



High School: Personal Fitness

Sample [Physical Education] Learning Plan

Big Idea/ Topic

How can I select activities that are appropriate and enjoyable for me?

Standard Alignment

PEHS.3: Participates regularly in physical activity.

- a. Utilizes effective time management skills to incorporate opportunities for physical activity outside of physical education class.

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

- c. Uses technologies to assess, enhance, and maintain health-related and skill-related fitness.
- f. Develops fitness goals that are gender, age, and skill appropriate.

PEHS.6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- b. Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.

Connection Standards

HE H.S.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- b. Predict how health behaviors can affect health status.

HE H.S.5: Students will demonstrate the ability to use decision-making skills to enhance health.

- f. Justify the health-enhancing choices when making decisions.

HE H.S.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

- a. Evaluate personal health and health practices.

HE H.S.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- a. Demonstrate individual responsibility for improving personal health.
- b. Choose a variety of healthy practices and behaviors that will maintain or improve health.

Instructional Design

*This lesson has a flexible timeline and will cross over several days.

This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See the bottom of the lesson for a list of unplugged supplies.

Part 1: Before discussing how to choose physical activities to participate in, have students reflect upon the physical activities that they have participated in previously or are participating in now. Ask students if they play sports or are involved in recreational sports; discuss how students are being active already, or have students reflect upon how they are being active through writing.

When selecting activities for physical activity, students need to consider their personal preferences as well. Students can use **the infographic below** to help guide their choices. The infographic helps students begin to reflect upon their preferences when working out. The infographic includes five different exercise ideas to get students started: walking, running, or jogging outdoors; high-intensity interval training; workout videos; yoga videos; and dance videos.

Have students share different ideas they have for activities to try after viewing the infographic and reflecting on the activities they have participated in in the past.

***Unplugged variation**– Students may be read aloud a series of questions to help guide their reflection upon what physical activities they enjoy. Students should be asked questions such as: do you enjoy being indoors or outdoors; do you prefer following along with someone else when exercising; would you rather exercise alone or in a group; do you have any preferred activities now. You may also print out the infographic below for students to view.

Part 2: In a live or recorded session, lead students in different high-intensity interval training, yoga, and dance workouts. You can do your own session if you are live with students or select from among the following YouTube versions:

- High-intensity interval training cardio workout: <https://www.youtube.com/watch?v=kAXg3cM0UCw>
- Yoga workout: <https://www.youtube.com/watch?v=6kJgTouHHeE>
- Dance workout: <https://www.youtube.com/watch?v=xFWGbFy-Bss>

***Unplugged variation** – see the high-intensity interval training, dance, and yoga activities below.

Part 3: After selecting exercises that interest the student, it is important to understand how to find their target heart rate zone so that they can know if they are working too hard or not enough when exercising. Show the students the infographics below about how to find their pulse and how to find their target heart rate zone.

To help students understand working and resting heart rates, have students walk in place for one minute and take their pulse. Then, have students run in place for one minute and take their pulse again. Students should then compare the results and see that their heart rates when walking are lower than their heart rates when running.

***Unplugged Variation** – see the finding target heart rate zones worksheet below.

Part 4: For a summative assessment, have students create their own workout plan for a month. They can create their own plan or use the worksheet included below.

***Unplugged Variation** – have students complete the workout plan worksheet below.

Ideas for Differentiation:

Our goal is for all students to be actively engaged. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students can complete the activities on their own, it would be best to let them do this independently.*

- Allow students to select activities that are enjoyable for them – encourage students to find workout ideas beyond the ones presented.
- Allow students to take rest breaks as needed when working out. Make sure that they are not pushing themselves too hard or surpassing their maximum heart rate.
- If students find the exercises too easy, encourage them to create their own workouts or add in their own activities.

Opportunities for Extension:

- Students can create their own workout videos and share them with others.
- Students can create their own high-intensity interval training workout by selecting different activities that interest them.
- Students can create their own dances to songs they enjoy.
- Students can use the yoga poses included to create their own yoga routine.
- Students can create a video of their own to explain how to find their pulse and target heart rate zone to someone else.
- After a month, students revise their workout plan using the principles of training.

Unplugged Supplies:

- HIIT workout sheet print out
- Stopwatch, timer, or clock
- Yoga workout sheet print out
- Dance worksheet print out
- Finding Target Heart Rate Zone worksheet print out
- Workout Plan worksheet print out

Evidence of Student Success

For a summative assessment, have students create their own workout plan for a month. They can create their own plan or use the worksheet included below.

Student Learning Supports

- Ideas for Differentiation:
- Our goal is for all students to be actively engaged. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: Be careful using these lessons for all students. If students can complete the activities on their own, it would be best to let them do this independently.
- Allow students to select activities that are enjoyable for them – encourage students to find workout ideas beyond the ones presented.
- Allow students to take rest breaks as needed when working out. Make sure that they are not pushing themselves too hard or surpassing their maximum heart rate.
- If students find the exercises too easy, encourage them to create their own workouts or add in their own activities.
- Opportunities for Extension:
- Students can create their own workout videos and share them with others.

- Students can create their own high-intensity interval training workout by selecting different activities that interest them.
- Students can create their own dances to songs they enjoy.
- Students can use the yoga poses included to create their own yoga routine.
- Students can create a video of their own to explain how to find their pulse and target heart rate zone to someone else.
- After a month, students revise their workout plan using the principles of training.

Engaging Families

In a live or recorded session, lead students in different high-intensity interval training, yoga, and dance workouts. You can do your own session if you are live with students or select from among the following YouTube versions:

- High-intensity interval training cardio workout: <https://www.youtube.com/watch?v=kAXg3cM0UCw>
- Yoga workout: <https://www.youtube.com/watch?v=6kJgTouHHeE>
- Dance workout: <https://www.youtube.com/watch?v=xFWGbFy-Bss>

***Unplugged variation** – see the high-intensity interval training, dance, and yoga activities below.

****All activities and resources should be previewed before student use. Adjustments should be implemented to provide for individual abilities, needs, and safety.**

Workout Ideas Infographic:




High-Intensity Interval Workout:

Beginner HIIT Workout

(high intensity interval training)

Repeat exercises five times being sure to take breaks to rest in between as needed.



Marching Steps in Place
15 seconds

High Knees
15 seconds

Wall Sit
10 seconds

Side-to-Side Jumps
15 seconds

Running in Place
15 seconds

Arm Circles
15 seconds

Jumping Jacks
15 seconds

Butt Kicks
15 seconds

Mountain Climbers
30 seconds

Stretches

Stand in mountain pose and inhale.



Exhale. Hands to heart center or prayer.



Inhale. Reach up and back, keeping the biceps in the line with the ears and the palms facing forward. Push the hips forward and focus on extending the thoracic spine (upper back, vertebrae connected to the rib cage).



Exhale. Fold forward and down. Keep the arms in line with the biceps and the back flat. Line the finger tips up with the toe tips and bend the knees as much as you need in order to get your hands flat on the floor.



Stretches (Continued)

Inhale. Step back with the right leg, drop the back knee, and look up.



Retain the breath (hold) and step back to a plank position.



Exhale. Lower the chest down between the hands and the knees to the floor. Place the chin on the mat. Keep the hips up (like an inch worm).



Inhale. Slide forward into cobra pose, keeping the knees, hands, and feet in the same spot.



Stretches (Continued)

Exhale. Lift the knees off the floor and shift the hips back into an inverted "V," or downward-facing dog pose.



Inhale. Look between and the hands and step forward with the right foot. Place the foot between the hands, drop the back knee, and look up.



Exhale. Step forward with the left foot and bring the head to the knees.



Inhale. Reach the arms out with the hands palms-down, and begin to stretch up and back. Keep the biceps in line with ears. Lift the chest and focus on thoracic extension.



Exhale. Drop the arms by the sides, returning to mountain pose.



Dance Workout

Dance Workout

Turn on your favorite song and use some of these dance moves to make your own routine! Don't see any moves you like? Create your own!



TAKING YOUR PULSE

Throughout this course, you will to take and record your pulse before and during your workouts.

Check your pulse on your wrist. Place two fingers gently on the artery of your other hand, just below the thumb. Do not use your thumb – it has its own pulse.



Count for one minute and record your results.



Taking Your Pulse Infographic:

TAKING YOUR PULSE

Throughout this course, you will to take and record your pulse before and during your workouts.

Check your pulse on your wrist. Place two fingers gently on the artery of your other hand, just below the thumb. Do not use your thumb – it has its own pulse.

Count for one minute and record your results.

The infographic is a vertical rectangular graphic with a yellow header, an orange text box, a grey text box, a central photograph, a blue text box, and a dark green footer with a heart rate monitor graphic.

Finding Target Heart Rate Zones Worksheet:

Finding Target Heart Rate Zones

It is important to understand what your target heart zone is to know if you aren't working hard enough or are working too hard while you exercise. Let's find your target heart rate zone!

First, find your maximum heart rate by subtracting your age from 220.

$$220 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

(age) (maximum heart rate)

Next, find your target heart rate zone by multiplying your maximum heart rate by 0.70 and 0.85.



$$\underline{\hspace{2cm}} \times 0.70 = \underline{\hspace{2cm}}$$

(max heart rate) (lower limit of target heart rate zone)

$$\underline{\hspace{2cm}} \times 0.85 = \underline{\hspace{2cm}}$$

(max heart rate) (upper limit of target heart rate zone)

Your target heart rate zone is between:



$\underline{\hspace{2cm}}$ and $\underline{\hspace{2cm}}$
(upper limit) (lower limit)



Now when you work out, you can take your pulse and see if your heart rate is in your target heart rate zone!

To find your pulse, place two fingers gently on the artery of your other hand, just below the thumb. Press down lightly to feel your pulse. Do not press down on your wrist with your thumb – it has a pulse of its own, which can make it hard to feel your actual pulse.

Workout Plan Worksheet:



My Workout Plan



	This week the workout I am trying is:	My working heart rates this week were:	Reflection thoughts (What did you like? How did you feel? What can you try differently?):
Week One		M: Tu: W: Th: F:	
Week Two		M: Tu: W: Th: F:	
Week Three		M: Tu: W: Th: F:	
Week Four		M: Tu: W: Th: F:	