

Physical Education: Personal Fitness - Scope and Sequence

	Start Date	End Date	Topics	Major Activities/Summative Tasks
Term 1				
1			Week 1: Welcome to Physical Education - Personal Fitness	<p>1) 3 Parts of a Workout (Warm-Up, Activity, Cool-Down) 2) Taking Your Manual Pulse - Tracking activity - 30 sec. 3x take average. 3) Calculating Your Average Heart Rate polarusa.com 4) Using a Heart Rate Monitor 5) Begin exercising (including a warm-up 5 minutes arm circles step 100 25 forward/back, arm swings wide open and cross chest, 25 leg swings - on toe of left swing right with toes up, jump rope or 100 jumps and a cool-down 5 minutes hip flexor stretch on back, feet flat, cross left over right knee, grab hands, flip and do other side, back saver stretch hamstring right foot to left leg and reach for toes quad stretch, heel back to gluts, lumbar stretch arms out, head left, left leg to right, goal to touch right hand) for 30-60 minutes at least 3 days - fun activities (walking, running, playing tennis, basketball, etc.) 6) Conduct short surveys each week to check student comfort level and any concerns or issues</p>
2			Week 2: How Fit Are You?	<p>1) 3-Minute Step Test 18 inch, 109 steps, can you finish? Heart rate. pulse. 2) Push-Up/Modified Push-up Test 3) Curl-Up Test (http://www.physicallyeducated.com/fitness-testing.html) Do you remember the password? Also, there is a cadance to the curl-up and push-up tests - and both are on my web site - see the link above 4) Measurements - right bicep, chest (nipple line), abdominal (belly button), widest part of hips, widest part of right thigh and right calf (measure in inches) 5) Provide 3 separate lists of exercises and have students choose at least 1 exercise to perform at least one day. Vary each list with different activities that will give students a choice of cardio exercises each day and on one day a choice of muscle fitness activities - body weight or light weight exercises such as push-ups, lunges, squats) 6) Set a 3-week goal for physical activity. Could be to complete all 90 minutes or it could be more. You could allow students to set a 3-week goal for one of the 3 fitness assessments. Stress that it be small - like increase my push-ups from 15 to 17. I teach goal setting by using SMART (Specific, Measureable, Attainable, Relevant, Time)</p> <p>Students need to create a Fitness Profile. See my website under Personal Fitness Programs for examples: http://dariuspersonalfitnessprogram.weebly.com/fitness-test.html</p>

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3			Week 3: Benefits of Exercise	<ol style="list-style-type: none"> 1) Mayo Clinic Web site 2) 3-5 Loved Ones and their Illness/Disease 3) Research 2-3 of the diseases - this is time consuming 4) Write a letter to your "Loved One" 5) Possibly have them create a brochure, pamphlet, etc. 6) Provide 3 separate lists of exercises and have students choose at least 1 exercise to perform at least one day. Vary each list with different activities that will give students a choice of cardio exercises each day and on one day a choice of muscle fitness activities - body weight or light weight exercises such as push-ups, lunges, squats)
4			Week 4: Cardiovascular Health	<ol style="list-style-type: none"> 1) Your most important muscle 2) Be sure to address how exercise increases HDL and decreases LDL - I typically use the example of the PacMan game. The PacMan is the HDL (good) and the more we move, the more of the dots (LDL) he eats - which reflects how your body responds to exercise. 3) Students need to know the chambers of the heart and how blood flows through the body and heart. 4) Students need to know that more people die in car accidents from heart attacks than injuries from the accident because an unhealthy heart cannot handle to rush of adrenaline that the body produces in that fight or flight response and suffers a heart attack. So it is so important to exercise our hearts so we can respond to emergency situations
5			Week 5: Cardiovascular Health Part II	<ol style="list-style-type: none"> 5) FITT for Cardio Fitness increase to 150 minutes of exercise (beginning Week 4) 6) Pick the one exercise you wanted to test yourself on and re-test 7) Target Heart Rate Zone Lesson
6			Week 6: Muscle Strength and Endurance	<ol style="list-style-type: none"> 1) Identify the difference between muscular strength and muscular endurance 2) What is a set? What is a repetition? How are they used in performing muscular fitness exercises? 3) Key vocabulary terms: muscular strength, muscular endurance, progressive resistance exercises, repetitions, sets, resistance. 4) Benefits of Muscular Fitness 5) Know how to write a 3-week workout plan to build strength (1/4 eight reps or less) and one to build endurance (1/8 eight reps or above 3/10. 3/12) weight, sets, reps change. no less than 2% no more than 10% 6) FITT Formula for Strength 7) Principles of Exercise (Overload, Specificity, and Progression)
7			Week 7: Flexibility and Balance	<ol style="list-style-type: none"> 1) Types of Flexibility (Static, Dynamic and Isometric/PNF) 2) Benefits of Flexibility 3) FITT Formula for Flexibility 4) Students need to create a flexibility workout plan - I would suggest having them search the Internet for stretching exercises for the arms, chest, lower back, hamstrings, calves, quadriceps, hip flexor and create a video instructing how to perform a certain number or create a project using technology.

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8				Week 8: Personal Trainers Guide	1) I think the group project is awesome! 2) Students need to design their own workout plan for the next 3 weeks and then the same 3 weeks after that and the last week of semester 2 to evaluate their plan 3) This is the week students apply what they have learned into their own plan or a plan for someone else. 4) Retest your fitness assessment from week 5
	Term 2		Questions: Are students in Term 2 the same students from Term 1?		
9				Week 9: How Fit Are You, Now? Maybe change this to Diseases and Exercise	1) You could address hypokinetic (or sedentary) diseases 2) This would be a great time to study cardiovascular disease in more detail 3) Terms: risk factors, atherosclerosis, heart attack, stroke, blood pressure, systolic blood pressure, diastolic blood pressure, hypertension, overuse injury, activity neurosis, body image disorder, and eating disorders, LDL, HDL 4) It would be awesome to have students take their blood pressure at Walgreens, Sam's, etc. and analyze there risk factors for cardiovascular disease. This could really help re-focus why their health is so important to take charge of while they are still young and relatively healthy. 5) Great time to discuss a little bit on cancer and definitely diabetes, osteoporosis 6) You could look for a body image survey to help identify students who have issues or are at risk for developing body image disorders. 7) If time permits, you could do a small lesson on back health - it is the leading cause of Americans missing work. Key terms: force, kyphosis, laws of motion, lordosis, ptosis (let me know if you need more info on this) 8) Remember when I was telling you about the PacMan analogy I gave my students? PacMan serves as HDL and the little dots represent the LDL (bad) cholesterol. The ghosts are the barriers to exercise. The PacMan, when he moves, helps reduce the number of LDL by eating them. When you exercise, you activate your HDL to move like PacMan and eat up the LDL like in the game. This helps to control cholesterol levels.

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10			Week 10: Injury and Prevention	<p>1) You want to discuss heat cramps, heat exhaustion, and heatstroke and how to identify the warning signs</p> <p>2) This would be a great time to talk about preparing for exercise in extreme conditions (heat and cold, high altitude, pollution) - let me know if you need additional info on this.</p> <p>3) This is a great time to review warming up and cooling down properly</p> <p>4) Some key terms for this section: overuse injury, side stitch, microtrauma, ligament, tendon, biomechanical principles,</p> <p>5) Treatment of injuries: RICE formula - Rest, Ice, Compression, Elevation; this would be a good time to add basic first aid for minor cuts and abrasions, dealing with blisters, nosebleeds, concussions (HUGE one), etc/</p> <p>6) Major exercises to avoid: hyperflexion exercises like the deep knee bend, hyperextension exercises like back bends, exercises that cause friction like neck circles to the rear, and exercises that twist or compress joints like heroes and the old hurdler stretch.</p> <p>7) This would be a great time to use scenarios and have students solve them....</p>
11			Week 11: Food and Health	<p>1) I like to give me students an order form to record what they want from three of their favorite restaurants. Then ask them to visit their websites and record fat grams, calories, and sodium. Then have students go to the ChooseMyPlate.gov website to see how many calories they need and then compare what they need versus what they are currently eating or want to eat.</p> <p>2) I then ask them to try to make changes to that order to get them closer to their max calories if possible. It's great if they struggle to do this because we will show them next week how to use calories by exercising more.</p> <p>3) Great time to teach food labels and the new info that is coming out about the changes coming to food labels - great discussion topic - will it help or will people just keep eating uncontrollably kind of stuff.</p> <p>4) Key terms: fat free, low fat, lean, light, cholesterol free</p> <p>5) Common food myths such as skipping a meal is a good way to loose weight; maybe talk about the dangers of diets such as the Atkins diet, etc. and how making small changing to their diet over time is the healthiest way to approach weight loss. I tell my students that most people "didn't gain weight quick and will not lose weight quick"</p> <p>6) Many do not realize how many calories they consume in their drinks. They do not realize how much sugar goes into one 8oz can of soda. This would be a great time to conduct an experiment where they had to spoon-out the number of tablespoons of sugar in their 8oz drink into a regular glass and compare 3-5 different sodas.</p>

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12			Week 12: Managing Diet and Activity	<p>1) Now is a great time to revisit the ChooseMyPlate activity and see if students could make better food choices and burn more calories by exercising more. It's this simple - if you lower your calories by just 500 each day, you will lose 1 pound each week. $7 \times 5 = 35$ You must burn or cut 3500 calories each week because that's how many calories one pound of fat requires. Once they get used to 500 less per day, just like the gradual increase when we taught them how to create a muscle fitness plan, they can then go up to 750 calories less each day for the next week or two and then 1000 less calories each day.</p> <p>2) Great time to talk about nutrient dense calories and empty calories - sort of like putting bad gas in your car. That could be a great attention getter to open this lesson or part of the lesson. Once they understand calories and how to lower them gradually, then they will be ready to understand dense and empty calories.</p> <p>3) Give students an Energy Expenditure chart and have them determine what exercises they need to do to help them reduce their daily calories. A great way to quiz them would be to ask them to decide exercises a 150-pound person would need to do and how long in order to burn the calories from a soda or candy bar. Provide them with the calories and the chart and make them think.</p> <p>4) Food logs do not work with adults nor with teens so don't waste your time with this. I've tried this so many times and have never had any success. Stick with the "Place your order" concept. You still get some idea of what they eat or would like to eat if they could.</p> <p>5) Great time to have them take their workout log from last week and add up the amount of calories they burned and self-assess their real effort and if they could do a little more. The key is to get them to understand that this is a lifestyle we are teaching....not a fad or a diet. Life-long fitness!</p>
13			Week 13: Problems with Food and Exercise	<p>1) This is a great time to go into detail with body disorders. I might not even talk about it above...just bring it down here.</p> <p>2) This is a very sensitive subject but hopefully by now the kids will feel a sense of community with their classmates and will be a little more willing to share personal experiences or experiences people close to them have had.</p> <p>3) A great topic for discussion is the Human Barbie doll girl. So stupid but the teenagers love it. Should really get them talking.</p> <p>4) I would have them create advertisements using their smart phones, etc. to discourage eating and body image disorders. Don't let everyone pick the same topic. Make it so only one person or group per topic if possible.</p>

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14			Week 14: Wellness	<p>1) Great time to talk about what stress is and the effect it can have on your body and what causes stress.</p> <p>2) Key terms: alarm reaction, distress, eustress, general adaptation syndrome, stage of exhaustion, stage of resistance, stress, stressor</p> <p>3) Managing Stress: list ways to manage stress (let me know if you need some details on this)</p> <p>4) Have students participate in stress reduction exercises and the contract-relax method of muscle relaxation. They will probably fall asleep on the contract-relax activity and will need a recording or a parent to read the instructions to them. I have them if you need them.</p> <p>5) A great activity would be for them to ask a family member to allow them to walk them through some of these exercises and ask questions about how they feel before and after. Then the students can write a short summary. They could also take the pulse before and after to see the difference. It will surprise them. They need to look for someone who looks stressed.</p>
15			Week 15: Finally, How Fit Are You, Now?	<p>1) Students should perform their last fitness assessment and take their circumference measurements to see if they have lost any inches.</p> <p>2) Students should reflect on their performance and effort and set goals for the next six months and year.</p> <p>3) It would be nice if there is a way to encourage students to stay in touch with their classmates for continued support and if they would be willing to give their input with the fall/winter course.</p> <p>4) A letter to myself. Have students write a letter to themselves about what they have learned about themselves and what they are capable of accomplishing. Have them record their goals and what they plan to accomplish in 6 months. Have them record a couple of ways they plan to help someone else improve their current fitness level. Ask students to put it in an envelope and open it in 6 months.</p> <p>5) Use all of the end of course stuff VHS already uses.</p>
			Learning Goals	
			Self-assess and evaluate personal fitness according to national standards.	http://novella.mhhe.com/sites/0072441607/student_view0/concept17/concept_summary.html
			Set individualized goals for personal fitness.	
			Create a personalized workout program that addresses your fitness level, goals, and interests.	http://www.physicallyeducated.com/nutrition.html
			Maintain a Fitness Log to monitor and evaluate progress.	
			Practice applying proper training principles and methods.	
			Accumulate time in physical activities that are moderate to vigorous in intensity level.	
			To progressively increase cardiovascular fitness.	
			To develop coordination, endurance, flexibility, physical fitness, and strength.	

