 times per week

Intensity = 30 - 50% of max.

Time = 10 - 14 repetitions

Physical Education Program
Conditioning
Lesson #21

Objectives:

Student

1. By the end of the class period, students will be able to define FIT Principle and list its thresholds during closure. (NASPE 1, and 2, EALRS 1.1, 1.2, 2.3, and 4.1)
2. By the end of the class period, students will be able to predict activities, which will cause the highest and lowest heart rates during the discussion and closure time of class. (NASPE 1, 2, EALRS 1.1, 1.2, 1.3, 2.3, 3.2, and 4.1)

Teacher

Equipment (for a class of 25):

- Log sheet # 21
- 4 volleyballs
- 4 footballs
- 4 soccer balls
- 10 jump ropes
- Gym
- Skill chart #1

Content Development

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| <p>Instant activity: Form running (jog, high knees, tail kickers, carioca, high knee skips, 2 foot hop, jog) while you are doing form-running look for some of these things. With the jog make sure that the students are under control, and that their bodies aren't just flopping all over. With the high knees make sure that the students are getting their knees up the chest. A good way to insure this have them hold out their arms and try to hit them with their knees. When performing tail kickers make sure that the students aren't trying to snap the heel of the foot back to touch they're back side, but let them know they should be trying to keep the foot in the planter flexion form and try to left the heel the back side. When performing the carioca one should make sure that the shoulders stay straight with the wall or the line that the students are facing. Also one should make sure that the students cross feet in an alternating fashion. When performing high knee skips one should look to make sure that students are fully extending at the foot and using the arms to drive the body in an upward motion. The two-footed hop should like a frog in motion. The arms should drive back and then thrust forward at the same time as the legs driving outward and slightly upward. The jog should look like a person who has an accelerated walk. The arms should be under control and not in a flailing motion. The legs should be straight and in a fluid motion, not turning out to the side.</p> | | | |
| <p>Set Induction: We are going to have fun today! We get to do a task sheet, were you get to pick the activity you want to do. During this activity you need to try and keep your heart rate up. We will make predictions and then see if we were right.</p> | | | |
| <p>MAF/ Instructional Techniques</p> | <p>Extensions</p> | <p>Refinements</p> | <p>Applications</p> |
| <p>Informing Task: When I say go, follow along with me as we go through the stretching routine. Ready Go!</p> | | | |
| <ul style="list-style-type: none"> • Teacher should have skill chart #1 on the wall for the students to use if they need to. • The teacher will lead the class in the stretches. The students should be in the U-shape. Teacher will be at the top of the u, this way all students will | <p>I would like for all of you to get into a U-shape and follow along as we go through our stretching routine. If you need help with a stretch you can look at the skill chart on the wall, or you can just watch the instructor. I would like for all of you to count out loud in your strongest voices. Is every ready to start? Ready Go!</p> | <ul style="list-style-type: none"> • Try to hold each stretch for at least fifteen seconds. • Remember not to bounce when we stretch. • Remember not to over stretch. | <ul style="list-style-type: none"> • See if you can read your handout without reading it out loud. |

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| <p>have a good view of the teacher.</p> <ul style="list-style-type: none"> The teacher will also be able to assess all students from the same spot. After the stretches call the students into group space and explain the next task. | | | |
| <p>Informing Task: When I say go, I would like for you to make the predictions on your task sheet. Go!</p> | | | |
| <ul style="list-style-type: none"> The teacher will hand out the task sheets to the students and explain how they are to be used. The teacher will also demonstrate all of the activities on the task sheet before the class begins the task sheet. | <p>Now I would like for all of you to take just a few minutes to look at the task sheet for today. I would like for you to make your predictions on what activities will have the greatest affect on your HR, and witch activities will have the smallest affect on your heart rate. Are there any questions. Ready Go!</p> | <ul style="list-style-type: none"> Think real hard about your predictions. | |
| <p>Informing Task: When I say go, we will begin our task sheets and rotations. Fill out the predictions on our task sheet before you start the activities. Go!</p> | | | |
| <ul style="list-style-type: none"> Teacher will demonstrate all of the tasks for the students. The teacher will also float around the stations giving positive feedback and individual encouragement. | <p>Now that we have made our predictions I would like for you to follow me as I go through and demonstrate all of the tasks for you. You and your partner will participate in the activities you choose for five minutes and then go to the next activities.</p> | <ul style="list-style-type: none"> Remember to use your forearms when passing the volleyball? Remember to bend at the knees. Stand about ten yards | <ul style="list-style-type: none"> Did you pass the volleyball every time using your forearms? Did you hit your target every time you pass the football? |

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| <ul style="list-style-type: none"> • Teacher will have the student's partner up with some one who has the same eye color. After the students have started the task sheets make sure that all of the students are in participating in a safe environment. • Teacher, at the end of the class collect all of the task sheets from the students as they are in group space. • For the closure part of class the students will have a group discussion on the different activities and how they affected their heart rates and why. After the students have had their closing discussion, end the class with a hi-five as they are leaving the class. | <p>The first game that you could play is volleyball (bump). I will now demonstrate. Are there any questions? Now, let's move on to the next activities on the task sheet. This is passing the football. This is good skill to learn so that you and a friend can just go to any open are and have some good times passing the football around. I will now demonstrate. Are there any questions? The next activity will be a walking activity. This is a great way to tone up and stay in shape all at the same time. I will now demonstrate. The next station is jogging station. This is a great exercise that you can do anytime, anywhere. Just by jogging, three times a week for twenty minutes each time you will greatly reduce the risk of heart disease and many other health related illnesses. I will now demonstrate a good pace for the jog as well as good form. Are there any questions? Now lets move on to the next</p> | <p>apart.</p> <ul style="list-style-type: none"> • Step to the target. • Fingers on the lasses when you throw. • Remember ball at high level when you release. • Follow through to the target. • Walk counter clock wise around the outside of the basketball court. • Remember to try and take 120 steps per minute. • Jog counter clock wise around the basketball court. • Try to use good form. • Remember to practice your breathing techniques. • Remember quick low | <ul style="list-style-type: none"> • Did you use good form every time? • Did you take 120 steps per minute while walking? • Did you walk the whole time without stopping? • Did you jog the whole time without stopping? • Did you use good form? • Did you use your breathing technique while jogging? • Did you use good form while jumping rope? • Did you jump rope the whole time without stopping? • Did you jump rope without making any |
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| | <p>activity. At this station we will be jump roping. Jump roping is a good way to build your calf muscles. This is a good exercise for those of you who play basketball, or participate in activities that require you to jump. For those of you who don't like to run, you can jump rope and get the same health benefits. I will now demonstrate. Are there any questions? The next activity will be throwing and catching the Frisbee. This is a good way to work on your hand eye coordination, while being active at the same time. The next activity is throwing and catching a softball. We will be using the indoor softballs so the no one gets hurt if they miss the ball. This is another great way to get active without having to round up a whole bunch of people. This activity can be done with just one person and a softball. The last activity you could do is passing and receiving a soccer ball. This is a great way to have fun and</p> | <p>jumps.</p> <ul style="list-style-type: none"> • Balls of your feet when you are jumping. • Small circles with your wrists. • Step to your target. • Keep Frisbee parallel to the ground. • Snap your wrist when you release. • Clap hands together when catching the Frisbee. • Remember to step towards your target when throwing. • Remember thumb to the thigh and finger tips to the sky. • Remember to snap your wrist when you release | <p>mistakes?</p> <ul style="list-style-type: none"> • Did you hit your target every time? • Did you catch the Frisbee every time? • Did you use good form? • Did you hit your target every time? • Did you use good form? • Did you catch the ball every time? • Were your predictions right? |
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| | <p>stay in shape while working on hand foot coordination. If you feel that this task is too easy you may try and use your non-dominate foot to kick the ball to your partner. Now that we have gone over all of the activities on your task sheets, are there any questions?</p> <p>Remember to take your pulse after every activity and write it on your task sheet. If you and your partner would like to stay at a station longer than the allowed time that is fine. However, just make sure that you complete at least three stations by the time class is over. Is every one ready to begin? Ready Go!</p> <p>Group space! We are almost out of time for today. I would like for all of you to hand me your task sheets as I walk by.</p> | <p>the ball.</p> <ul style="list-style-type: none">• Remember to follow through.• Above the waist make a triangle with thumbs and pointers.• Below the waist pinkies together and palms up.• Plant off foot next to the ball.• Kick the ball using the instep of you dominate foot.• Strike bottom half of the ball.• Fully extend the kicking leg.• Stop the ball with sole of shoe. | |
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Closure/Assessment:

- Before we go I would like for you to discuss what the FIT principle is. I would also like for you to discuss your task sheets.
- What were the highest and lowest HR activities?
- Why won't these be the same in all people?
- That's all of the time we have for today. See all of you next time.

Name _____

Aerobic Options Task Sheet- Lesson # 21

Directions: You may choose to do any 3 of the activities below. You will participate in each activity for at least 2 minutes before rotating to the next activity on your list. If you are really enjoying an activity, you may continue playing it; just make sure that you play at least 3 different activities today. Before beginning, let's make some predictions. Which of the activities that you choose will cause your HR to be the highest? Which one will have the least effect on your HR? Please write down your predictions in the area provided below the activities. After you complete an activity, take your pulse with your heart rate monitor and see if it is close to your prediction.

RULES: YOU MUST BE ACTIVE THE ENTIRE CLASS!!!

OPTIONS ACTIVITIES: (CIRCLE THE 3 YOU ARE GOING TO DO)

| | | | |
|------------|----------|----------|---------|
| Volleyball | Football | Walking | Jogging |
| Jump Rope | Frisbee | Softball | Soccer |

PREDICTIONS:

Highest: _____

Lowest: _____

Were your predictions correct? Why or why not?

Why might differences exist among different people (in other words, football caused the highest rate in some and yet the lowest in others)?

Physical Education Program
Conditioning
Lesson #22

Objectives:

Student

1. By the end of the class period, students will be able to demonstrate the proper push-up form by performing it during class. (NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 2.3)
2. By the end of the class period, students will have increased their stomach muscles but completing 2 sets of 25 bicycles, and 4 sets of 25 crunches. (NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 2.3)

Teacher

Equipment (for a class of 25):

- Gym
- Four jerseys
- Activity area
- Stop watch
- 6 Frisbees

Content Development

| <p>Instant Activity: Freeze Tag- The rules are, once you get tagged by one of the four taggers you become frozen. In order to become unfrozen one of your class mates must touch you on the upper shoulder region and say you are now unfrozen. You may not become frozen if you are unfreezing someone else. This game is usually played with in some kind of boundaries like a volley ball court. The taggers should be rotated about every three to four minutes, or when everyone has been frozen. Make sure that taggers are selected by the teacher and not the students.</p> | | | |
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| <p>Set Induction: I would like for all of you to close your eyes and imagine what it would be like to win the ultimate Frisbee world championship. Well today we are going to prepare our bodies for that as well as playing ultimate Frisbee.</p> | | | |
| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
| <p>Informing Task: When I say go, line up on the end line of the basketball court.</p> | | | |
| <ul style="list-style-type: none"> • Teacher will give the students an overview of the game and some basic rules of the game. • Try to get the students as active as fast as possible. For the most part the students will know how to play the game. • Teacher will count students off by 4's. • Teacher will have two games going on at once. Switch two of the teams at five minutes so that | <p>We are going to play a game of ultimate Frisbee to help increase our cardiovascular endurance. The teams will be split up evenly. The idea of the game is to get the Frisbee down on your end of the court and make a goal. If you think you have a chance for a goal, then you can shoot the Frisbee towards the goal. I will demonstrate how to throw the Frisbee. Any questions?</p> <p>If you make it it's a point for your team. If you don't make it, it's the other teams Frisbee. If you miss the Frisbee and it lands on the floor, it's the other teams Frisbee. We will play for five</p> | <ul style="list-style-type: none"> • Throw the Frisbee to your teammates. Once you catch the Frisbee you have 3 seconds to throw it to another teammate. • Remember when you are throwing a Frisbee to flick your wrist hard and fast and too keep the Frisbee as flat as possible (parallel to the ground) • Try to hit your target every time • Remember to step to your target. • Remember to lead your teammate. • Remember not to take more than the allowed | <ul style="list-style-type: none"> • Can you play the whole game of ultimate Frisbee without stopping once? • Can you play the whole time without missing your target? • See how many times you can you can hit your target in a row. • See if you can hit your target without making them change speeds to catch the pass. • See if you can make a |

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| <p>everyone gets to play everyone.</p> <ul style="list-style-type: none"> • Teacher will make any adjustments necessary for the game to meet the needs of all students in the class. • Teacher will end the class with closure questions and hi-fives. Make sure that you also give hi-fives to your students as they leave the class. | <p>minutes and then we will change up the teams. This game is going to help us with are cardio fitness, at the same time we will also be working on many other skills such as hand eye coordination and hitting a target. This is a great game to play with your friends on the weekend if the weather is good.</p> <p>I would like for you to count of by 4's. Good, 1's and 3's are playing each other on this half and 2's and 4's are on the other half. When I say go you will go to your courts and start playing. I would like two players from opposite teams to play paper, rock, and scissors for the 1st possession. Are there any questions? Ready Go!</p> | <p>number of steps.</p> | <p>good pass, without stepping more than the allowed number of times.</p> |
| <p>Informing Task: When I say go, You and your partner find self space.</p> | | | |
| <ul style="list-style-type: none"> • Teacher will put students in partners by same clothing color. • Teacher will keep track of the time for the students. You should let the students know how much time they | <p>We are now going to work on core muscular strength by doing some sit-ups. This will be working on increasing your abdominal muscles. I will demonstrate how to perform a proper sit-up. Good, are there any questions?</p> <p>Good, now I would like for one</p> | <ul style="list-style-type: none"> • Elbows need to touch their knees. • Your feet need to stay on the ground at all times. • Your hips should stay on the ground at all times. • Try not to interlock your fingers behind your head while doing sit-ups. • The hands should be | <ul style="list-style-type: none"> • Did you do all of the sit ups using the proper technique. • Did you do sit-ups without stopping? |

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| <p>have. About every ten seconds would be good.</p> | <p>partner to do as many sit as the can for thirty seconds. You will start when I give the go. Make sure that if you are the partner counting that you are paying close attention to the person doing the sit- ups. If your partner wishes you may hold their feet. Ready go.</p> <p>Nice job with the sit-ups. Now I would like for you to switch partners and repeat the sit-ups when I give the go. Ready Go!</p> | <p>placed in the ear region of the head. Elbows should be pointing towards the knees.</p> <ul style="list-style-type: none"> • Knees should be bent in about a 65 degree angle. • Remember to keep your feet on the ground. | |
| <p>Informing Task: When I say go, get yourself ready for our push-up workout.</p> | | | |
| <ul style="list-style-type: none"> • Partners in self space. • Teacher you will be able to tell if students are performing proper form by looking for a few key features. • Teachers, make sure that you reiterate all of the extensions and refinements for the second group of push-ups. • End the class with a group discussion about how the | <p>For the remaining time we will be working on our push-ups. How is everyone doing so far? I know that we have covered a lot so far. This is just like the sit-ups that we just did only with the push-ups. I would like for all of you to watch as I demonstrate how to do a push-up. Are there any questions?</p> <p>Good now lets have you go to your group space with the same partner. The first person will do as many push-ups as they can in thirty seconds. Make sure that if you are the partner counting that you are paying close attention to</p> | <ul style="list-style-type: none"> • Keep your back straight, making sure you go all the way down • Make sure your chest touches your partner’s fist that is on the ground beside them. Fist should be vertical not horizontal to the ground. • Arms should be just a bit wider than the chest. • The core region of the body should remain flat. Your stomach should remain tight through the range of motion. • Keep your back flat, and no valleys or high peaks. | <ul style="list-style-type: none"> • Can you do all 3 sets without having to stop? |

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| <p>students felt about the workout and how it made them feel know that they are developing habits that are going to keep them healthy through out their lives.</p> | <p>the person doing the push- ups. You will need to be looking and checking that your partner is using the correct form while they are doing the push-ups. Ready go.</p> <p>You all did a great job with your push-ups, now I would like for you to switch partners and repeat the same for the other partner. Ready Go!</p> <p>Group Space! That is all of the time we a have for today.</p> | <ul style="list-style-type: none"> • The arms of the person performing the push-up should be at a 90 degree angle when in the full down position. • Repeat all steps as listed above. | |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none"> • In a class discussion tell your class mates how you felt about the workout, and how it made you feel about yourself. • See you all next time! | | | |

Physical Education Program
Conditioning
Lesson #23

Objectives:

Student

1. By the end of the class period, students will participate safely in a medicine ball workout and increase their muscular strength.
(NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 2.3)

Teacher

Equipment (for a class of 25):

- 15 medicine balls of varying weights
- Whistle
- Eight stations
- Task sheet #23 (attached to lesson)
- Gym
- Activities area
- Stop watch
- Skill chart #1 (on wall)

Content Development

| <p>Instant Activity: Jump rope- get a jump rope from the box and begin jump roping in your own self-space. You should jump fast, slow, two-footed, one-footed and do any other tricks or jumps that you know how to do. You need to try and continuously jump rope for 3 minutes. When the three minutes are up, walk over and put the jump rope back in the box.</p> | | | |
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| <p>Set Induction: Today we are going to be working on some of the most important muscles in our bodies. These muscles are commonly called our core muscles because they are the located in the middle of our body. Today we are going to work on our core muscles by doing a medicine ball workout.</p> | | | |
| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
| <p>Informing Task: When I say go, you and your partner will follow me through the workout and then begin when I give the go command. Ready Go!</p> | | | |
| <ul style="list-style-type: none"> • Teacher will have medicine balls out in a designated are for the students. • Teacher, will demonstrate all medicine ball workouts before the students begin. • Check for understanding by asking if there are any questions about the task. • The teacher will have the students rotate in one minute intervals. Allow about ten to | <p>Now that we have warmed up its time to strengthen our upper body. We will be using a medicine ball for our workout. This is a good way strengthen you arms and chest, without having to spend a lot of time changing weights around and waiting for machines to become open while you are working out.</p> <p>First, we are going to do torso circles. This is a great way to tone your arms and abs. I will now demonstrate. Are there any questions? The next exercise is the two handed chest pass.</p> | <ul style="list-style-type: none"> • Hold medicine ball with two hands over your right hip. • Then, twist to the left until the ball is on the back side of the left hip. • Twist back to the right so that the ball is behind the right hip. • Go slowly. • Face your partner and pass the ball back and forth. One partner lines up about ten feet from the other facing each other. Once the partner receives the ball repeat | <ul style="list-style-type: none"> • Did you complete all of the exercise without stopping? • Did our use good form when performing each exercise? • Did you try your best? |

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| <p>fifteen second for the students to get ready for the next station. Have the students switch with their partners after every exercise so that they are getting an ample time to recover.</p> <ul style="list-style-type: none"> • After the students have completed the med-ball stations the teacher will call them into group space. • There is a task sheet attached at the end of the lesson. You will need to make copies for the correct number of students in your class. • There is also a safety sheet attached with information on how to choose the right med ball. | <p>This is a good way to become a stronger passer when you play basketball. Are there any questions? I will now demonstrate. The next exercise we will be doing is called good mornings. This is a good exercise to strengthen your back muscles. I will now demonstrate. Are there any questions? The next exercise we will be doing is the wood chopper. This is a good exercise to gain flexibility that could prevent injuries later in life. I will now demonstrate. The next exercise we are going to do in the russian twist. This is a good exercise to help work that hard to get area along your waist line that later on in life could become a problem are on our bodies. Are there any questions? I will now demonstrate. The next exercise we will be doing are med-ball sit-ups. These, are a great way to build a strong core that will help support our bodies in any activities that we do. Are there any questions? I will now demonstrate. The next exercise is the partner twist. This is a</p> | <p>the same motion to return the ball.</p> <ul style="list-style-type: none"> • Hold ball above your head. • Keep legs slightly bent and bend at your waist until your back is at a 90 degree angle with the floor. • Straighten back up. • Hold ball with arms extended above your head with your feet spread apart and knees slightly bent. • Bend down until the ball touches the floor to the side of your feet. • Then straighten back up with the ball above the head. • Sit on the floor legs crossed apple sauce. Put ball on the floor behind your right hip. • Twist all the way around to the left and grab the ball. • Bring the ball around the front of your body and place it back behind the right hip. • Repeat for the left side. | |
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| | <p>great way to work with a partner and have fun challenging each other. The last exercise we will be doing with the medicine ball is the hamstring curls. This is a great way to strengthen your hamstrings without putting stress on the rest of your body. Are there any questions? I will now demonstrate. Now that we have gone over all of the exercises is everyone ready to begin? We will begin when I say go. Ready Go!</p> | <ul style="list-style-type: none">• Hold the ball above your head while positioned to do a sit-up (knees bent).• As you rise up, toss the ball to your partner.• He/she will toss it back to you as you go back down.• Stand back to back with your partner.• Hold the ball behind your right hip.• Your partner will grab the ball with both hands and twist all the way around their front to their right hip where you will grab the ball and twist it to your right hip.• Repeat for left side.• Lay on your stomach with your feet together.• Your partner will stand so that he/she is on one side of your body.• Your partner will roll the ball down your hamstrings. Pull your feet to your rear end when it hits your heel and propel it back to | |
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| | | your partner. | |
| Informing Task: When I say go, I would like for you to follow along with me as we go through the stretching routine and closure of the class. GO! | | | |
| <ul style="list-style-type: none"> Teacher, will lead the class in the stretching routine. The teacher should have skill chart #1 posted on the wall for students to use if they need to. While the students are following the instructor bring the class to a close with the closure questions at the end of the lesson. End the class with a 1 2 3 BREAK! | <p>Please follow along as we go through our stretching routine. I will be demonstrating all of the stretches as we go along in the routine. If you forget a stretch you may look at the skill chart on the wall to help you, or you can just look at the teacher.</p> <p>As we are stretching I would like for us to have a group discussion on a few questions.</p> | <ul style="list-style-type: none"> Remember not to bounce. Try to hold each stretch for fifteen seconds. See if you can do all of the stretches without looking at the skill chart. | <ul style="list-style-type: none"> Did you use good form? Did you hold each stretch for the whole time? Did you know the whole routine without looking at the skill chart? |
| Closure/Assessment: | | | |
| <ul style="list-style-type: none"> Why would a medicine ball workout be more economical than a weight training workout? Explain how this workout can help develop your strength (give examples). How might you use this kind of workout to improve your endurance? Give examples. That's all of the time we have for today see all of you next time. 1 2 3 BREAK! | | | |

General Safety Considerations for Medicine Ball Workouts

- *Choose a manageable weight
- *If that weight becomes too heavy at any time, switch to a lighter weight
- *Always bend your knees
- *When working with a partner, Make sure he/she is ready before proceeding
- *Use proper form!!!

MEDICINE BALL STATIONS

1. **TORSO CIRCLES**--hold medicine ball with two hands over your right hip. Then, twist to the left until the ball is on the back side of the left hip. Twist back to the right so that the ball is behind the right hip. Go slowly.
2. **THE TWO HANDED CHEST PASS**-- Face your partner and pass the ball back and forth. One partner lines up about ten feet from the other partner facing each other. Once the partner receives the ball **repeat** the same motion to return the ball.
3. **GOOD MORNINGS**--hold ball above your head. Keep legs slightly bent and bend at your waist until your back is at a 90 degree angle with the floor. Then, straighten back up.
4. **WOOD CHOPPER**--hold ball with arms extended above your head with your feet spread apart and knees slightly bent. Bend down until the ball touches the floor to the side of your feet. Then straighten back up with the ball above the head.
5. **RUSSIAN TWISTS**--sit on the floor legs crossed apple sauce. Put ball on the floor behind your right hip. Twist all the way around to the left and grab the ball. Bring the ball around the front of your body and place it back behind the right hip. Then, do the same to the left.
6. **MEDICINE BALL SIT-UPS**--hold the ball above your head while positioned to do a sit-up (knees bent). As you rise up, toss the ball to your partner. He/she will toss it back to you as you go back down. Repeat.
7. **PARTNER TWIST**--stand back to back with your partner. Hold the ball behind your right hip. Your partner will grab the ball with both hands and twist all the way around their front to their right hip where you will grab the ball and twist it to your right hip.
8. **HAMSTRING CURLS**--lay on your stomach with your feet together. Your partner will stand so that he/she is on one side of your body. Your partner will roll the ball down your hamstrings. Pull your feet to your rear end (when it hits your heel) and propel it back to your partner.

Name: _____

Medicine Ball Task Sheet- Lesson # 23

Directions: Perform each of the activities below and try to do as many reps as you can in one minute. Then write down how many reps you did for each exercise.

| Exercise | Description | Rep |
|----------------------|--|------------|
| 1. Torso Circles | With knees bent, hold at chest and do circles to the left and right. | _____ |
| 2. Side Bends | Hold ball at chest; keep knees bent. Bend over to the right and left slightly. | _____ |
| 3. Good Mornings | Hold ball at chest. With knees slightly bent. Bend forward at the waist until you are at 90 degrees, then raise up. | _____ |
| 4. Wood Chopper | With knees bent and legs apart to shoulder width raise ball above head and then down through the legs. | _____ |
| 5. Russian Twists | Keep knees bent, hold ball on right hip, then twist to left moving the ball to the left hip. | _____ |
| 6. Med. Ball Sit-Ups | Put ball above head, sit-up and toss to partner. | _____ |
| 7. Twist/Hand | Sit Indian style and put ball on floor behind the right hip. Grab it while twisting to the left and bring it around front to the left. | _____ |
| 8. Hamstring Curls | Lay on stomach. Partner rolls ball down hamstrings. Kick ball up to partner when it gets to ankles. | _____ |
| 9. Donkey Kicks | Lay on back with feet held in air. Knees bent at a 90 degree angle. Partner tosses ball and you kick it back. | _____ |

Physical Education Program
Conditioning
Lesson #24

Objectives:

Student

1. By the end of the class period, students will have completed the mile run test to by doing this they will be able to asses their cardiovascular endurance. (NASPE 1, 2, and 6, EALRS 1.1, 1.2, 1.3, 2.3, and 3.2)

Teacher

Equipment (for a class of 25):

- Log sheet for student scores
- Pen/pencil
- Whistle
- Stop watch

Content Development

Instant Activity: Form running (jog, high knees, tail kickers, carioca, high knee skips, 2 foot hop, jog) when you are doing form-running look for some of these things. With the jog make sure that the students are under control, and that their bodies aren't just flopping all over. With the high knees make sure that the students are getting their knees up the chest. A good way to insure this have them hold out their arms and try to hit them with their knees. When performing tail kickers make sure that the students aren't trying to snap the heel of the foot back to touch they're back side, but let them know they should be trying to keep the foot in the planter flexion form and try to left the heel the back side. When performing the carioca one should make sure that the shoulders stay straight with the wall or the line that the students are facing. Also one should make sure that the students cross feet in an alternating fashion. When performing high knee skips one should look to make sure that students are fully extending at the foot and using the arms to drive the body in an upward motion. The two-footed hop should like a frog in motion. The arms should drive back and then thrust forward at the same time as the legs driving outward and slightly upward. The jog should look like a person who has an accelerated walk. The arms should be under control and not in a flailing motion. The legs should be straight and in a fluid motion, not turning out to the side.

Set Induction: We are going to run a timed 1 mile today so you need to make sure you get your best time you can get. What can you do to make sure you don't get tired at the end? That's right, you need to pace yourself.

| MAF/Instructional Techniques | Extensions | Refinements | Applications |
|------------------------------|------------|-------------|--------------|
|------------------------------|------------|-------------|--------------|

Informing Task: When I say go,

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| <ul style="list-style-type: none"> • Teacher, after the students have finished the IA and you have gone over the set induction take the students to the track. • Have the students walk in a snake like line out to the track for the fun of it. • Double check to make sure that all students are out of the gym. | <p>Today class, the first thing we are going to do is run the mile for time. It's important to time our run so that we will be able assess how much we have improved and how close to our goals we are. I will be calling out the times as you complete each lap.</p> <p>I would like for you to all line up on the track. Now, that we all have lined up in our lanes I will soon be giving the go</p> | <ul style="list-style-type: none"> • Remember three to a lane. • Drive with the arms. (Drive to stay alive) • Before the run try to relax as much as possible. It will be easier to breath. | <ul style="list-style-type: none"> • Did you complete the run in less than 8 minutes? • Did you run the whole distance without stopping? • Did you practice your |
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| <ul style="list-style-type: none"> • Once you have the class out on the track you will demonstrate the proper running technique. You will need about 20yds or so to give a good demonstration. • Teacher, make sure that the students know what their times are as they complete each lap. (Call out the times as students cross the lap marks.) • After all students have completed the run bring them in to group space and explain what they will be doing next. • Make sure that you encourage using students name. This will make the encouragement more meaningful. | <p>signal. I would like for you to try and set a pace that will allow you to complete the run without stopping. If you have to stop and walk that is ok, just try and begin running as soon as possible.</p> <p>This is a great activity for those of you who want to become healthier and have a strong heart. We know that if our heart is strong then we have the potential to lessen the risk of heart disease later in life. So let's try and do our best. We must remember that breathing plays a big role in the out come of our run. So try to use you breathing techniques that we learned earlier this week. When running, try to make sure that you keep your body under control. This is when you use your arms to help drive your body, your head is not bobbing all over the place, and your legs are in line with your body. This will help conserve your energy. Also try to stride out in your running. This means you</p> | <ul style="list-style-type: none"> • We inhale in through the nose and exhale through the mouth. • Remember to stride out. • Remember body control when running. • We inhale in through the nose and exhale through the mouth. | <p>breathing while you are running?</p> <ul style="list-style-type: none"> • Did you stride out while you are running? • Did you run a faster pace than before? • Did you reach your personal goal? |
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| | <p>should try and cover as much ground as possible every time your feet leave and return to the track. If at any time you need to stop and walk its okay. Just start running again as soon as possible.</p> <p>Before we get started I will demonstrate the proper running technique that we should be using. Are there any questions before we get started? No, well ok ready GO!</p> | <ul style="list-style-type: none"> • Remember to stride out. • Remember body control when running. | |
| <p>Informing Task: When I say go, we will get into a U-shape and follow the instructor through our stretching routine. Go!</p> | | | |
| <ul style="list-style-type: none"> • Teacher, demonstrate and stretch with the class. The class should be in a U shape with the teacher at the top of the U. This will help the students as they go through the routine of stretching. • The teacher will lead and demonstrate all stretches for the students. • Make sure that task sheet #1 is posted on the | <p>The first thing that we are going to do today is work on our flexibility by stretching our muscle. When I say go we will begin our stretching. If you forget how to do a stretch, then you may use the skill chart on the wall or just watch the teacher. I will call out the name of the stretch and then we will begin that stretch. After we get done with our stretches I would like for us all to get into group space so that I can explain the next activity. Are there any questions? Ready Go! Group</p> | <ul style="list-style-type: none"> • Try not to bounce when you stretch. • Remember to hold all stretches for fifteen seconds. • Try to relax when you are stretching. | <ul style="list-style-type: none"> • Did you do all of the stretches without looking at the task sheet? • Did you hold each stretch for fifteen seconds? |

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| <p>wall for the students to use if they need it.</p> <ul style="list-style-type: none"> • After stretching call students into group space and have a discussion on pacing strategies. After a few minutes close class with a complement flood. | <p>space! That's all of the time we have for today.</p> | | |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Discuss pacing strategies students adopted. Why some worked and others didn't? Which one's they liked the best or worked the best for them? | | | |

Mile Run Test

Strategies: Go as fast as you can go without having to stop. In other words, PACE yourself.

If you start out too fast, you will get tired and be unable to finish the run w/out walking.

If you have to walk, try not to walk for more than 100 meters at a time. Remember, it is only four laps for roughly 10 minutes. You can do it if you put your mind to it.

GOOD LUCK!!!

Physical Education Program
Conditioning
Lesson #25

Objectives:

Student

1. By the end of the class period, students will be able to define and explain orienteering during the closure discussion. (NASPE 1, 2, and 6, EALRS 1.1, 1.2, 2.3, and 3.3)
2. By the end of the class period, students will have completed an indoor orienteering course during class activity. (NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 2.3)
3. By the end of the class period, students will have improved their cardiovascular endurance by participate in an aerobic activity. (NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 2.3)

Teacher

Equipment (for a class of 25):

- 4 stations with cards
- Jump ropes
- Gym
- Activity area
- Task sheet #25 (attached to the lesson)

Content Development

| <p>Instant Activity: Jump rope- get a jump rope from the box and begin jump roping in your own self-space. You should jump fast, slow, two-footed, one-footed and do any other tricks or jumps that you know how to do. You should try and continuously jump rope for 4 minutes. When the four minutes are up, walk over and put the jump rope back in the box.</p> | | | |
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| <p>Set Induction: Who has ever been lost before? If you have then you know that it can be very scary and frustrating. So today we are going to do a fun activity and work on skills that will help us to get us to where we want to go without getting lost.</p> | | | |
| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
| <p>Informing Task: When I say go, get into group space and listen to the instructions for the task sheet and then we will begin the activity. Ready Go!</p> | | | |
| <ul style="list-style-type: none"> • Teacher, after the students have finished the instant activity have them get into group space and hand out task sheet for lesson #25 • Teacher will define orienteering- Locating a series of checkpoints around a given course • Explain procedures of the task sheet. Have the students get into groups of 3. • The teacher should float around the activity area checking for understanding, and | <p>Today, we are going to work on some fun activities that will help you with your sense of direction. This is called orienteering. Can anyone tell me what orienteering means? Close, but it is actually the ability to locate a series of check points. I would like for you to follow along with me as I read the task questions to you.</p> <p>Now, that we have been over the task sheet I would like for you to get into groups when I say go. Go!</p> <p>Now that we have grouped up I would like for you to find out who is the youngest middle and</p> | <ul style="list-style-type: none"> • Remember to make sure that you are able to read what you are writing on the task sheet. • Remember there are only three to a group. • Look at the map to find out where you start. • Make sure that you start with the 1st question and then follow the numerical order. • Youngest person will be the navigator | <ul style="list-style-type: none"> • Can you read everything that you wrote down on your task sheet? • Did you get into a group of only three? • Did you all get a specific job? • Did you get to all of the check points? |

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| <p>helping the student go from one station to the next.</p> <ul style="list-style-type: none"> • After all of the groups have finished the task sheet call them into group space and bring the class to a closure. In closing discuss the definition of orienteering, and why this is a good skill to have? | <p>oldest. Ready go!</p> <p>Each person in the group will have a specific job. When you are doing this activity it is important that your group doesn't break up, this way no one gets lost. This is also very important if you are ever really lost. Are there any questions? Is everyone ready to begin? Ready Go!</p> <p>Group space! Our time is almost up for today.</p> | <ul style="list-style-type: none"> • Middle person will be the recorder. • The oldest person will be the leader. • Remember to use the map. • Remember to stay together. | <ul style="list-style-type: none"> • Did you complete the activity without getting lost? |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Who can tell me what the definition of orienteering is? • In a group, discuss strategies used to navigate from one station to the next. Allow students to identify which strategies were most effective and why. • With that information, how could you apply today's activity to the wilderness? To the city? • That's all for today. Good job and I will see you all tomorrow! | | | |

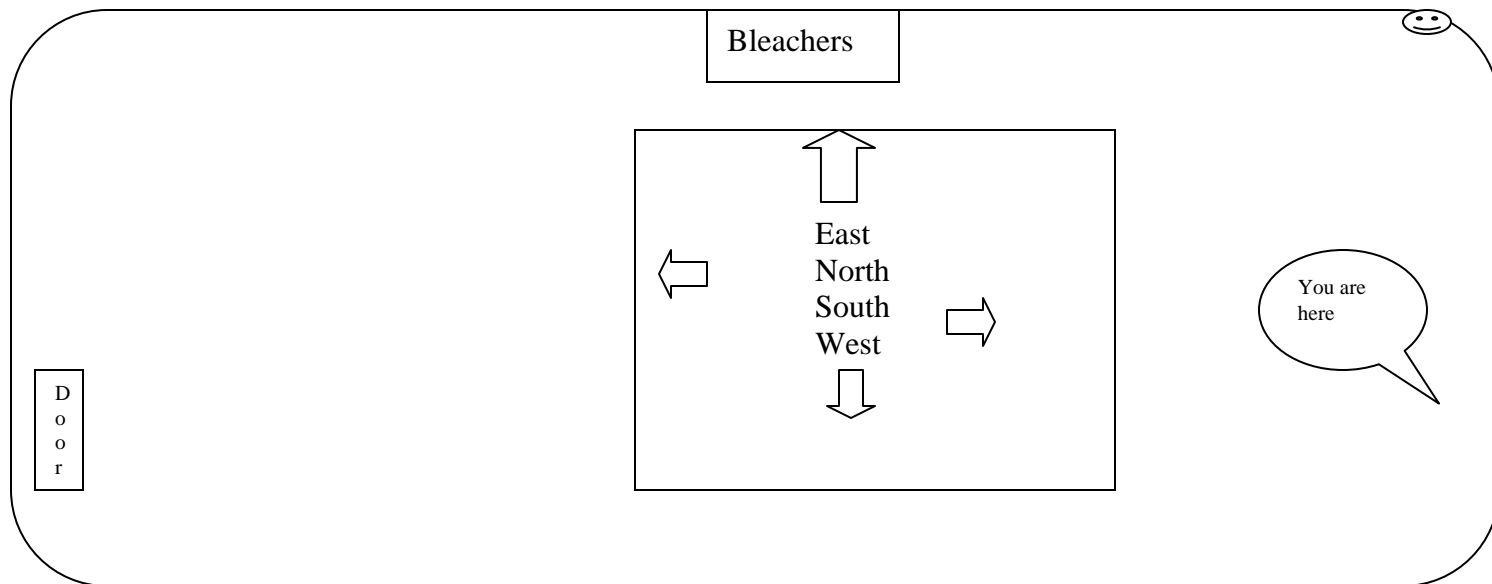
Name: _____

Orienteering Task Sheet- Lesson #25

Directions: Look at the map below and answer the following questions.

1. According to this map, are the bleachers north, south, east or west from where you started?
2. If I asked you to stand next to the bleachers facing east, then asked you to walk due east to the wall and go north as far as you can go, where would you end up?
3. If you then turned south and walked as far as you could go, where would you end up?
4. If I asked you to then turn east and walk to the wall and then walk about 10 paces, circle the object you would be nearest?

Map



Orienteering Activity

Purpose: This activity is designed to review the students for their test, provide an opportunity to improve reading comprehension, and map reading skills. It also provides an aerobic workout.

Equipment: Question cards and folders
Answer sheet for students (see below)
Pencils (class set)
Maps (one for each group)--generally 12 maps will suffice for a class.
-highlight one station on each map (a different one on each); that is where each group will start

Directions: Divide the students into groups of 3
Each group should select the youngest and oldest member in the group
The youngest person will get the map and be the navigator
The older person will get the answer sheet and be the recorder
The 3rd person will be responsible for looking up answers in their class notes

Each map has an area that is highlighted; that is where this group will begin. They will need to figure out where to start by reading the map. This is station #1, and they should write the answer next to number 1 on their answer sheet.

At each station there is a card inside a folder. They are to read the question and answer it. After they are finished with the question, read the directions to the next station. Be sure they return card to folder. See question cards below (pg. 4-5).

They are to find their way to the next station and repeat the process above. If they are at the correct station, the answer to the review station will be on the back of the card. The first group to finish all stations and turn in their answer sheets and map get 10 points for their test. (All answers must be correct!!!)

Orienteering Answer Sheet

Names _____

Date _____

Checkpoint

Answer

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Orienteering Question Cards

List the five health related fitness components _____

Define aerobic conditioning _____

Directions to next station:

Define strength

Directions to next station:

Define endurance

Define flexibility

Define weight/rep ratio

Directions to next station:

Define Progression

Define specificity

Define overload

Directions to next station:

Why is it important for older people?

Directions to next station:

Why is it important to control the amount of fat you eat?

Directions to next station:

Why is safety so important when performing strength exercises?

Directions to next station:

What are plyometrics designed to develop?

Directions to next station:

Is power necessary to be healthy? Why or why not?

ANSWERS TO ORIENTEERING QUESTION CARDS

5 components of fitness: Cardiovascular endurance, muscular strength, muscular endurance, flexibility, & body composition

Aerobic Conditioning: Ability of heart and lungs to deliver oxygen to body parts efficiently

F=Frequency--3X per week; I=Intensity--65% of max or 20 beats; T=Time--15 minutes

Power: Ability of muscles to exert maximal force one time. High weight and low repetition

Progression: Gradual increase in level or difficulty

Specificity: Must work a specific muscle or system to see a training effect in that muscle or system

Overload: Doing more than usual to see a training effect

Endurance: Ability of muscles to do work without fatigue. Low weight and high repetitions

Flexibility: Ability of joints to move through their entire range of motion.

Good flexibility decreases one's risk of injuries and improves quality of life by allowing better, more smooth movement throughout a person's life

Too much fat in one's diet can lead to many diseases including: obesity, high blood pressure, heart disease, & diabetes

Plyometrics design power

Power is not necessary to be healthy. It is important for playing sports. One only needs strength to be healthy; it does not have to be used quickly

It is easy to be injured if improper form is used or hurt someone else if the areas is not clear or clips are not used

Physical Education Program
Conditioning
Lesson #26

Objectives:

Student

1. By the end of the class period, students will have increased their strength and speed by performing the poly spot drills and the line jumps. (NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 2.3)
2. By the end of the class period, students will be able to demonstrate proper pacing on the corners of the track, by running the build-up run. (NASPE 1, 2, and 6, EALRS 1.1, 1.2, and 2.3)

Teacher

Equipment (for a class of 25):

- Stop watch
- Athletic tape
- Poly spots
- Track
- Gym
- Activity area

Content Development

Instant Activity: Form running (jog, high knees, tail kickers, carioca, high knee skips, 2 foot hop, jog) when you are doing form-running look for some of these things. With the jog make sure that the students are under control, and that their bodies aren't just flopping all over. With the high knees make sure that the students are getting their knees up the chest. A good way to insure this have them hold out their arms and try to hit them with their knees. When performing tail kickers make sure that the students aren't trying to snap the heel of the foot back to touch they're back side, but let them know they should be trying to keep the foot in the planter flexion form and try to left the heel the back side. When performing the carioca one should make sure that the shoulders stay straight with the wall or the line that the students are facing. Also one should make sure that the students cross feet in an alternating fashion. When performing high knee skips one should look to make sure that students are fully extending at the foot and using the arms to drive the body in an upward motion. The two-footed hop should like a frog in motion. The arms should drive back and then thrust forward at the same time as the legs driving outward and slightly upward. The jog should look like a person who has an accelerated walk. The arms should be under control and not in a flailing motion. The legs should be straight and in a fluid motion, not turning out to the side.

Set Induction: Has anyone ever seen a world class sprinter? Well let me tell you they are one of the most exciting types of runners there are to watch. Today we get to train like a sprinter, while at the same time building our cardiovascular endurance. We will be doing a build up work out.

| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
|--|--|--|---|
| Informing Task: When I say go, find a partner and a poly spot and stand next to it for dot drills. GO! | | | |
| <ul style="list-style-type: none"> Teacher, set up polly spots in an activity area that the students will be safe in. Polly spots should be set up in a 2 1 2 set (see diagram). <div style="text-align: center;"> </div> | <p>We are now going to work on our quickness. I would like for you to partner up with someone who is the same height as you. Ready go.</p> <p>Now that we have our partners I would like for you to stand in front of a polly spot station.</p> | <ul style="list-style-type: none"> Make sure you are landing on the spots We will start on the Polly spot that is on you left foot and jump left to right, up over and then back down. | <ul style="list-style-type: none"> How many can you get in 30 seconds? Where you able to touch the dots every time? |

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| <p>O O</p> <ul style="list-style-type: none"> • Polly spots should be about 30 inches from top to bottom with one spot in the middle. Teacher will demonstrate how the drills will be done. • For the around the world drill polly spots stay in the same configuration as the X drill. • Teacher will time each session for thirty seconds and then the students will switch with their partners. • Make sure that the students are getting to all of the polly spots. Give lots of name encouragement. | <p>Ready go.</p> <p>Now we will be learning how to perform the X drill on the polly dots. Once you reach the top of the spots repeat the same action as you did only in reverse motion. I will now demonstrate how the X drill is done. Are there any questions? I would now like for the 1st person to step on to the dots and begin when I say go. I would like for the opposite partner to count how many time they do the X drill. You will have thirty seconds. Ready go.</p> <p>Time, now I would like for you to switch partners and repeat the instructions when I say go. Are there any questions? Ready go.</p> <p>GROUP SPACE! Now that we have had time to practice our X drill we are now going to learn a new drill. This drill will be called around the world. We will start on the polly spot that is on you left foot and jump left</p> | <ul style="list-style-type: none"> • Try and go as fast as you can. • Quick feet. • Use your arms. • Land lightly. • Make sure you are landing on the spots. | <ul style="list-style-type: none"> • Did you get 10 X drills? • Did you and your partner have the same number? • Can you beat your last score? • Can you get more than 10 in 30 seconds? |
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| | <p>to right, up over and then back down. I will demonstrate this drill, but first are there any questions? We will be going in the same order as before when we did the X drill. I will now demonstrate. In case some of you would like to know this is a great way to help build our speed and agility. We use speed and agility in everyday situations like chasing a cat or playing tag in our P.E. class. This also helps build our cardiovascular endurance. Are there any questions? Will let's get ready and Go!</p> <p>Time, switch and Repeat. Ready Go!</p> <p>Time, now I would like group space in front of me.</p> | | |
| <p>Informing Task: When I say go, line up in a straight line along the end line of the basketball court. Go. We will walk outside for the build-up run. We will do this for the remainder of the time in class.</p> | | | |
| <ul style="list-style-type: none"> • Take students out to the track. • Have the student's line up in the lanes. There should be about three students to each lane. | <p>The next activity that we will be doing today is the build up run. This is a style of running that incorporates both speed and endurance. The run will go like this. Jog, sprint, jog, sprint,</p> | <ul style="list-style-type: none"> • You will start on the line that I'm standing on. Jog the first corner and then once you come to the straight away you will sprint to the next | <ul style="list-style-type: none"> • Did you set a good pace? • Did you sprint the whole straight a way every time. |

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| <p>All of the students will start at the same time. As they start the jog they will spread themselves out.</p> <ul style="list-style-type: none"> • Teacher will give a demonstration of the build up. This should only be about twenty yards or so. • Once everyone has finished the run call group space end the class with closure questions. | <p>jog, and sprint. Are there any questions? Make sure that you set a good jogging pace and good sprinting pace as well. I will now give a short demonstration of what this is going to look like. Ready GO!</p> <p>Group space! That's all of the time we have for today.</p> | <p>corner and then begin to jog again. Once you are on to the next straight away you will begin to sprint again.</p> <ul style="list-style-type: none"> • You will try and complete two laps. • Sprint the straight a ways. • Jog the corners. • Drive with your arms. • Use good form when running. • Use your breathing technique. | <ul style="list-style-type: none"> • Did you complete the run without stopping? • Did you use your breathing technique? |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Why is it important to pump your arms while running? • Who can tell me what kind of a workout we did today? | | | |

Physical Education Program
Conditioning
Lesson #27

Objectives:

Student

1. By the end of the class period, students improve their flexibility by testing their back flexibility during an activity during class. (NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 2.3)
2. By the end of the class period, students will have improved their cardiovascular endurance by participating in basketer aerobic activity. (NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 2.3)

Teacher

Equipment (for a class of 25):

- 4 soccer (or similar) balls.
- 2 Goals
- Back extensor machine.
- Gym
- Activity area
- Skill chart #1
- Six basketball hoops

Content Development

| <p>Instant Activity: Form running (jog, high knees, tail kickers, carioca, high knee skips, 2 foot hop, jog) when you are doing form-running look for some of these things. With the jog make sure that the students are under control, and that their bodies aren't just flopping all over. With the high knees make sure that the students are getting their knees up the chest. A good way to insure this have them hold out their arms and try to hit them with their knees. When performing tail kickers make sure that the students aren't trying to snap the heel of the foot back to touch they're back side, but let them know they should be trying to keep the foot in the planter flexion form and try to left the heel the back side. When performing the carioca one should make sure that the shoulders stay straight with the wall or the line that the students are facing. Also one should make sure that the students cross feet in an alternating fashion. When performing high knee skips one should look to make sure that students are fully extending at the foot and using the arms to drive the body in an upward motion. The two-footed hop should like a frog in motion. The arms should drive back and then thrust forward at the same time as the legs driving outward and slightly upward. The jog should look like a person who has an accelerated walk. The arms should be under control and not in a flailing motion. The legs should be straight and in a fluid motion, not turning out to the side.</p> | | | |
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| <p>Set Induction: Today we are going to work on our cardiovascular endurance by playing a Basker activity. This game is very aerobic and you will get a great workout from it.</p> | | | |
| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
| <p>Informing Task: When I say go, get into a U-shape for our stretching routine. GO!</p> | | | |
| <ul style="list-style-type: none"> • Students will be in a u-shape for the stretching. The teacher will be at the top of the u-shape to demonstrate and lead the stretching. • Call out the different stretches and when to switch to the next. • After stretching call the students into group space for next | <p>Please follow along as we go through our stretching routine. I will be demonstrating all of the stretches as we go along in the routine. If you forget a stretch you may look at the skill chart on the wall to help you, or you can just look at the teacher. We will start when I say go. Are there any questions? Ready Go!</p> | <ul style="list-style-type: none"> • Remember not to bounce when stretching • Try to hold all stretches for fifteen seconds. • Reach as far as you can on all of your stretches. | <ul style="list-style-type: none"> • Did you hold each stretch for the full fifteen seconds? • Did you remember all of the stretches without looking at the skill chart? |

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| instruction. | | | |
| <p>Informing Task: When I say go, line up on the end line of the basketball court. I will then count you off by fours. If you can't remember your number hold it up on your fingers. Groups 1 and 4 will play each other and groups 2 and 3 will play each other, then we will switch so everyone gets to play everyone else. Ready go!</p> | | | |
| <ul style="list-style-type: none"> • Set up game (or 2 at the same time) around the gym. • They have 3 baskets to shoot at and one soccer goal to shoot in (each team). • Make sure the teams are even as far as skill. • The gym should be split in ½ so that there will be two games going on at the same time. • Teacher should have the goals and hoops down before the students enter the gym. • Teacher should have the teams switch about every five minutes. This will allow all students to play against each other. • At the end of class bring the students into group space for closure | <p>Now, that we have warmed up and stretched we are ready for today's activity. This is a game that combines both soccer and basketball. The name of the activity is called Basker.</p> <p>The rules to the game are simple. When the ball is in the air, or bouncing the rules of basketball apply. When the ball is on the ground or rolling on the ground the rules of soccer apply. To score, a player may shoot a basket into the hoop for 1 point. All shots are one point each. You may also kick the ball into the goal for 2 points. This is great way to stay in shape and play game that both help with hand eye coordination as well as hand foot coordination. I will now demonstrate. Are there any questions about the Basker game? Is everyone ready to begin? Ready Go!</p> | <ul style="list-style-type: none"> • With basketball rules we shoot the ball with our hands, not our feet. • Remember (BEEF) balance, eyes, elbow, and follow through. • When we play soccer remember to use the inside of your foot. • Try and score when you have the chance. | <ul style="list-style-type: none"> • Can you shoot the ball using proper form (BEEF)? • Did you use your non-dominant foot when kicking the ball? • Did you score every time you made an attempt? |

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| discussion. | Group space! That's all of the time we have for today. | | |
| Closure/Assessment: <ul style="list-style-type: none">• How many had an aerobic workout today?• How do you know you had an aerobic workout?• Who liked this game? | | | |

Physical Education Program
Conditioning
Lesson #28

Objectives:

Student

1. By the end of the class period, students will be able to demonstrate the proper push-up form by performing it during class.
(NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 2.3)

Teacher

Equipment (for a class of 25):

- Gym
- Four jerseys
- Activity area
- Stop watch
- 6 Frisbees

Content Development

| <p>Instant Activity: Freeze Tag- The rules are, once you get tagged by one of the four taggers you become frozen. In order to become unfrozen one of your class mates must touch you on the upper shoulder region and say you are now unfrozen. You may not become frozen if you are unfreezing someone else. This game is usually played with in some kind of boundaries like a volley ball court. The taggers should be rotated about every three to four minutes, or when everyone has been frozen. Make sure that taggers are selected by the teacher and not the students.</p> | | | |
|--|--|--|---|
| <p>Set Induction: I would like for all of you to close your eyes and imagine what it would be like to win the ultimate Frisbee world championship. Well today we are going to prepare our bodies for that as well as playing ultimate Frisbee.</p> | | | |
| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
| <p>Informing Task: When I say go, line up on the end line of the basketball court. Go.</p> | | | |
| <ul style="list-style-type: none"> • Teacher will give the students an overview of the game and some basic rules of the game. • Try to get the students as active as fast as possible. For the most part the students will know how to play the game. • Teacher will count students off by 4's. • Teacher will have two games going on at once. • Switch two of the | <p>We are going to play a game of ultimate Frisbee to help increase our cardiovascular endurance. The teams will be split up evenly. The idea of the game is to get the Frisbee down on your end of the court and make a goal. If you think you have a chance for a goal, then you can shoot the Frisbee towards the goal. I will demonstrate how to throw the Frisbee. Any questions? If you make it it's a point for your team. If you don't make it, it's the other teams Frisbee. If you miss the Frisbee and it lands on the floor, it's the other teams Frisbee. We will play for five minutes and then we will change up the teams. Are there any questions?</p> | <ul style="list-style-type: none"> • Throw the Frisbee to your teammates. Once you catch the Frisbee you have 3 seconds to throw it to another teammate. • Remember when you are throwing a Frisbee to flick your wrist hard and fast and too keep the Frisbee as flat as possible (parallel to the ground) • Try to hit your target every time • Remember to step to your target. • Remember to lead your teammate. • Remember not to take | <ul style="list-style-type: none"> • Can you play the whole game of ultimate Frisbee without stopping once? • Can you play the whole time without missing your target? • See how many times you can you can hit your target in a row. • See if you can hit your target without making them change speeds to catch the pass. |

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| <p>teams at five minutes so that everyone gets to play everyone.</p> <ul style="list-style-type: none"> • Teacher will make any adjustments necessary for the game to meet the needs of all students in the class. • Teacher will end the class with closure questions and hi-fives. Make sure that you also give hi-fives to your students as they leave the class. | <p>This game is going to help us with are cardio fitness, at the same time we will also be working on many other skills such as hand eye coordination and hitting a target. This is a great game to play with your friends on the weekend if the weather is good. I would like for you to count of by 4's.</p> <p>Good, 1's and 3's are playing each other on this half and 2's and 4's are on the other half. When I say go you will go to your courts and start playing. I would like two players from opposite teams to play paper, rock, and scissors for the 1st possession. Are there any questions? Ready Go!</p> | <p>more than the allowed number of steps.</p> | <ul style="list-style-type: none"> • See if you can make a good pass, without stepping more than the allowed number of times. |
| <p>Informing Task: When I say go, you and your partner need to find self space. Go.</p> | | | |
| <ul style="list-style-type: none"> • Teacher will put students in partners by same clothing color. • Teacher will keep track of the time for the students. You should let the students know how much time they have. About every ten seconds would | <p>We are now going to work on core muscular strength by doing some sit-ups. This will be working on increasing your abdominal muscles. I will demonstrate how to perform a proper sit-up. Good, are there any questions?</p> <p>Good, now I would like for one partner to do as many sit as the can for thirty seconds. You will</p> | <ul style="list-style-type: none"> • Elbows need to touch their knees. • Your feet need to stay on the ground at all times. • Your hips should stay on the ground at all times. • Try not to interlock your fingers behind your head while doing sit-ups. • The hands should be placed in the ear region of the head. Elbows should | <ul style="list-style-type: none"> • Did you do all of the sit ups using the proper technique. • Did you do sit-ups without stopping? |

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| <p>be good.</p> | <p>start when I give the go. Make sure that if you are the partner counting that you are paying close attention to the person doing the sit-ups. If your partner wishes you may hold their feet. Ready go.</p> <p>Nice job with the sit-ups. Now I would like for you to switch partners and repeat the sit-ups when I give the go. Ready Go!</p> | <p>be pointing towards the knees.</p> <ul style="list-style-type: none"> • Knees should be bent in about a 65 degree angle. • Remember to keep your feet on the ground. | |
| <p>Informing Task: When I say go, get yourself ready for our push-up workout. Go.</p> | | | |
| <ul style="list-style-type: none"> • Partners in self space. • Teacher you will be able to tell if students are performing proper form by looking for a few key features. • Teachers, make sure that you reiterate all of the extensions and refinements for the second group of push-ups. • End the class with a group discussion about how the students felt about the workout and | <p>For the remaining time we will be working on our push-ups. How is everyone doing so far? I know that we have covered a lot so far. This is just like the sit-ups that we just did only with the push-ups. I would like for all of you to watch as I demonstrate how to do a push-up. Are there any questions?</p> <p>Good now lets have you go to your group space with the same partner. The first person will do as many push-ups and they can in thirty seconds. Make sure that if you are the partner counting that you are paying close attention to the person doing the push-ups. You will need to be looking and checking that your partner is using</p> | <ul style="list-style-type: none"> • Keep your back straight, making sure you go all the way down • Make sure your chest touches your partner's fist that is on the ground beside them. Fist should be vertical not horizontal to the ground. • Arms should be just a bit wider than the chest. • The core region of the body should remain flat. Your stomach should remain tight through the range of motion. • Keep your back flat, and no valleys or high peaks. • The arms of the person performing the push-up | <ul style="list-style-type: none"> • Can you do all 3 sets without having to stop? |

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| <p>how it made them feel know that they are developing habits that are going to keep them healthy through out their lives.</p> | <p>the correct form while they are doing the push-ups. Ready Go.</p> <p>You all did a great job with your push-ups, now I would like for you to switch partners and repeat the same for the other partner. Ready Go!</p> <p>Group Space! That is all of the time we a have for today.</p> | <p>should be at a 90 degree angle when in the full down position.</p> <ul style="list-style-type: none"> • Repeat all steps as listed above. | |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none"> • In a class discussion, tell your classmates how you felt about the workout, and how it made you feel about yourself. | | | |

Physical Education Program
Conditioning
Lesson #29

Objectives:

Student

1. By the end of the class period, students will have improved their cardiovascular endurance by participating in a 30 minutes step aerobic workout. (NASPE 1, 2, and 3, EALRS 1.1, 1.2, and 2.3)
2. By the end of the class period, students will have increased their stomach (core) muscles by performing an abs workout. (NASPE 1, 2, EALRS 1.1, 1.2, and 2.3)

Teacher

Equipment (for a class of 25):

- Stop watch
- Steps
- Step aerobic tape (30min)
- Mats
- Gym
- Activity area
- TV and DVD or VCR

Content Development

| <p>Instant Activity: Form running (jog, high knees, tail kickers, carioca, high knee skips, 2 foot hop, jog) when you are doing form-running look for some of these things. With the jog make sure that the students are under control, and that their bodies aren't just flopping all over. With the high knees make sure that the students are getting their knees up the chest. A good way to insure this have them hold out their arms and try to hit them with their knees. When performing tail kickers make sure that the students aren't trying to snap the heel of the foot back to touch they're back side, but let them know they should be trying to keep the foot in the planter flexion form and try to left the heel the back side. When performing the carioca one should make sure that the shoulders stay straight with the wall or the line that the students are facing. Also one should make sure that the students cross feet in an alternating fashion. When performing high knee skips one should look to make sure that students are fully extending at the foot and using the arms to drive the body in an upward motion. The two-footed hop should like a frog in motion. The arms should drive back and then thrust forward at the same time as the legs driving outward and slightly upward. The jog should look like a person who has an accelerated walk. The arms should be under control and not in a flailing motion. The legs should be straight and in a fluid motion, not turning out to the side.</p> | | | |
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| <p>Set Induction: Has anyone ever seen the subway commercials with Jared? Well if you have then you know that he was very overweight at one point in his life. But when we see him on TV he looks thin and healthy. Well he lost all of his weight by walking and doing step aerobic. That is what we will be doing today. How fun is that we will get to watch TV and get a great workout in at the same time.</p> | | | |
| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
| <p>Informing Task: When I say go, find your own self-space within the boundaries and we will begin doing step aerobics. We will be following along with and tape and the workout is a 30-minute workout. Go.</p> | | | |
| <ul style="list-style-type: none"> The teacher will need to have the steps set up before the student go into class. This will save time and confusion when the students arrive. | <p>Today, we are going to be working on our aerobic fitness. This will help our body burn fat and reduce the risk of heart disease. Just by following along with this workout we are going to get a full boy tune up in only thirty minutes. If you need to</p> | <ul style="list-style-type: none"> Remember to stay with the tape. Step all of the way onto the step. Head and eyes up. | <ul style="list-style-type: none"> See if you can stay with the tape. Did you go the whole time without stopping? Did you practice your |

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| <ul style="list-style-type: none"> • The steps should be set in five rows of five. • Also make sure they are staggered this way all of the students will be able to see the TV. • The teacher should also follow along with the step tape make sure that you are facing the students. This will help you with monitoring the students. • Watch and see if any of the students are having too much trouble keeping up. Give lots of positive encouragement while the students are stepping. | <p>stop or slow down that's ok, just try and do your best. When I say go, I would like for each of you to stand in front of a step facing me. I will demonstrate how to use the step and then we will begin the tape. Are there any questions? I will now demonstrate. After the tape is done I would like for all of you to come into group space in front of me. Ready Go!</p> <p>Group space! That was an awesome job of staying with the tape.</p> | <ul style="list-style-type: none"> • Drive with those arms. • Quick steps | <p>breathing technique?</p> |
| <p>Informing Task: When I say go, find a place on a mat and we will begin our workout. Go!</p> | | | |
| <ul style="list-style-type: none"> • Teacher will demonstrate all of the abs exercises for the students. The teacher will also keep track of the time for the student. • The time intervals will be thirty seconds each. • Make sure that the | <p>We are now going to work on our abs. This is one of best ways to prevent us from having lower back trouble when we get older. If we keep our core strong, then it will be able to support the rest of our upper body without causing us pain.</p> | <ul style="list-style-type: none"> • Remember to use good form. • We will alternate right elbow to left knee, and then left elbow to right knee. Legs will be elevated and alternating as well. Your legs will | <ul style="list-style-type: none"> • Did you participate for the whole time? • Did you keep your core tight the whole time? • Did you keep good form the whole time? |

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| <p>students are using good form while performing the bicycle and crunches.</p> <ul style="list-style-type: none"> • Give lots of positive feedback as the students are working on their abs. • At the end of the class bring the students into group space for closure questions. • End the class with a clapping session. This is when the students all start clapping slow and gradually get faster and then end with a 1 2 3 PE ROCKS. | <p>The first exercise we are going to do is called the bicycle crunch. We will be doing two sets of thirty seconds. For this activity we will be using the crunch form to start with. I know this sound difficult, but just try and pretend that you are riding a bike in the air. Are there any questions? I will now demonstrate. The last activity, we will do are crunches. These are the same as we have done in previous classes. To help refresh our memory, I will demonstrate a crunch for you right now. Are there any questions? This will also be two sets of thirty seconds. I will start and stop you when the time is up. We will start with the bicycles and then go right into crunches. Ready Go!</p> <p>Group Space! That's all of the time we have for today. I would like to end the class with a few questions.</p> | <p>be in motion as you are alternating back in forth.</p> <ul style="list-style-type: none"> • Remember to keep your legs up. • Try to keep abs tight the whole time. • Try to keep your stomach tight the whole time you are doing crunches. | |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Who can tell me what fitness component we are improving when you do a step aerobic workout? • Why is it important to workout your abs? | | | |

Physical Education Program
Conditioning
Lesson #30

Objectives:

Student

1. By the end of the class period, students will have found their flexibility range by taking the sit and reach test. (NASPE 1, 2, and 3, EALR'S 1.1, 1.2, and 2.3)
2. By the end of the class period, students will be able to define and describe the effects of drugs & alcohol on the body during the closure discussion. (NASPE 5 and 6, EALR'S 1.1, 1.2, 1.4, 2.2, 2.3, 3.1, 3.3, and 4.1)
3. By the end of the class period, students will be able to describe how drugs & alcohol affect activity and sports during the closure discussion. (NASPE 5 and 6, EALR'S 1.1, 1.2, 1.4, 2.2, 2.3, 3.1, 3.3, and 4.1)

Teacher

Equipment (for a class of 25):

- 2 Sit and reach tester
- overhead transparency (attached to lesson)
- OH projector
- Classroom
- Activity are
- Gym
- Paper/ pencil

Content Development

| <p>Instant Activity: Jump rope- get a jump rope from the box and begin jump roping in your own self-space. You should jump fast, slow, two-footed, one-footed and do any other tricks or jumps that you know how to do. You need to try and continuously jump rope for 5 minutes. When the five minutes is up, walk over and put the jump rope back where you got it from.</p> | | | |
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| <p>Set Induction: Have you ever seen someone that is such a great athlete but decides to ruin their potential by using drugs? Well today we are going to talk about how drugs can affect your performance and why you shouldn't use them.</p> | | | |
| MAF/ Instructional Techniques | Extensions | Refinements | Applications |
| <p>Informing Task: When I say go, begin jogging around the gym at a swift pace. Go!</p> | | | |
| <ul style="list-style-type: none"> • Teacher will need to copy the information on to transparency sheet for the overhead projector. • The teacher will go over all of the information on the transparency explaining what and how alcohol and drugs can affect their bodies. • Once you are done jogging, stretch on your own. • When you hear your name called, come over to the teacher for the sit and reach test. | <p>I would like for you to begin jogging around the gym. When I call your name come over to me and you will do the flexibility test. We are doing the flexibility test on the last day so that we can see the improvements that you have all made during this unit. After six weeks of warming up and stretching, your muscles should grow in length and make you more flexible. Being flexible makes you stronger, faster, and more agile. Now that we have warmed up and found out how much our flexibility increase, we are going to strengthen our brains.</p> <p>Without the knowledge of what</p> | <ul style="list-style-type: none"> • Try and use good form while you are jogging. • Remember; make sure that you are warmed up before you try to test your flexibility. • Remember not to over stretch. • Try and copy everything exactly as it is on the overhead. | <ul style="list-style-type: none"> • Can you go the whole time without stopping? • Can you use proper form for all of your stretches? • Where you able to copy everything exactly as it was on the overhead? |

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| | <p>can happen if we abuse alcohol and drugs, then we will not be able to make smart and healthy choices for our future.</p> | | |
| <p>Informing Task: When I say go, find a place to sit on the floor in front of the overhead. Make sure you have a piece of paper and a pen or pencil. GO!</p> | | | |
| <ul style="list-style-type: none"> Teacher, explain how sports can become more dangerous when drugs & alcohol are used. What is most affected by abuse? (E.g., race care driving) Focus on impairment of performance. As the students are copying down the information on the overhead, open the class up to a discussion session. If a student would like to share a story or an event have them raise their hand and call on them. | <p>This is knowledge that I hope you can take with you for the rest of your lives. Today I would like to share a story about an athlete who did not make the right choices in life and abused alcohol and drugs. He never achieved his potential; in fact he never even reached his full life span. Do any of you have a story that you would like to share about drugs or alcohol? That's all of the time we have for this class. I would like to congratulate all of you for your hard work this quarter. I would like to encourage all of you to keep practicing a healthy life style.</p> | <ul style="list-style-type: none"> I would like for you to copy everything down on your piece of paper. Raise your hand and you will be called on to share your story. | <ul style="list-style-type: none"> See if you can listen the whole time without talking to anyone else. |
| <p>Closure/Assessment:</p> <ul style="list-style-type: none"> In a group discussion at the closure of class, discuss how drugs and alcohol can affect activity and sports performance and how is it dangerous for normal daily activity? Who can tell me how can your aerobic capacity be reduced by using drugs? | | | |

- Who can tell some of the effects drugs can have on your body.
- Great job these last six weeks. You guys worked real hard!

Information for Transparency- Drugs and Alcohol

(Use for discussion)

Alcohol-- a drug that acts as a powerful depressant.

- **Effects On the Body:**

- Slows normal reaction
- Confusion
- Decreased alertness
- Poor coordination
- Blurred vision
- Drowsiness
- Blackouts--periods of time that cannot be recalled
- Death--if too much is consumed

- **Other problems Associated with Alcohol use/Abuse**

- Drunk driving
- Fetal Alcohol Syndrome
- Addiction
- Liver damage (cirrhosis & hepatitis)
- Alcoholism

- **Psychoactive Drugs--**alter perception, thought, and mood; quite possibly creates illusions in the mind of the user.

- Side Effects**

- Synergism
- Overdose
- Aids and Hepatitis

-Stillborn children

- **Depressants**- Slow down the heart and breathing rates, lowers blood pressure, relaxes muscles, and relieves tension.

-Barbiturates

-Tranquilizers

-Narcotics--Opium, Codeine, Morphine's

- **Stimulants**--increases heart rate, blood pressure and breathing rate. Makes user feel excited and alert.

-Amphetamines

-Cocaine--highly addictive

-Crack (effects in 8 seconds)

- **Hallucinogens**--alters perception, thought and mood. No medical uses!!

-LSD

-Mescaline

-Psilocybin

-PCP

-Marijuana

- **Inhalants**--enter the bloodstream directly from the lungs.

-major damage to the kidney, liver, bone marrow, and brain!

Things to Think About

1. Stimulant use during exercise--Lynn Bias
 2. Depressant during exercise--race car driving
 3. Psychoactive drug use during exercise--hockey
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- A. Heart rate gets too high and defibrillates. Unable to sustain activity as long because HR is too high.
 - B. Fall asleep at the wheel. Unable to react to crash ahead, unable to maintain speed on curves.
 - C. "Freak" out and uses stick to attack other players. Use skates as weapons. Just standing in the way--"zoned out."
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- Reaction time is altered
 - Speed is impaired, thereby affecting power output
 - Hand-eye coordination is altered

UNIT Fitness Conditioning

| Day | Lesson Theme | Informal Assessment | Standards | Formal Assessment | Standards |
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| 1 | Syllabus and health questionnaire Stretch routine | Class discussion at end of period and run-through of stretches. | NASPE 1 NASPE 2 NASPE 3 EALR 1.1 EALR 1.2 EARL 4.1 | | |
| 2 | How to take a pulse Getting to know your body Endurance | Take your pulse during the class period. Pace yourself for ½ mile run. Increase muscular strength by completing sit-up and push-up test. | NASPE 1 NASPE 2 NASPE 3 EALR 1.1 EALR 1.2 EALR 1.3 EALR 2.2 EALR 3.2 | | |
| 3 | Aerobic conditioning | Define what aerobic conditioning is by defining it during closure at the end of class. Describe the FIT Principle and its thresholds by defining it during closure at the end of class. | NASPE 1 NASPE 2 EALR 1.1 EALR 1.2 EALR 2.3 EALR 3.2 | | |

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| | | Define maximum heart rate by defining it during closure at the end of the class. | | | |
| 4 | Cardiovascular endurance and quickness | <p>Increase cardiovascular endurance, by completing a 1-mile run.</p> <p>Learn 2 patterns for the dot drills, by practicing them in class with a partner.</p> | <p>NASPE 1 NASPE 2 NASPE 3 EALR 1.1 EALR 1.2</p> | | |
| 5 | Aerobic conditioning | <p>Improve on cardiovascular endurance by participating in a half court game of ultimate Frisbee.</p> | <p>NASPE 1 NASPE 2 NASPE 3 EALR 1.1 EALR 1.2 EALR 2.3</p> | | |
| 6 | Increasing strength | <p>Define what strength means by telling the teacher what the definition is as a whole class.</p> <p>Increase overall strength by participating in the strength increasing stations.</p> | <p>NASPE 1 NASPE 2 NASPE 3 NASPE 5 NASPE 6 EALR 1.1 EALR 1.2 EALR 2.1 EALR 2.3 EALR 3.2 EALR 4.1</p> | | |

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| | | Determine which parts of the body are worked by each exercise by completing a task sheet. | | | |
| 7 | Cardiovascular endurance | <p>Compare and contrast heart rates for a variety of activities by completing a task sheet.</p> <p>Determine which activities are best for developing cardiovascular endurance (CVE) by class discussion.</p> | <p>NASPE 2 NASPE 5 NASPE 6 EALR 2.2 EALR 2.3 EALR 3.2 EALR 3.3</p> | | |
| 8 | Aerobic conditioning and strength endurance | <p>Increase cardiovascular endurance by running a $\frac{3}{4}$ of a mile.</p> <p>Proper form of a lunge by performing a lunge.</p> <p>Increase students core strength by completing an abs workout.</p> | <p>NASPE 1 NASPE 2 NASPE 3 NASPE 6 EALR 1.1 EALR 1.2 EALR 2.3</p> | | |
| 9 | Increasing strength | Increase student's cardio with a perimeter run. | <p>NASPE 1 NASPE 2 NASPE 3</p> | | |

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| | | Will have knowledge of proper running form. | NASPE 6 EALR 1.1 EALR 1.2 EALR 2.3 | | |
| 10 | Muscular endurance Assessment #1 (Formal) | Students will define what endurance is in a class discussion. Increase muscular strength by completing a strength workout. | NASPE 1 NASPE 2 NASPE 3 NASPE 6 EALR 1.1 EALR 1.2 EALR 2.3 EALR 3.2 EALR 4.1 | The students will completed the assessment on how to take a pulse in class. This is on assessment number one in the assessment section of the unit. Teacher will hand it out to be completed by the students. Must demonstrate in front of the teacher. | NASPE 1 NASPE 2 NASPE 3 NASPE 6 EALR 1.1 EALR 1.2 EALR 2.3 EALR 3.2 EALR 4.1 |
| 11 | Plyometrics and quickness | Students will increase muscle endurance by using good lunge form. Students will be able to complete dot drills with good form. | NASPE 1 NASPE 2 NASPE 6 EALR 1.1 EALR 1.2 EALR 2.3 | | |
| 12 | Aerobic conditioning and strength | Students will show knowledge of proper push-up form learned in class. | NASPE 1 NASPE 2 NASPE 3 EALR 1.1 EALR 1.2 EALR 2.3 | | |
| 13 | Calisthenics | Students should be able to define | NASPE 5 NASPE 6 | | |

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| | | flexibility in a group discussion. | EALR 1.3 EALR 2.3 EALR 3.2 EALR 4.1 | | |
| 14 | Plyometrics and quickness | Complete dot drills in class with a partner. Complete a build up run on track. | NASPE 1 NASPE 2 NASPE 3 NASPE 6 EALR 1.1 EALR 1.2 EALR 2.3 | | |
| 15 | Partner challenge workout | Define what an aerobic workout is during closure at the end of class. Give examples of prediction during closure at the end of class. Compare predictions with actual heart rates by completing a task sheet with a partner. | NASPE 5 NASPE 6 EALR 1.1 EALR 1.2 EALR 2.3 EALR 3.2 EALR 4.1 | The students will complete a task sheet that will allow them to give a good prediction of estimated HR for a variety of activities. | NASPE 5 NASPE 6 EALR 1.1 EALR 1.2 EALR 2.3 EALR 3.2 EALR 4.1 |
| 16 | Step aerobics Abs workout | Improve cardiovascular endurance by participating in a 30 minutes step aerobic workout. Increase stomach | NASPE 1 NASPE 2 NASPE 3 EALR 1.1 EALR 1.2 EALR 2.3 | | |

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| | | (core) muscles by performing an abs workout. | | | |
| 17 | Agility ladder Medicine ball work out | Know the importance of agility when conditioning by having a discussion about it at the end of class. Students will be able to perform 3 exercises on the exercise ladder with proper form in front of the teacher. | NASPE 1 NASPE 2 NASPE 3 NASPE 5 EALR 1.1 EALR 1.2 EALR 2.3 EALR 3.3 | | |
| 18 | Plyometric workout | Define power during closure. Define plyometrics during closure. | NASPE 5 NASPE 6 EALR 2.3 EALR 3.2 | | |
| 19 | Cardiovascular endurance Ultimate Frisbee | List the proper steps to throwing a Frisbee by recalling some cues during closure. Demonstrate proper tactics while playing ultimate Frisbee by demonstrating the skills during a game. | NASPE 1 NASPE 2 NASPE 3 NASPE 6 EALR 1.1 EALR 1.2 EALR 2.3 EALR 3.3 | | |
| 20 | Endurance training Assessment (formal) | Demonstrate how to find their target heart rates to the teacher. | NASPE 1 NASPE 2 NASPE 3 EALR 1.1 | The students will be given a definition sheet to be completed in class and then used | NASPE 2 NASPE 5 EALR 1.3 EALR 2.2 |

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| | | Perform a variety of aerobic tasks by following the teacher's instructions. | EALR 1.2 EALR 2.3 EALR 3.2 | for review. | EALR 3.2 |
| 21 | Aerobic options day | Define FIT Principle Predict activities, which will cause the highest and lowest heart rates during the discussion and closure time of class. | NASPE 1 NASPE 2 EALR 1.1 EALR 1.2 EALR 1.3 EALR 2.3 EALR 3.2 EALR 4.1 | | |
| 22 | Ultimate Frisbee Abs and push-up workout | Demonstrate the proper push-up form by performing it during class. | NASPE 1 NASPE 2 NASPE 3 EALR 1.1 EALR 1.2 EALR 2.3 | | |
| 23 | Medicine ball workout stretching | Participate safely in a medicine ball workout and increase their muscular strength. | NASPE 1 NASPE 2 NASPE 3 EALR 1.1 EALR 1.2 EALR 2.3 | | |
| 24 | One mile run test stretching | The mile run test to by doing this they will be able to asses their cardiovascular endurance. | NASPE 1 NASPE 2 NASPE 6 EALR 1.1 EALR 1.2 EALR 1.3 EALR 2.3 EALR 3.2 | | |
| 25 | Orienteering | Explain orienteering | NASPE 1 | | |

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| | | <p>during the closure discussion.</p> <p>Complete an indoor orienteering course during class activity.</p> <p>Participate in an aerobic activity.</p> | <p>NASPE 2 NASPE 3 NASPE 6 EALR 1.1 EALR 1.2 EALR 2.3 EALR 3.3</p> | | |
| 26 | <p>Dot drill Build up run</p> | <p>Performing the poly spot drills and the line jumps.</p> <p>Demonstrate proper pacing on the corners of the track, by running the build-up run.</p> | <p>NASPE 1 NASPE 2 NASPE 6 EALR 1.1 EALR 1.2 EALR 2.3</p> | | |
| 27 | <p>Basket activity</p> | <p>Improve cardiovascular endurance by participating in Basket aerobic activity.</p> | <p>NASPE 1 NASPE 2 NASPE 3 EALR 1.1 EALR 1.2 EALR 2.3</p> | | |
| 28 | <p>Endurance workout Ultimate Frisbee</p> | <p>Demonstrate the proper push-up form by performing it during class.</p> | <p>NASPE 1 NASPE 2 NASPE 3 EALR 1.1 EALR 1.2 EALR 2.3</p> | | |
| 29 | <p>Step aerobics Abs workout</p> | <p>Improved their cardiovascular endurance by</p> | <p>NASPE 1 NASPE 2 NASPE 3</p> | | |

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| | | <p>participating in a 30 minutes step aerobic workout.</p> <p>Increased their stomach (core) muscles by performing an abs workout.</p> | <p>EALR 1.1 EALR 1.2 EALR 2.3</p> | | |
| 30 | Discussion on drugs. Assessment (formal) | <p>Will know what their flexibility range by taking the sit and reach test that teacher monitors.</p> <p>Describe the effects of drugs & alcohol on the body during the closure discussion.</p> <p>Describe how drugs & alcohol affect activity and sports during the closure discussion.</p> | <p>NASPE 1 NASPE 2 NASPE 3 NASPE 5 NASPE 6 EALR 1.1 EALR 1.2 EALR 1.4 EALR 2.2 EALR 2.3 EALR 3.1 EALR 3.3 EALR 4.1</p> | <p>The students will copy down information and have a class discussion on how drugs and alcohol can affect their bodies.</p> <p>The teacher will provide information on drugs and alcohol for discussion.</p> | <p>NASPE 2 NASPE 5 EALR 1.3 EALR 2.2 EALR 3.2</p> |

How to Take Your Pulse- Assessment #1

Directions: Read the following questions and respond the best you can to them. Remember to keep your eyes on your own paper. Please use a pencil so you can erase if you have to.

1. Tell me at least 2 different spots or areas on your body that you can take a pulse from. Then tell me where the most common spot to take a pulse is.
2. How long do you take your pulse for?
3. If you took your pulse for 15 seconds and got 18 beats, what number would you have to multiply by to get your correct pulse? What would the pulse be?
4. What is an average resting pulse rate for a female and a male?
5. If you take your pulse immediately after exercise and it is close to your resting heart rate, does this mean you are in good cardiovascular shape or do you need to work on it more?

Answer Sheet for Assessment #1

1. Neck (vena cava artery), wrist (artery along thumb side), hip, ear, and foot. Most common area to take pulse is your wrist.
2. 60 seconds. You can also take it for 15 seconds and then multiply the number you get by 4.
3. Multiply by four, and then you would get 72 beats per minute.
4. Female-80 beats per minute, Male-72 beats per minute.
5. You are in good cardiovascular shape.

Additional Information on Pulse Taking- Assessment #1



What is your pulse?

Your pulse is your heart rate, or the number of times your heart beats in one minute. Pulse rates vary from person to person. Your pulse is lower when you are at rest and increases when you exercise (because more oxygen-rich blood is needed by the body when you exercise).

Knowing how to take your pulse can help you evaluate your exercise program. If you are taking heart medicines, recording your pulse on a daily basis and reporting the results to your health care provider can help your provider determine if the medicines are working properly.



How to take your pulse

1. Place the tips of your index, second, and third fingers on the palm side of your other wrist, below the base of the thumb. Or, place the tips of your index and second fingers on your lower neck, on either side of your windpipe. (*See the illustrations to the right.*)
2. Press lightly with your fingers until you feel the blood pulsing beneath your fingers. You might need to move your fingers around slightly up or down until you feel the pulsing.
3. Use a watch with a second hand, or look at a clock with a second hand.
4. Count the beats you feel for 15 seconds. Multiply this number by four to get your heart rate (pulse) per minute.

Check your pulse: _____ x 4 = _____
(beats in 15 seconds) (your pulse)

| What is a normal pulse? | |
|--------------------------------|----------------------------------|
| Age Group | Normal Heart Rate at Rest |
| Children (ages 6-15) | 70-100 beats per minute |
| Adults (age 18 and over) | 60-100 beats per minute |

What is maximum heart rate?

The maximum heart rate is the highest your pulse rate can get. To calculate your **predicted maximum heart rate**, use this formula:

220 - Your Age = Predicted Maximum Heart Rate

Example: a 40-year-old's predicted maximum heart rate is 180.

Your actual maximum heart rate can be determined by a graded exercise test.

Please note that some medicines and medical conditions might affect your maximum heart rate. If you are taking medicines or have a medical condition (such as heart disease, high blood pressure, or diabetes), always ask your doctor if your maximum heart rate/target heart rate will be affected. If so, your heart rate ranges for exercise should be prescribed by your doctor or an exercise specialist.

Target heart rate

You gain the most benefits and lessen the risks when you exercise in your target heart rate zone. Usually this is when your exercise heart rate (pulse) is 60 percent to 80 percent of your maximum heart rate. In some cases, your health care provider might decrease your target heart rate zone to begin with 50 percent.

Do not exercise above 85 percent of your maximum heart rate. This increases both cardiovascular and orthopedic risk and does not add any extra benefit.

Always check with your health care provider before starting an exercise program. Your health care provider can help you find a program and target heart rate zone that match your needs, goals, and physical condition.

When beginning an exercise program, you might need to gradually build up to a level that is within your target heart rate zone, especially if you have not exercised regularly before. If the exercise feels too hard,

slow down. You will reduce your risk of injury and enjoy the exercise more if you don't try to over-do it.

To find out if you are exercising in your target zone (between 60 percent and 80 percent of your maximum heart rate), stop exercising and check your pulse. If your pulse is below your target zone (see the chart below), increase your rate of exercise. If your pulse is above your target zone, decrease your rate of exercise.

| Age | Target Heart Rate (HR) Zone (60-85%) | Predicted Maximum Heart Rate |
|---------------------------|---|-------------------------------------|
| 20 | 120-170 | 200 |
| 25 | 117-166 | 195 |
| 30 | 114-162 | 190 |
| 35 | 111-157 | 185 |
| 40 | 108-153 | 180 |
| 45 | 105-149 | 175 |
| 50 | 102-145 | 170 |
| 55 | 99-140 | 165 |
| 60 | 96-136 | 160 |
| 65 | 93-132 | 155 |
| 70 | 90-128 | 150 |
| Your actual values | Target HR | Max. HR |

Definition Assessment #2

Direction: Please give your best definition for each word. Try to use complete sentences and use a pencil so you can erase.

1. Strength-

2. Repetition (Rep)-

3. Overload-

4. Set-

5. Endurance-

6. FIT Principle-

7. Flexibility-

8. Power-

9. Plyometrics-

10. Aerobic-

Answer Sheet Assessment #2

1. **Strength:** Ability of the muscles to exert maximal force against a resistance one time.
2. **Repetition (Rep):** Each time the weight is moved against and with gravity.
3. **Overload:** Doing more than usual to get fit.
4. **Set:** a combination of repetitions; for strength training; usually 8-10.
5. **Endurance:** Ability of the body to perform work without becoming fatigued, or the ability to repeat muscle movement over time.
6. **FIT** as applied to endurance:
 - Frequency = 3 times per week
 - Intensity = 30 - 50% of max.
 - Time = 10 - 14 repetitions
7. **Flexibility:** Ability of the joints in the body to move through their entire range of motion
8. **Power:** Ability to perform strength exercises quickly.
9. **Plyometrics:** Exercises designed to develop power.
10. **Aerobic:** Ability to exercise for a long period of time while keeping heart rate at an average rate.

Developing the Correct Workout Assessment #3

Directions: Please pick one question to answer and answer it fully and completely. Discuss exercises that can be used and when and how often to workout. Write as much as you can with as much detail as possible.

Question #1

Explain and discuss a workout program for someone who is looking to develop or increase their cardiovascular endurance. Make sure you discuss activities they can do. Also make a block plan or layout of activities or workouts for at least 2 weeks.

Question #2

Explain and discuss a workout program for someone who is looking to develop or increase muscular endurance. Make sure you discuss activities they can do and for how long. Also make a block plan or layout of activities or workout for at least 2 weeks.

Answer Sheet Assessment #3

Question # 1

This is an example of what a student might draw up for the table. The definitions that are listed on the following page are for the teacher. This list will help aid the teacher with identifying terms that the student might have included in the block plan. The teacher should encourage the students to use the terms that they have learned previously in the class. In the class discussion make sure that the teacher uses names and definitions from the list. This will help insure that the students use the terminology that you want in the block plan.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|--|--|
| Circuits Core Stability/Fit Ball Muscle Max | Aerobics Body Conditioning/ Body sculpt | Circuits Core Stability/Fit Ball Muscle Max | Pilates Yoga Gentle Keep Fit | Circuits Core Stability/Fit Ball Muscle Max |
| Spinning Circuits Aquaobics Step | Legs, Bums, and Tums Muscle Max Gentle Keep Fit | Boxercise Body Conditioning/ Body Sculpt | Circuits Core Stability/Fit Ball Muscle Max | Muscle Max Circuits Yoga |

In developing a workout plan for two weeks I have included a wide variety of exercise this will help me get a full body workout without having to worry about missing any one area. I feel this block plan is good in the way that that it allows me to have fun and get good exercises at the same time. I think that I might try and stick to this workout and see if I notice any difference in my body after two good weeks of working out with my own program.

Definitions for Table and Question #1 (assessment #3)

Aerobics

The classic workout mixing music and choreographed exercise. Especially good for fat burning and improving cardiovascular fitness.

Aquarobics

Exercise to music - aqua exercise is a good cardiovascular workout using the resistance of the water to improve muscle tone and strength. A fun workout in the pool, open to swimmers and non-swimmers.

Body Conditioning/Body Sculpt

A fitness and strength workout using a mixture of low impact exercises. Great for toning your thighs, abs and upper body.

Circuits

Following a set routine between stations at quick intervals with some serious motivation from your instructor. A whole body workout especially good for muscular strength and endurance.

Core Stability/Fit Ball

Helping you use your abdominal and back muscles to improve posture and strength, we will inspire you with the latest exercises and innovative equipment.

Pilates

A mindful workout. This class improves your posture and tone by using lengthening, strengthening and stretching exercises.

Boxercise

Boxercise is one of the most effective forms of cross training available today. It improves hand-eye co-ordination, balance and timing. Boxercise classes are always fun, energetic and addictive.

Muscle Max

Can make you stronger, gets you in shape, and helps keep the weight off by increasing the metabolism. Muscle Max promotes muscle endurance and can help increase confidence and self-esteem.

Spinning

High-energy cardiovascular workout on stationary bikes. This class is tailored to your own level and sure to develop your cardiovascular fitness, lower body strength and burn plenty of calories.

Gentle Keep Fit

A simple cardiovascular workout to music.

Yoga

Yoga consists of exercises that stimulate, relax and revitalizes the mind and body.

Legs, Bums & Tums

Aimed at three main problem areas of legs, bums and tummies, this class aims to tighten and tone, even reducing inches!

Step

A choreographed workout on a step platform. Great for cardiovascular training but also one of the best workouts for thighs and bums.

Answer Sheet Question #2 (assessment #3)

(ENDURANCE STRENGTH 30-60% 1 RM 80-100% 1 RM 12 + repetitions 2-6 repetitions).

To accomplish precise fitness goals, specific training must be applied. Specificity of training is also referred to as the Specific Adaptation to Imposed Demands (SAID) principle. Most often, a training goal somewhere between pure strength and endurance on the continuum is desired. Once training objectives are established, a trainer can design a program defining the muscles, actions and type of resistance to be included. Recommendations for frequency, intensity, volume and periodization may also be outlined. To develop pure strength, maximal or near maximal force must be exerted. Only a few repetitions of this force can be performed at one time, and several minutes of recovery are required to replenish energy stores.

Many repetitions of sub-maximal force are required to develop muscular endurance. Minimal recovery periods are required between sets when training for endurance as the energy stores are not depleted during lower intensity.

Frequency

Two days per week is the recommended minimum to develop the musculature. Three days per week provides additional gains in strength. Research indicates less than two days per week will not provide sufficient training stimulus. Optimal training frequency varies depending on the muscles exercised, duration and intensity, fitness level, individual health status and training objectives. Muscle fiber composition dictates the length of recovery required. Individuals with a high percentage of fast twitch fibers will require a longer recovery period, while those with a high percentage of slow twitch fibers are fatigue resistant and require less recovery time between workouts, according to Essentials of Strength Training and Conditioning (Human Kinetics, 1994) by Thomas R. Baechle.

Intensity

Intensity is defined as the workload or weight per repetition. In order to achieve gains in muscular strength or endurance, the principle of overload, or stressing the body slightly beyond its capacity to increase work potential, must be utilized. Specifically, adaptation to stress occurs and a training effect results. When stress is greatly beyond the body's capacity, injury will likely result. As the body adapts to stress and training, the stress overload must be continually increased for growth. This principle is called progressive overload.

Volume of Training

Volume of training describes the total amount of weight lifted in a workout and is defined as sets multiplied by repetitions multiplied by intensity. Volume may be used to measure a specific exercise or a total workout. It varies according to goals and training status.

Order of Exercise

Order of exercises selected depends on factors such as conditioning level and training goals and methods. Generally speaking, the large muscle, multi-joint exercises should be performed first followed by single muscle isolation exercises. This prevents early fatigue of isolated muscles needed to perform the multi-joint work. Individuals with motor performance goals, such as competitive body building and performance lifting, may use alternate methods of training. A well-rounded program will include exercises for all major muscles. To avoid fatigue, arrange exercises so the same muscles don't work successively.

National and State Standards

These standards are used to assess students in physical education. All the assessments in this unit are defined under one of these standards. There are the national standards, which are on the first page, and then the state standards that are on the second page. These are very important for they give us a goal or a benchmark that our students should be meeting. You will also see them listed under each objective in the lessons showing that each task we do is relevant to the standards. You can find these standards at www.k12.wa.us.com the site for the Washington State Superintendent of Public Instruction.

National Standards for Physical Education

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principle, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity setting
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Washington State Essential Academic Learning Requirements

1. The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

To meet this standard, the student will:

- 1.1 Develop fundamental and complex movement skills, as developmentally appropriate.
- 1.2 Safely participates in a variety of developmentally appropriate physical activities.
- 1.3 Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.
- 1.4 Understand the relationship of nutrition and food nutrients to physical performance and body composition.

2. The student acquires the knowledge and skills necessary to maintain a healthy life: Recognize patterns of growth and development, reduce health risks, and live safely. To meet this standard the student will:

- 2.1 Recognize patterns of growth and development.
- 2.2 Understand the concept of control and prevention of disease.
- 2.3 Acquire skills to live safely and reduce health risks.

3. The student analyzes and evaluates the impact of real-life influences on health.

To meet this standard the student will:

- 3.1 Understand how environmental factors affect one's health. (air, water, noise, chemicals)
- 3.2 Gather and analyze health information.
- 3.3 Use social skills to promote health and safety in a variety of situations.
- 3.4 Understand how emotions influence decision making.

4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

To meet this standard the student will:

- 4.1 Analyze health and safety information.
- 4.2 Develop a health and fitness plan and a monitoring system.

Task Sheets- How to Use Them

Teacher: Using a task card is simple; once you have set up your stations you will give your students a task card. You should set up stations so that they are evenly spaced out throughout the activity area. The idea is to have the student go from station to station trying to complete the tasks that are on the card. This is a great way to get your class moving from one spot to the next without having to stop the students and tell them to go to the next station. Tasks can be part of a station card or a separate card that students complete.

Student: Once you have picked up your task card I would like for you to go to station number one on your task card and begin. Once you have finished the task at station number one you can move on to the next station. If you need help with a task at a station let the teacher know and they will help you. Try to do your very best at each station. Students fill in the information in the blank spot after the task.

When to Use a Task Sheet

I like to use a task card when the students have learned a lot of information. This is a good way to assess the students and see what areas they are doing well in and what areas that you as a teacher may have to go back and review with them before moving on. You can also use this method to help build the students' confidence level. For example, if a skill has become too difficult for a student and they are starting to feel as if they can no longer make any progress, then you could use a task card to help show them how much progress they have already made and that they are doing just fine. I feel that by giving the students some kind of proof that they have been making progress it will help give them the reassurance that they need to move on to a more difficult task. Be sure to list the tasks in the same order as they appear on the task sheet that you hand out to the students.

Name: _____

Strength Task Sheet-Lesson #6

Directions: Please fill out the following task sheet as you workout. Start with the highlighted station first. Just answer the questions that follow the activity and write it in the blank.

1. Jogging--How many times did you go half court and back? _____
2. Sit-ups--How many did you do in 30 seconds? _____
3. Jump Rope--What was your best number in a row w/out a miss? _____
4. Wall Sits--Were you able to sit for entire 30 seconds? _____
5. Push Ups--How many did you do in 30 seconds? _____
6. Side Slides--How times did you make it back and forth? _____
7. Squats--How many did you do in 30 seconds? _____
8. Rest--Take your pulse for the 15 seconds. What is it? _____
9. Jogging--How many times did you go to half court and back? _____
10. Sit-ups--How many did you do in 30 seconds? _____
11. Jump Rope--What was your best number in a row w/out a miss? _____
12. Wall Sits--Were you able to sit for the entire 30 seconds? _____
13. Push Ups--How many did you do in 30 seconds? _____
14. Side Slides--How many times did you make it back and forth? _____
15. Squats--How many did you do in 30 seconds? _____
16. Rest--Take your pulse for 15 seconds. What is it? _____

Lesson #6- Example

Station # 1



Jogging

1. Jog from the end line of the basketball court to half court and back. Keep jogging until the music stops.

Name: _____

Heart Rate Activity Task Sheet-Lesson #7

Directions: Perform the following activities with your partner. Begin with the highlighted activity and continue through them until you have completed the entire list. Write down your 10 second heart rate after performing each activity.

| <u>ACTIVITY</u> | <u>PULSE RATE</u> |
|---|-------------------|
| 1. Jog around the gym for 5 minutes | _____ |
| 2. Play half-court basketball for 5 minutes | _____ |
| 3. Throw and catch a nerf soccer ball with a partner for 5 minutes | _____ |
| 4. Walk around the gym for 5 minutes | _____ |
| 5. Play volleyball for 5 minutes | _____ |
| 6. Do 20 push-ups and 20 sit-ups | _____ |
| 7. Kick & trap a soccer ball with your partner for 5 minutes | _____ |
| 8. Stretch for 5 minutes | _____ |

Name: _____

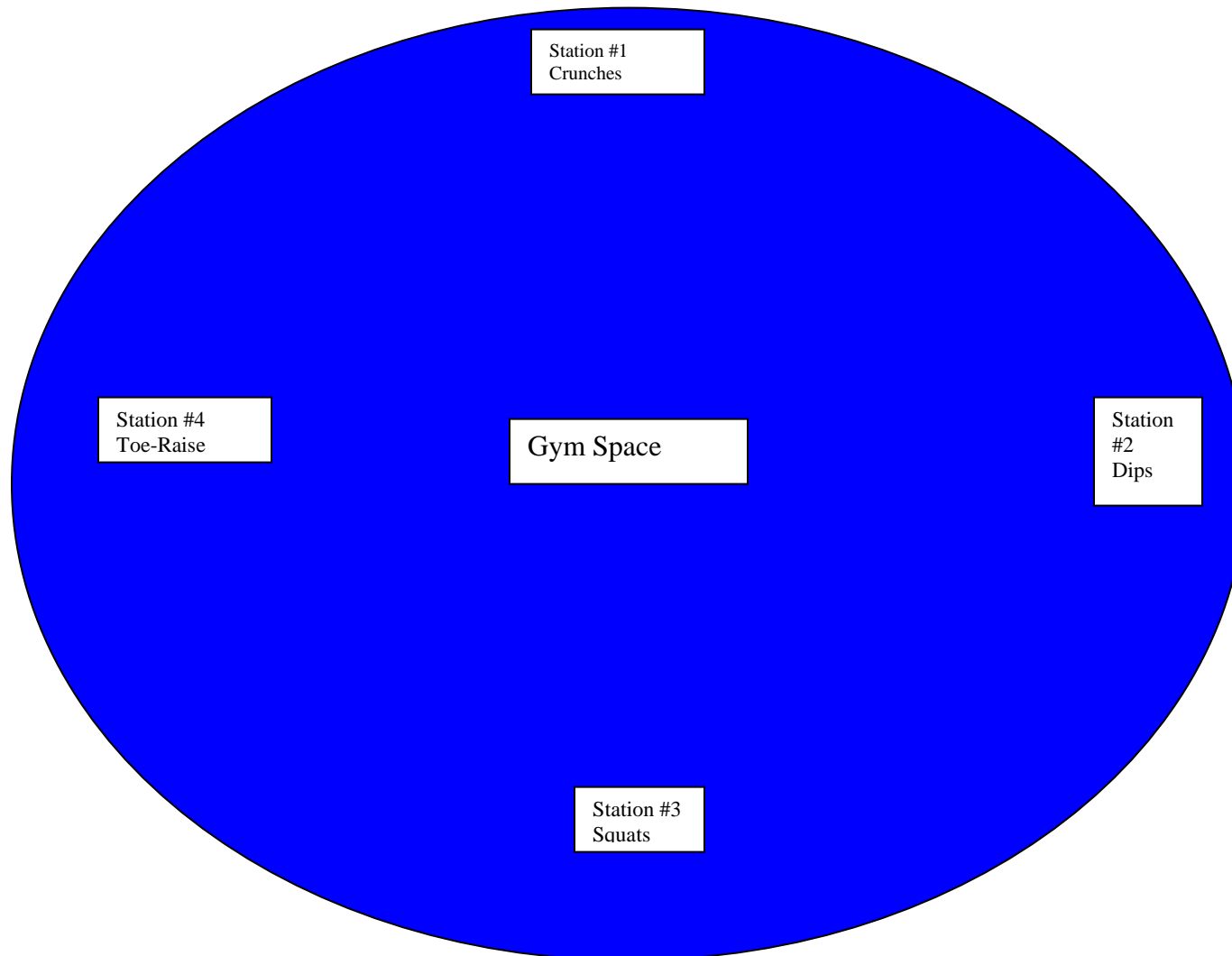
Endurance Station Task Sheet-Lesson #10

Directions: During workout, fill in the designated reps and pulse rate for each station. When you are done return the task card back to the teacher.

| Stations- Reminders | Sets | Reps | Pulse |
|--|-------------|-------------|--------------|
| 1. CRUNCHES-Bring shoulder's off floor. | | | |
| 2. DIPS-Use only the arms to lift weight. | | | |
| 3. SQUATS-Go down to 90 degrees; look up. | | | |
| 4. TOE RAISES-Fully extend trying to stand on you tip toes. | | | |
| 5. PUSHUPS-Go down to 90 degrees; knees or toes. | | | |
| 6. REST Take-your pulse for 30 seconds. | | | |
| 7. BICEPS CURLS-Choose a low weight, bend knees. | | | |
| 8. REVERSE SIT-UPS-Do NOT use momentum!! | | | |
| 9. TRICEPS EXTENSIONS- Choose a low weight. | | | |
| 10. JUMP ROPE-Speed jumping. | | | |
| 11. BACK EXTENSIONS-Feet should stay on the floor. | | | |
| 12. CRUNCHES- Bring shoulders off floor. | | | |
| 13. DIPS-Use only the arms to lift weight. | | | |
| 14. SQUATS-Go down to 90 degrees; look up. | | | |
| 15. TOE RAISES-Fully extend trying to stand on you tip toes. | | | |
| 16. PUSHUPS-Go down to 90 degrees; knees or toes. | | | |
| 17. REST-Take your pulse for 30 seconds. | | | |
| 18. BICEPS CURLS-Choose a low weight; bend knees. | | | |
| 19. REVERSE SIT-UPS-Do NOT use momentum!! | | | |
| 20. TRICEPS EXTENSIONS-Choose a low weight. | | | |
| 21. JUMP ROPE-Speed Jumping. | | | |
| 22. BACK EXTENSIONS-Feet should stay on the floor. | | | |

Lesson #10- Example

*Have the students rotate from one station to the next with the task card filling in the information that is needed in the blanks under the reps and pulse.



Name: _____

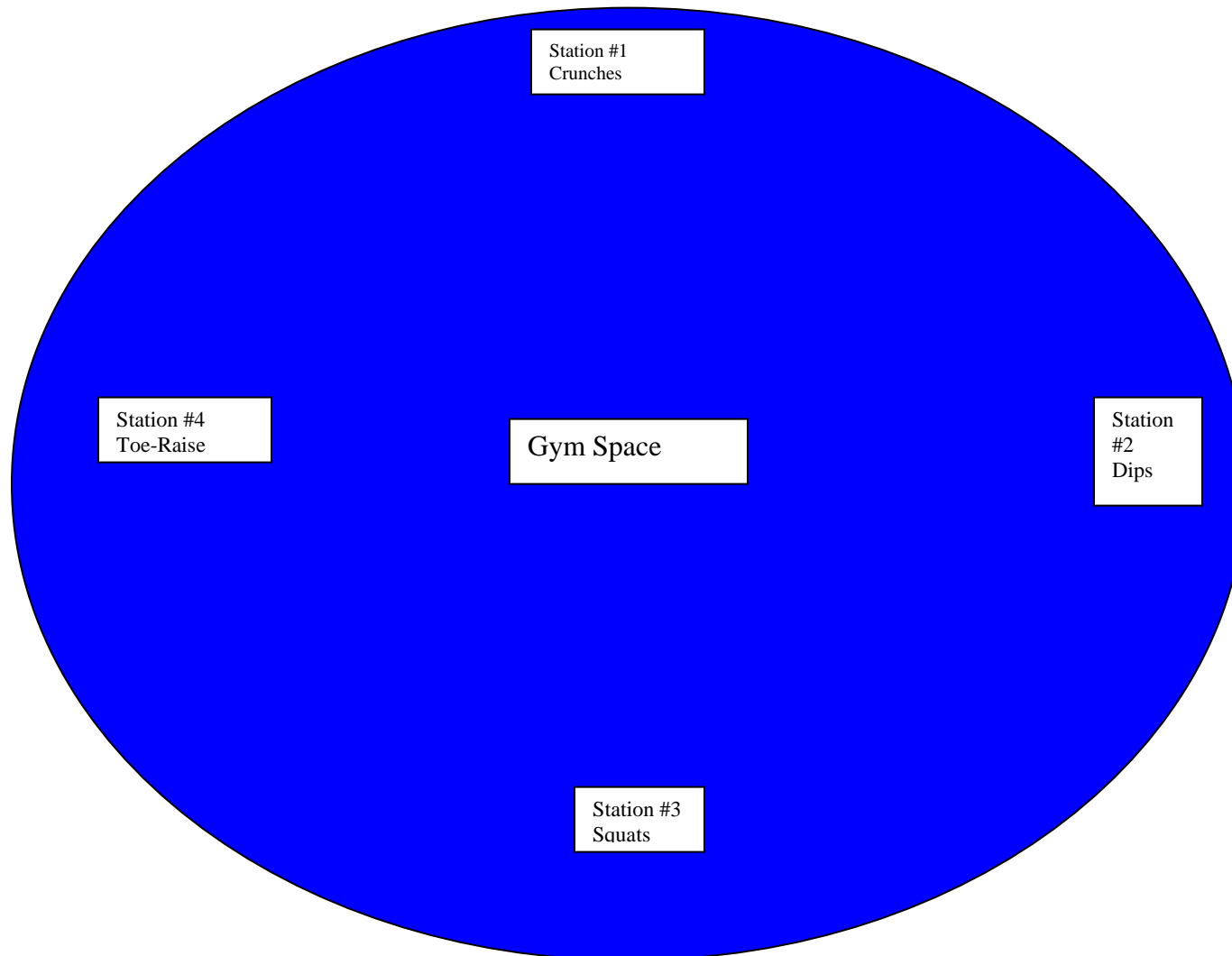
Endurance Station Task Sheet-Lesson #10

Directions: During workout, fill in the designated reps and pulse rate for each station. When you are done return the task card back to the teacher.

| Stations- Reminders | Sets | Reps | Pulse |
|--|------|------|-------|
| 1. CRUNCHES-Bring shoulder's off floor. | | | |
| 2. DIPS-Use only the arms to lift weight. | | | |
| 3. SQUATS-Go down to 90 degrees; look up. | | | |
| 4. TOE RAISES-Fully extend trying to stand on you tip toes. | | | |
| 5. PUSHUPS-Go down to 90 degrees; knees or toes. | | | |
| 6. REST Take-your pulse for 30 seconds. | | | |
| 7. BICEPS CURLS-Choose a low weight, bend knees. | | | |
| 8. REVERSE SIT-UPS-Do NOT use momentum!! | | | |
| 9. TRICEPS EXTENSIONS- Choose a low weight. | | | |
| 10. JUMP ROPE-Speed jumping. | | | |
| 11. BACK EXTENSIONS-Feet should stay on the floor. | | | |
| 12. CRUNCHES- Bring shoulders off floor. | | | |
| 13. DIPS-Use only the arms to lift weight. | | | |
| 14. SQUATS-Go down to 90 degrees; look up. | | | |
| 15. TOE RAISES-Fully extend trying to stand on you tip toes. | | | |
| 16. PUSHUPS-Go down to 90 degrees; knees or toes. | | | |
| 17. REST-Take your pulse for 30 seconds. | | | |
| 18. BICEPS CURLS-Choose a low weight; bend knees. | | | |
| 19. REVERSE SIT-UPS-Do NOT use momentum!! | | | |
| 20. TRICEPS EXTENSIONS-Choose a low weight. | | | |
| 21. JUMP ROPE-Speed Jumping. | | | |
| 22. BACK EXTENSIONS-Feet should stay on the floor. | | | |

Lesson #10- Example

*Have the students rotate from one station to the next with the task card filling in the information that is needed in the blanks under the reps and pulse.



Name: _____

Flexibility Partner Task Sheet-Lesson #13

Directions: Perform the following stretches in groups of 4. Hold each stretch for fifteen seconds. Repeat each stretch 3 times. In the blank, write down one of the muscles being stretched by this exercise.

| Stretches: | Muscle(s) |
|---|------------------|
| 1. Trunk Rotations (to the left and right) | _____ |
| 2. Beauty Queens | _____ |
| 3. Hurdle Stretch (knee in)--right and left | _____ |
| 4. Standing High Knee | _____ |
| 5. Butterfly | _____ |
| 6. Calf Stretch | _____ |
| 7. Gluteus Stretch | _____ |
| 8. Arm overs | _____ |
| 9. Shoulder Rolls | _____ |
| 10. Seal Stretch | _____ |

Name: _____

Partner Challenge Task Sheet- Lesson #15

Directions: Go through the list of activities below and predict your heart rate for each of the activities. Then, choose a partner to "challenge" and perform the activities with that person. Begin at the highlighted station. Log your heart rate at the end of each activity. We will then discuss your findings.

| <u>ACTIVITY</u> | <u>PREDICTED PULSE</u> | <u>ACTUAL PULSE</u> |
|--|------------------------|---------------------|
| 1. Join another group and play volleyball | _____ | _____ |
| 2. Play badminton for 10 minutes | _____ | _____ |
| 3. Throw the Frisbee back and forth for 5 minutes | _____ | _____ |
| 4. Jog for 5 minutes | _____ | _____ |
| 5. Skip for 2 minutes | _____ | _____ |
| 6. Rest for 3 minutes | _____ | _____ |
| 7. Shoot free throws until you make 2 out of 5 | _____ | _____ |
| 8. Join another group and play soccer for 10 minutes | _____ | _____ |
| 9. Walk for 3 minutes | _____ | _____ |
| 10. Do 20 sit-ups and 10 push-ups | _____ | _____ |

Name: _____

Plyometric Task Sheet- Lesson # 18

Directions: Perform each exercise below as directed, with good form. Write down which major muscle you are using when performing the exercise. Then rest for two minutes. Then try to do each station one more time after you have rested. Write down how many reps you can do the second time around. During the rest phase, please walk around the gym to keep your muscles warmed up.

| Exercise | Reps | Muscle Used |
|--|------|-------------|
| 1. Jump rope (25) and go to 90 degrees when you land | | |
| 2. Alternate bounding (10 down and 10 back) | | |
| 3. Tuck jumps (10) | | |
| 4. Alternate push-offs (6 each) Alternate leg each time | | |
| 5. Single leg push-off (5 on each leg) | | |
| 6. Squat depth jumps | | |
| 7. Jump rope as high as you can | | |

Name _____

Aerobic Options Task Sheet- Lesson # 21

Directions: You may choose to do any 3 of the activities below. You will participate in each activity for at least 2 minutes before rotating to the next activity on your list. If you are really enjoying an activity, you may continue playing it; just make sure that you play at least 3 different activities today. Before beginning, let's make some predictions. Which of the activities that you choose will cause your HR to be the highest? Which one will have the least effect on your HR? Please write down your predictions in the area provided below the activities. After you complete an activity, take your pulse with your heart rate monitor and see if it is close to your prediction.

RULES: YOU MUST BE ACTIVE THE ENTIRE CLASS!!!

OPTIONS ACTIVITIES: (CIRCLE THE 3 YOU ARE GOING TO DO)

| | | | |
|------------|----------|----------|---------|
| Volleyball | Football | Walking | Jogging |
| Jump Rope | Frisbee | Softball | Soccer |

PREDICTIONS:

Highest: _____

Lowest: _____

Were your predictions correct? Why or why not?

Why might differences exist among different people (in other words, football caused the highest rate in some and yet the lowest in others)?

Name: _____

Medicine Ball Task Sheet- Lesson # 23

Directions: Perform each of the activities below and try to do as many reps as you can in one minute. Then write down how many reps you did for each exercise.

| Exercise | Description | Rep |
|----------------------|--|------------|
| 1. Torso Circles | With knees bent, hold at chest and do circles to the left and right. | _____ |
| 2. Side Bends | Hold ball at chest; keep knees bent. Bend over to the right and left slightly. | _____ |
| 3. Good Mornings | Hold ball at chest. With knees slightly bent. Bend forward at the waist until you are at 90 degrees, then raise up. | _____ |
| 4. Wood Chopper | With knees bent and legs apart to shoulder width raise ball above head and then down through the legs. | _____ |
| 5. Russian Twists | Keep knees bent, hold ball on right hip, then twist to left moving the ball to the left hip. | _____ |
| 6. Med. Ball Sit-Ups | Put ball above head, sit-up and toss to partner. | _____ |
| 7. Twist/Hand | Sit Indian style and put ball on floor behind the right hip. Grab it while twisting to the left and bring it around front to the left. | _____ |
| 8. Hamstring Curls | Lay on stomach. Partner rolls ball down hamstrings. Kick ball up to partner when it gets to ankles. | _____ |
| 9. Donkey Kicks | Lay on back with feet held in air. Knees bent at a 90 degree angle. Partner tosses ball and you kick it back. | _____ |

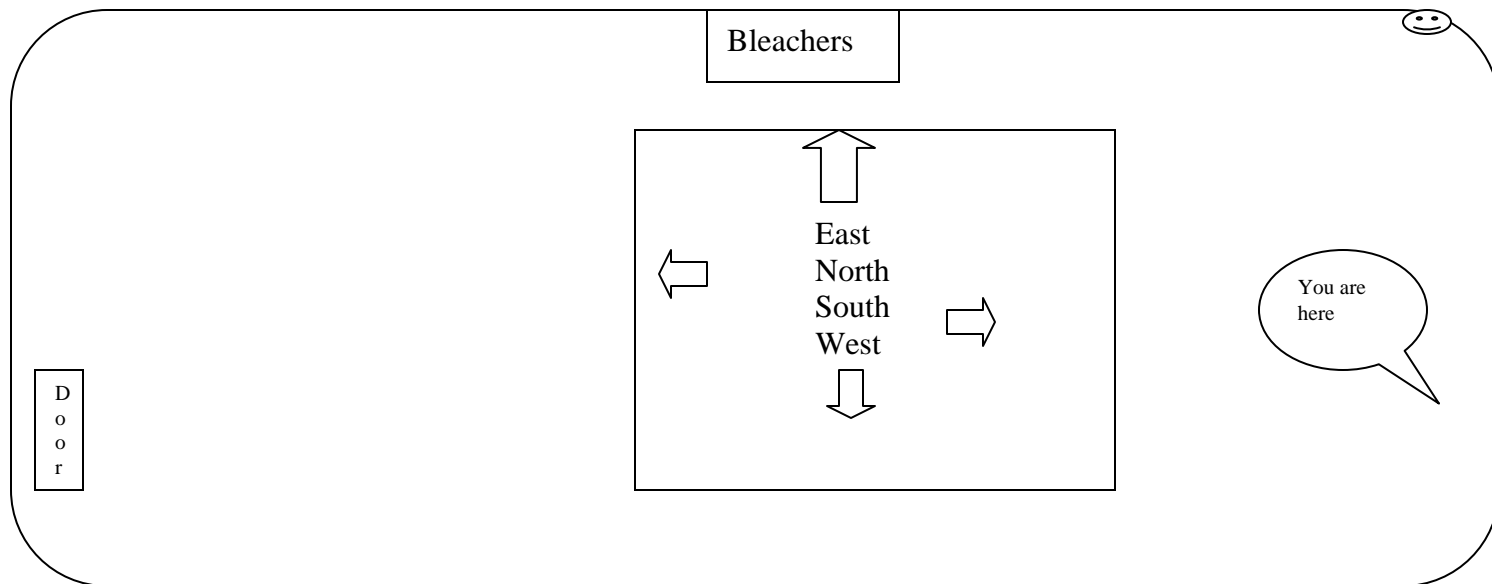
Name: _____

Orienteering Task Sheet- Lesson #25

Directions: Look at the map below and answer the following questions.

1. According to this map, are the bleachers north, south, east or west from where you started?
2. If I asked you to stand next to the bleachers facing east, then asked you to walk due east to the wall and go north as far as you can go, where would you end up?
3. If you then turned south and walked as far as you could go, where would you end up?
4. If I asked you to then turn east and walk to the wall and then walk about 10 paces, circle the object you would be nearest?

Map



Orienteering Activity

Purpose: This activity is designed to review the students for their test, provide an opportunity to improve reading comprehension, and map reading skills. It also provides an aerobic workout.

Equipment: Question cards and folders
Answer sheet for students (see below)
Pencils (class set)
Maps (one for each group)--generally 12 maps will suffice for a class.
-highlight one station on each map (a different one on each); that is where each group will start

Directions: Divide the students into groups of 3
Each group should select the youngest and oldest member in the group
The youngest person will get the map and be the navigator
The older person will get the answer sheet and be the recorder
The 3rd person will be responsible for looking up answers in their class notes

Each map has an area that is highlighted; that is where this group will begin. They will need to figure out where to start by reading the map. This is station #1, and they should write the answer next to number 1 on their answer sheet.

At each station there is a card inside a folder. They are to read the question and answer it. After they are finished with the question, read the directions to the next station. Be sure they return card to folder. See question cards below (pg. 4-5).

They are to find their way to the next station and repeat the process above. If they are at the correct station, the answer to the review station will be on the back of the card. The first group to finish all stations and turn in their answer sheets and map get 10 points for their test. (All answers must be correct!!!)

Orienteering Answer Sheet

Names _____

Date _____

Checkpoint

Answer

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Orienteering Question Cards

List the five health related fitness components _____

Define aerobic conditioning _____

Directions to next station:

Define strength

Directions to next station:

Define endurance

Define flexibility

Define weight/rep ratio

Directions to next station:

Define Progression

Define specificity

Define overload

Directions to next station:

Why is it important for older people?

Directions to next station:

Why is it important to control the amount of fat you eat?

Directions to next station:

Why is safety so important when performing strength exercises?

Directions to next station:

What are plyometrics designed to develop?

Directions to next station:

Is power necessary to be healthy? Why or why not?

ANSWERS TO ORIENTEERING QUESTION CARDS

5 components of fitness: Cardiovascular endurance, muscular strength, muscular endurance, flexibility, & body composition

Aerobic Conditioning: Ability of heart and lungs to deliver oxygen to body parts efficiently

F=Frequency--3X per week; I=Intensity--65% of max or 20 beats; T=Time--15 minutes

Power: Ability of muscles to exert maximal force one time. High weight and low repetition

Progression: Gradual increase in level or difficulty

Specificity: Must work a specific muscle or system to see a training effect in that muscle or system

Overload: Doing more than usual to see a training effect

Endurance: Ability of muscles to do work without fatigue. Low weight and high repetitions

Flexibility: Ability of joints to move through their entire range of motion.

Good flexibility decreases one's risk of injuries and improves quality of life by allowing better, more smooth movement throughout a person's life

Too much fat in one's diet can lead to many diseases including: obesity, high blood pressure, heart disease, & diabetes

Plyometrics design power

Power is not necessary to be healthy. It is important for playing sports. One only needs strength to be healthy; it does not have to be used quickly

It is easy to be injured if improper form is used or hurt someone else if the areas is not clear or clips are not used

Skill Charts- How to Use Them

Skill charts are to be used as an aid for the students. If students do not know how to perform an activity or has forgotten how to perform an activity they can look at a skill chart to help them find some key instructions and illustrations on how to perform the activity. Skill charts should be posted in the activity area and have easy access to them for students to quickly look at them.

The teacher should post skill charts on a wall in the activity area or if the technology is present on a computer for a better real life picture. Skill charts will also allow the students to become more independent in the class setting. By becoming independent, the students will be able to move through the workout without taking valuable class time to ask the teacher and then go back to the workout. The student would simply locate the chart and look at the example posted, then go right back to the workout. This will also allow the teacher to spend more one on one time with students who need more help.

The examples that follow can be enlarged then pasted into a poster board, laminated, and hung on the wall using velcro strips. This way the charts are big enough for students to see from a distance.

Stretch Routine Skill Chart #1 All Lessons



ARM OVERS

- Put right arm across chest.
- Place left hand in triceps region on the right arm and push gently with left hand toward left shoulder.



ARM CIRCLES

- Fully extend arms out from side of body.
- Begin small circular motions with palms up toward ceiling.
- Then move to larger circular motions with palms down towards floor.
- Repeat motions in reverse fashion.



STANDING GRAPE VINE

- Cross legs right over left and slowly extend the top half of your body to the floor.

- Reaching with both hands try to touch the ground, hold this stretch for at least ten seconds.



SIT AND REACH MIDDLE

- With legs fully extended out in front of your body and fully spread try to reach with both hand out as fare as possible.
- Remember, not to bounce when performing a stretch.



SIT AND REACH

- Sit on the floor with legs fully extended out in front of your body.
- Slightly spread legs, while having feet out in front try to reach your toes with both hands.
- Make sure that you keep your knees slightly bent and toes pointing to the ceiling.



SEAL STRETCH

- Lay face down on the floor with palms on the floor gently raise your body off of the fool use just your arms.

- While raising your self off of the floor apply pressure to the middle region of your body going towards the floor.
- This should cause a reversers arc in your mid and lower back region.

Lesson #10- Weight Room Stations Skill Chart



CRUNCHES: A crunch is only 30% of a sit up.

- Try not to go all of the way up to your knees.



Bench Dips: Elbows should not extend out to the side of the body, but straight back and to a about a 90 degree angle when in the down motion.

- Feet should remain together.
- Legs should be fully extended out in front of the body.



SQUATS: Body should start in a standing position with feet shoulder with apart.

- Begging motion knees should bend until parallel or about 90 degree angle.
- Once this has been accomplished the body should slowly return to the starting position.
- Arms should remain out from the body for balance.



TOE RAISES: Sep up on to the platform, planter-flexion should occur at the step driving the body in an upward motion.

- Repeat the planter-flexion motion without stepping off of the step.
- Use arms for balance aid.



PUSHUPS: Back should remain straight and flat through the range of motion (no Grand Canyons no Mt. Addams).

- Elbows should not be extending out from the body but should stay in close to the side of the body.
- Elbows should extend back and to a bout a 90 degree angle when in the down position of the exercise.
- Chest should be about four inches off to he ground before returning to the up position.



BICEPS CURLS: When starting arms should be fully extended to the waist.

- Back should be straight and legs should be in a good supporting position.
- Without bend at the back bring arms up towards the chest by bending at the elbows.

- When arms have retracted the weight to the chest, control the weight back to the starting position and repeat the motion.



TRICEPS EXTENSIONS (kick backs): Support the body on a bench.

- Raise arm until a 90 degree angle has been established at the elbow.
- While keeping the arm in the up position extend the arm at the elbow until it become horizontal with the triceps.
- Return the arm to the starting position and repeat.



JUMP ROPE: Start with the rope relaxed behind the feet resting at the heels of the feet.

- Snap the wrist in a circular motion tightening the rope and driving the rope up and over the head.
- As the rope approaches the feet slightly jump allowing the rope to pass under the feet and continue in a circular motion around the body.



BACK EXTENSIONS: Using a back extension machine.

- Place body into the machine, lean forward as to allow the body to bend at the hips.
- Next cross legs to ensure a safe and secure hold on the body.
- Cross arm at the chest.
- Raise the lower half of the body until it becomes horizontal with the upper half of the body.
- Return to the starting position and repeat.
- Use a slow and controlled motion.

Lesson #28- Muscular Endurance Stations Skill Chart



MEDICINE BALL WALL SITS:

- Upper back should rest against the wall while knees are bent at about a 90 degree angle.
- Ball is held out from the body with two hands arms are fully extended.

WALL SITS:

- Upper back should rest against the wall while knees are bent at about a 90 degree angle.
- Arms are fully extended.



ABS BALL SIT-UP:

- Abs should remain tight through the full range of motion.
- You are doing a full sit-up , not a crunch
- Keep the ball close to your chest.
- Arms should fully extend when you hand the ball to your partner.
- Partner should support the feet from coming off of the ground by standing on the toes.
- Using light pressure to keep feet on the ground.



LUNGE:

- The knee should remain over the toes and just slightly ahead of the toes.
- Upper body should be straight and not bent over.



MEDICINE BALL TWISTS:

- The ball should not be handed off below the waist.
- Feet should remain stationary, and the trunk should rotate.



SPRINTS:

- Remember that the arms help drive the body.
- Knees should be bent when starting to sprint.
- Drive the back foot and arm forwards as fast as possible, this will start the body in motion.
- Run as fast as you can from start to finish.



DEFENSIVE SLIDE:

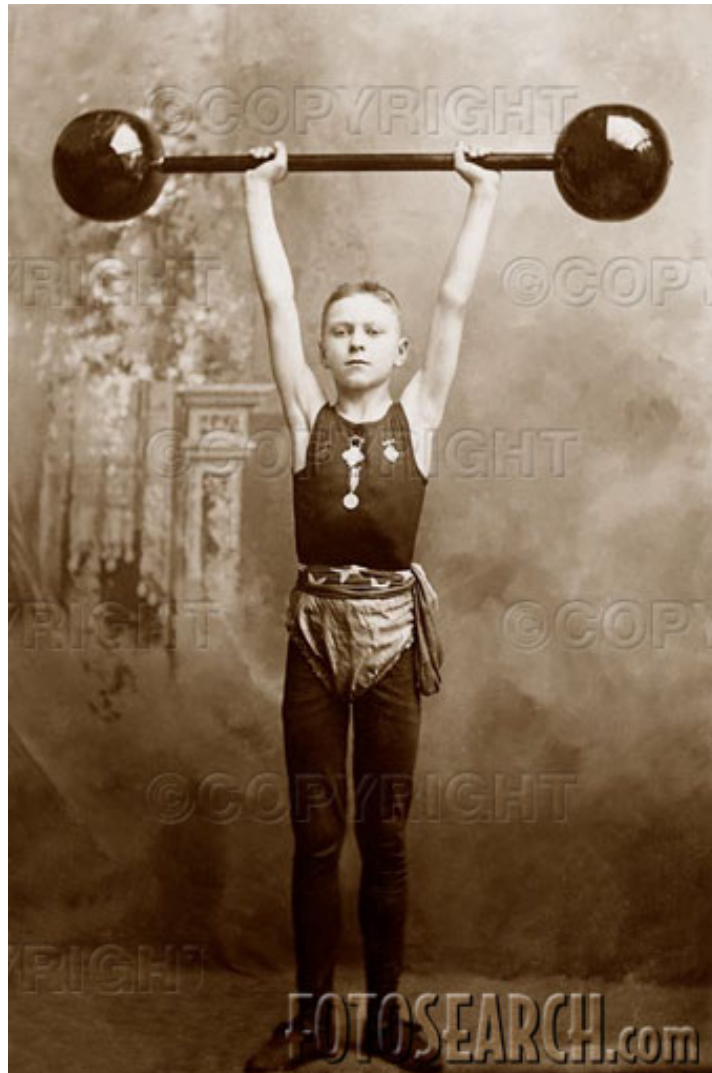
- Feet should not cross over each other.
- Knees should be bent in to a good athletic position.
- Arms should remain spread out from the body.
- When sliding from left to right, right arm should be up and out while the left arm should be down and out.
- Repeat the same motion when sliding from right to left with arms in the opposite positions.
- Back should remain straight up and not bent over.
- Eyes and head should be looking forward, and not at the ground.



DUMB BELL CURLS:

- Elbow should be placed on the inside of the knee for support.
- Wrist should remain in a locked position while performing the curl motion for support.
- Arm should start fully extended.
- Arm should finish the range of motion with weight fully retracted to the chest.
- Return the arm to the extended position.
- While returning the arm make sure to control the weight in a slow manner to prevent injury.

Fitness Conditioning Resources



Fitness Conditioning Resources

1. Moving into the Future, 2nd ed. National Standard for Physical Education. Reston, VA; McGraw-Hill 2004.
2. www.rxex.net- Exercise Science Helper is a great site for anyone who wants a whole lot of information about the human body, and some great ideas on how to design the perfect work for your students.
3. www.bfs.com- Bigger Faster Stronger is another great site in which there is a ton of information about different workout programs. .
4. http://www.compassport.co.uk/- Compass Sport is also good site that has a ton of information on Orienteering and different activities that you can do with your class.
5. http://www.cooperinst.org/ftgmain.asp- Fitness gram. Renton school district uses the fitness gram to asses their students and this website has great information about the fitness gram and how to use it.
6. http://www.huskerpower.com- This is an outstanding web site to gain information on conditioning results, as well as other workouts that are directly sport related.
7. www.cathe.com/fitness.htm- This is a good site to buy and read about step aerobic DVDs and VHS tapes for the classroom and home.
8. http://www.active.com/pulsecheck.cfm- This web site is great for giving instruction on how to check a pulse. Also this has a ton of sports related links that are very helpful if you want to design a workout that is sport related.
9. www.k12.wa.us.com- Washington State Superintendent of Public Instruction. Here you can find the Essential Academic Learning Requirements and the State standards. This site has an enormous amount of information related to education.