

<p>Day 1 (FITNESS: Hank the Heart)</p> <p><u>Set Induction</u></p> <ul style="list-style-type: none"> •As you all know, February is American heart month. Here at CBS we all made some promises to our hearts. That promise was, “Dear heart, I promise to take care of you...” <ul style="list-style-type: none"> - eat well - exercise - drink water - get rest <p>I’d like to think we’ve done a great job so far of making those promises. But promises can be tricky. Everyone make a fist. Take a look at that fist. That’s about the size of your heart. your heart lives right here between your lungs. That’s your one and only heart. So, when you make a promise to it, it’s a promise you must make for life. Now I’d like to introduce you to a friend of mine who’d like to talk to you a little bit about himself.</p> <p><u>Instant Activity / Warm-up</u></p> <ul style="list-style-type: none"> •Locomotor Movements Around the Track <ul style="list-style-type: none"> - The teacher will greet the students at the door and instruct them to begin jogging around the track. At 20 - 40 second intervals the teacher will change the locomotor movements. (Jog/Walk/Skip/Gallop/Slide:Lt&Rt) <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> •Teacher led <ul style="list-style-type: none"> - Google Slide: Let’s Meet H-A-N-K (see appendix A) - Google Slide: Ms. Scotto’s Digital Library (see appendix B) - Google Slide: Circulatory System (see appendix C) - Task: Scooter Relay (see appendix D) - Google Slide: Pulse & Target HR (appendix E) - Locating & Measuring 15s HR (appendix F) <p><u>Objective(s) & Assessment(s)</u></p> <p>SWBAT...</p> <p>P - demonstrate competency in a variety of locomotor skills and movement patterns while traveling around the gymnasium track.</p> <p>A - praise the movement performance of others both more and less-skilled while at the muscle station in the circulatory system.</p> <p>C - recognizes the value in the skill of finding one's heart rate to help monitor target heart rate zones.</p>	<p>Day 2 (FITNESS: Personal Trainer Money Game)</p> <p><u>Set Induction</u></p> <ul style="list-style-type: none"> •Hello, raise your hand if you remember my friend that spoke with us this week. (picks on student with hand up) Who was he? Yes, that’s right, Hank! Now if we recall the second letter in his name “A” stood for activity, and Hank likes for us to be physically active for 1 or more hours a day. It is our job as physical education teachers to teach you all sorts of ways to perform physical activity. Today we’ll be showing you different types of body weight exercises. <p><u>Instant Activity / Warm-up</u></p> <ul style="list-style-type: none"> •Jog Interval Around the Track <ul style="list-style-type: none"> - The teacher will greet the students at the door and instruct them to begin jogging around the track. Students will pace themselves as the teacher signals them to jog for 30 seconds and walk for 10 seconds during the duration of the warm-up. <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> •Teacher led <ul style="list-style-type: none"> - Task: Fitness Card Review (see appendix G) - Task: Locating & Measuring 15s HR (appendix F) •Student led <ul style="list-style-type: none"> - Task: Personal Trainer Mystery Spot (see appendix H & assessment A) <p><u>Objective(s) & Assessment(s)</u></p> <p>SWBAT...</p> <p>P - actively engages in all the activities of the personal trainer mystery spot fitness task.</p> <p>A - praise the movement performance of others both more and less-skilled while acting as trainer or client in personal trainer mystery spot fitness task.</p> <p>C - recognizes the value in the skill of finding one's heart rate to help monitor target heart rate zones.</p>	<p>Day 3 (FITNESS: Group Fitness Darebee)</p> <p><u>Set Induction</u></p> <ul style="list-style-type: none"> •Hello everyone! <p>We’re going to continue our fitness unit this week. It is our job as physical education teachers to teach you all sorts of ways to be physically active for your entire life. Last week you each got the opportunity to be personal trainers. Today you will all get to experience what it is like to go to a community gym and take a group fitness class. But first I’d like to introduce you to a free resource.</p> <p><u>Instant Activity / Warm-up</u></p> <ul style="list-style-type: none"> •Dynamic Athletic Team (see appendix I) <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> •Teacher led <ul style="list-style-type: none"> - Darebee Navigation (see appendix J) - Task: Sorrengail Workout (see appendix K) <p><u>Objective(s) & Assessment(s)</u></p> <p>SWBAT...</p> <p>P - actively engage in all the activities of the sorrengail workout.</p> <p>A - engages in physical activity while exhibiting personal responsibility in teacher-directed activity.</p> <p>C - acknowledge that some physical activities are challenging/difficult. (see assessment B)</p>
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<p><i>Day 4 (FITNESS: Detective Fitness)</i></p> <p><u>Set Induction</u></p> <ul style="list-style-type: none"> •Today is the last class in our fitness unit. It's very important in the fitness community that you are able to work well with others in shared spaces. We're going to play a little game known as fitness detectives. In this game you will have to work together in a group to decode various fitness tasks and then perform and practice the various fitness based exercises. After your group solves a code and practices it, you must then come to this smart board and decide which component of fitness is being utilized during the task. <p><u>Instant Activity / Warm-up</u></p> <ul style="list-style-type: none"> •Jog Interval Around the Track <ul style="list-style-type: none"> - The teacher will greet the students at the door and instruct them to begin jogging around the track. Students will pace themselves as the teacher signals them to jog for 15 seconds and walk for 5 seconds during the duration of the warm-up. <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> •Student led <ul style="list-style-type: none"> - Task: Detective Fitness (see appendix L) <p><u>Objective(s) & Assessment(s)</u></p> <p>SWBAT...</p> <p>P - perform and practice various fitness-based exercises, locomotor movements and manipulative skill tasks in and around a playing area.</p> <p>A - work together and cooperatively decode various fitness task cards based on "Detective Decoder Task Cards"</p> <p>C - understand which component of fitness (health or skill related) is utilized for each exercise/movement performed. (see assessment C)</p>		
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