

LEVEL	UNIT	LESSON Number 1	EQUIPMENT
Seventh Grade	Fitness	Safety Rules & Grading Policy & Team Building Activity	White Board, Blind folds, Chalk, focus rings, hoops.

Objectives

1. Students will understand the class guidelines
2. Students will verbally describe the reasons why trust and communication are important to sport.
3. Students will work cooperatively with their partner or group.
4. Students will demonstrate communication and trust during the activities.
5. Have fun, be safe, do their best and be respectful.

If you have any feedback please email me at [brummiejo@msn.com](mailto:brummiejo@msn.com).  
Thanks, Jo.

Benchmarks

- 1.6 Demonstrate body management and object manipulation skills needed for successful participation in introductory adventure/outdoor activities.
- 5.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.
- 5.4 Evaluate the effect of encouraging words and phrases to others while participating in a group physical activity.
- 5.5 Identify the responsibilities of a leader in physical activity.

Activity	Time (Minutes)	Procedure	Comments/ Diagrams
Part 1 Introduce the rules and grading policy	10	<p>In the classroom or a contained area I will explain the guidelines for the class and the grading procedure.</p> <ol style="list-style-type: none"> <li>1. <b>LISTEN WHEN OTHER PEOPLE ARE TALKING.</b> This ensures that everyone will hear the important information from their teacher or classmates. This promotes respect for each other's opportunities to state their thoughts.</li> <li>2. <b>BE SURE EVERYTHING YOU DO IS SAFE, SO THAT YOU DO NOT HARM OTHERS OR YOURSELF.</b> As students get older and bigger, so can the accidents. Because they are allowed to play some sports with contact outside of school, or P.E. it is important to keep them aware that it is not ever allowed in Physical Education.</li> <li>3. <b>BE SURE EVERYTHING YOU DO IS RESPECTFUL OF OTHERS AND THE SURROUNDINGS YOU ARE WORKING WITH.</b> At this age, hurt feelings can take longer to heal than bruises. Activities that promote cooperation and acceptance are important. Equipment and facilities are a privilege and should be respected as such.</li> <li>4. <b>EACH STUDENT IS TO PARTICIPATE FULLY WITHIN THEIR ABILITY IN EVERY PHYSICAL EDUCATION ACTIVITY.</b> Every activity is dependent upon each person participating and being an active part of their team or project. When one person doesn't hold up their end, the whole team or group must work harder to make up for that. Though the level of skill is not important, the amount of effort is.</li> </ol> <p>After we go over the rules I will explain the consequences and the grading process.</p> <p><b>Effort</b> Each time a student exceeds or falls short of the class guidelines the student's name should be put in the behavior/effort book. If a student does not participate safely or prohibits students from being able to do their best twice in one class period, the student will be removed from the activity. At some schools, this will also generate a conduct referral. At the end of the quarter, look for student's progress in the behavior and effort book, that will give you the information needed to provide a grade for effort. Follow the schools policy for reporting the grade. (IE. letter grade, point grade, coded grade)</p> <p><b>Knowledge</b> It is Rhythm and Moves policy to provide written tests regarding the</p>	

		<p>rules and homework to introduce or emphasize various aspects of the sports and units presented to the students. Homework assignments should pertain to the unit being taught. The Letter grades given for these should be recorded and averaged together to create a letter grade for knowledge of the subject area. Homework assignments can be given a five point scale to make your grading easier.</p> <p>IT IS NOT OUR POLICY TO GRADE THE STUDENTS BASED ON THEIR PHYSICAL SKILLS WITHIN THE SPORTS.</p>	
Part 2 Trust & Communication.	12	<p><i>Why is trust important?</i></p> <p>We are about do an activity that will require trusting your partner:</p> <p style="text-align: center;"><b><u>Mine Field</u></b></p> <p>Purpose of Activity: To have students experience the loss of sight and to develop feelings for those less fortunate than them.</p> <p>Materials Needed: Blind folds for each student, jump ropes, yarn balls, poly circles, bean bags, Frisbees, hula hoops, etc.</p> <p>Description of the Activity / Task: Scatter the equipment all over the floor from one end of the activity area to the other. Have the students work in pairs. One partner is wears a blind fold while the other works as a guide to instruct their partner across the mine field. The instructing partner is not to touch their partner at any time. Once they cross the mine field (i.e., activity area) they switch places. If they touch a mine at any time they are to switch places but they go back to the beginning. Make harder or easier by adding or subtracting equipment.</p> <p>After explaining the event discuss what risk is involved. Discuss how they control the level of risk and how that relates to trust.</p>	<p>Get a partner sit back to back.</p> <p>The students may not touch each other as they guide them around the playground.</p>
Part 3 – Teamwork & Cooperation	10	<p>Discuss how it feels to be supported. Brainstorm supportive statements. There is a list of praise words in TEACHERS PAGE&gt;SUPPLEMENTAL INFORMATION&gt;TEAMBULDING on the rhythm and moves website. Explain that in this activity you are looking to see how they can demonstrate their ability to support and encourage each other.</p> <p style="text-align: center;"><b>Focus Ring</b></p> <p><i>It's called the "Focus Ring" because a team must focus their group attention to succeed in this teambuilding exercise.</i></p> <p>The goal is to transport a ball from point A to point B, during which they must pass through a hoop. The station card for this event is in your station card box.</p>	
Closure	2	<p>What are our 4 class rules?</p> <p>Who can tell me an objective of minefield?</p> <p>What was the role of the leader/blindfolded?</p> <p>Who felt that they/we met our objective?</p> <p>Who can tell me an objective of the focus ring?</p> <p>Who felt that they/we met the objective?</p> <p>How did using encouraging words affect the activity?</p> <p>How did your group go about solving the problem?</p> <p>What do you think you needed to be successful today?</p> <p>What do you think you are going to need to be successful for the rest of the year?</p> <p>Students will need a pen next lesson.</p>	<p>If you are going to use journals this year. You should handout journals or tell students what journal to buy. Tell them to bring a pen and their journal to every lesson.</p> <p>It is a good idea to put a set of pens or pencils in the ruler box.</p>

LEVEL	UNIT	LESSON Number 2	EQUIPMENT
Seventh Grade	Fitness	THREE COMPONENTS OF FITNESS, Aerobic routine that includes all three areas of fitness.	MP3 Player, Jump ropes, Jump Rope Cards, Strength Bands & cards, Yoga Cards, cardio Cards, Jr. high fitness cards, worksheets, pens. W3: Workout Routine.

Objectives

Students will:

1. Demonstrate exercises with correct form.
2. Cooperate with the 3 people in their group to create a warm-up routine.
3. Distinguish between exercises that address different components of fitness.
4. Have fun, be safe, do their best and be respectful.

If you have any questions/ comments on the lesson please email me at [brummiejo@msn.com](mailto:brummiejo@msn.com). I would appreciate any feedback. Thanks, Jo.

Benchmarks

- 3.4 Plan a weekly personal physical fitness program in collaboration with the teacher.
- 3.5 Participate in moderate to vigorous physical activity a minimum of 4 days per week.
- 4.2 Identify physical activities that are effective in improving each of the health-related fitness components.
- 4.1 Develop a one-week personal physical fitness plan specifying the proper warm-up, cool-down, principles of exercise for each component of health related fitness.
- 4.3 Match personal preferences in physical activities with each of the five areas of health-related fitness.
- 4.6 Identify and apply principles of resistance in safe, age-appropriate activities.
- 4.7 Explain progression, overload, and specificity as principles of exercise.
- 4.4 Explain the effects of physical activity on heart rate and recovery rates.
- 5.3 Demonstrate acceptance of differences in gender, physical development, and personal preferences as they affect participation in physical activity.

Activity	Time (Minutes)	Procedure	Comments / Diagram
Intro Pedometers	5	<p>I will have the rules on the whiteboard:  <b>“Be safe, be respectful and do your best.”</b></p> <p>Explain that the pedometers each have a number which is marked on the pedometer itself and in the box where they are stored. Assign each student a # which they will always use. You can use the # which they are in roll. Set up a procedure for collecting the pedometer and returning it at the end of class. The pedometers must be placed in box cord first with the # showing so they are ready for the next class. Setting this up well is the first step to making the pedometers a success. Teach students how to position the pedometer and attach the safety clip is also crucial. It should be aligned directly above the knee. Students who are overweight may have to position the pedometer more toward the side to keep pedometer level.</p> <p><i>How many steps should we take as a minimum every day? 10,000</i></p> <p>Have students zero the pedometer, take 20 steps and then check the pedometer for accuracy. If it is more than 1 step off, reposition pedometer and try again.</p> <p>Give an overview of the lesson and have students set step goals</p>	Journals: Have students write a step goal for the lesson.
Part 1A Content	5	<p>Quickly review the 3 components of fitness and how to ascertain which component of fitness a particular exercise is addressing.</p> <p><b>What is the definition of a CV activity?</b>  Activity that raises the heart rate.  Introduce/ review training heart rates and the aerobic zone. Let the class know that we will be stopping periodically to take heart rate and see what zones they are in.</p> <p><b>What is the definition of a strength activity?</b>  Activity that increases the ability of a muscle to exert force.  Talk about resistance training, what they are and how they work (We use strength bands). Have a student demonstrate resistance training and discuss safety.</p>	Journals: Write definitions.

		<p><b>What is the definition of a flexibility activity?</b>  Activity that increases the ability of your muscles, tendons and ligaments to stretch which allow your joints to have a larger range of movement.  Introduce <b>PROGRESSION, OVERLOAD &amp; SPECIFICITY</b>  <b>OVERLOAD:</b> Making the systems of the body work harder than normal by</p> <ol style="list-style-type: none"> <li>increasing frequency (sessions per week)</li> <li>increasing intensity (work rate/ load)</li> <li>increasing duration (length of training session)</li> </ol> <p><b>PROGRESSION:</b> Overloading the systems of the body slowly and gradually over a period of time by altering the Frequency, intensity or duration of training.  <b>SPECIFICITY:</b> Training that works specific muscles that you are trying to focus on.</p>	
Part 1A Warm-Up	15	<p>Explain that the circuit they are going to do covers all areas of fitness and the class is going to go round the circuit 2 times. The first time they are to figure out as a squad what component of fitness they are addressing and complete the exercises as a team.</p> <p><b>In this activity, how can we control the level of overload?</b>  <b>Can we increase frequency?</b> Maybe, but not right now  <b>Can we increase duration?</b> No we rotate with the mp3 player  <b>Can we vary the intensity level?</b> YES</p> <p>Introduce low/moderate and high as terms to represent intensity.</p> <p>Let them know you will be walking around and asking them what component of fitness they are addressing and what intensity level they are operating at. Stop the class a few times to take heart rate and figure out what zones they are operating in.  Have the class complete the circuit once.</p>	Set up a 12 station circuit, that covers the three components of fitness.
Part 2	15	<p>Explain that the second time they complete the circuit they are going to be given a worksheet to fill in so they can begin to create their own specific group fitness routine. As the move around the stations again they are to consider whether they as a group want to use that exercise. Everyone should fill in their own handout. Then can also use exercises that they already know or ones they invent.</p> <p>Talk to the group about accepting differences in gender, development and personal preference. Explain that the routine should be completed and performed as a group, but if individuals prefer one exercise over another they can at times chose different exercises.</p> <p><i>Each squad is going to create a ten minute exercise routine that will include all the three areas of fitness. This routine should be continuous, smooth and fun! You will turn in a routine at the end of the lesson.</i></p> <p><i>You will be in groups of 4.</i>  <i>Write out your routine clearly and with detail on the sheet provided. Be sure to include the following details:</i></p> <ul style="list-style-type: none"> <li>✓ Write down in order of use all the names of the stretches and exercises you will use. Be sure to include descriptions of any exercises that are not common.</li> <li>✓ Write down the number of times to do each exercise, or the amount of time to spend on each exercise.</li> <li>✓ Which of the three areas of fitness the activity is benefiting.</li> </ul>	W 3 Work out routine.
Part 3	5	<p><i>Now it is time to practice and perfect the routine. This routine should be continuous, smooth and fun. Make sure that all member of your group</i></p>	As the students are working I

		<p><i>are in time with each other and understand how to complete each exercise effectively.</i></p> <p><i>I will play music so you can practice the routine's timing. We will use these routines at the beginning of each class.</i></p>	rotate around to the groups and assist.
Closure	5	<p>Collect the papers congratulate good work.</p> <p>Have students look at their pedometer score, zero it and place it back in the container.</p> <p>Ask for student understanding of OVERLOAD, PROGRESSION &amp; SPECIFICITY.</p> <p>Have student reflect on whether they met their step count goal.</p>	Journal: Reflect on step count.



		<ol style="list-style-type: none"> <li>1. Verbally encourage.</li> <li>2. Tell athlete their score each time they come back to their line.</li> <li>3. Tell athlete when they are late to the line.</li> <li>4. Tell athlete when to stop test and begin active recovery.</li> <li>5. Report score to teacher.</li> </ol> <p><b>Use the Class record sheet to record student scores.</b></p> <p>Debrief</p>	<ol style="list-style-type: none"> <li>1. Run to the line before each beep.</li> <li>2. Listen to the coach.</li> <li>3. Try to stay in as long as possible</li> <li>4. When you have not been at the line in time for the beep twice, walk up and down 10 times to the beep (active Recovery).</li> <li>5. Stretch hamstrings and quadriceps &amp; Fill in your score on the fitness chart.</li> </ol>	
Part 3 Team Handball	10	<p><b>Team Handball</b></p> <p>Introduce team handball to your students and tell them it has a big following outside of this country. Explain that in Physical Education this year they will be using various games to practice and improve their skills. Let them know they already have learned the skills necessary to play this game, so instead of focusing on skills development, you will just point the way, tell them how things differ a little, and let them adapt on their own with the help of their teammates.</p> <p>Team handball uses a lot of soccer skills, as long as a player can move the ball without using her feet or shins. For the soccer players in the class, that little difference may drive them crazy. Talk about the allowed skills, inform them that they know the soccer skills they can use, and then it's time to get into a game.</p> <p>Play 3 on 3 handball. Discuss person to person defense and demonstrate it. Tell students you are looking for sportsmanship and person to person defense.</p> <p><u>Today's Rules</u></p> <ul style="list-style-type: none"> <li>• Rock/ Paper/ Scissor to see who starts with the ball</li> <li>• Start from center of court</li> <li>• Three passes</li> <li>• Catch over end line to score</li> </ul>		
Closure	2	<p>Have students fill in their pacer score on the fitness chart and see how their score compares to the HFZ.</p> <p>Have students set a long term goal for the pacer test in the far right column on the sheet. Then explain that for homework they need to calculate how much they must improve by each re-test (short term goal) in order to reach their long term goal.</p> <p>Explain that goals should be challenging but achievable. Explain to the students that after this first unit of fitness and team handball there are 9 units. Explain that at the beginning of each unit we will complete each of the 5 fitness test to assess improvement.</p>		Worksheet: W1

LEVEL	UNIT	LESSON Number 4	EQUIPMENT
Seventh Grade	Fitness	Push-Up & Double Dutch	MP3 player>Fitness>push-up, Worksheet: W1, W5&6 back to back.

Objectives

The Students will:

1. Work in partners to train and test upper body strength
2. Use training principles of progression, specificity and overload.
3. Practice double dutch in a group.
4. Have fun, be safe, do their best and be respectful.

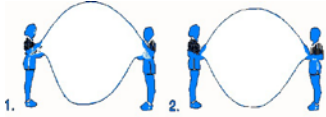
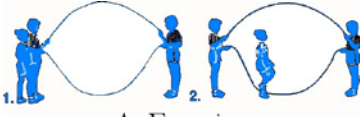
If you have any feedback please email me at [brummiejo@msn.com](mailto:brummiejo@msn.com).  
Thanks, Jo.

Benchmarks Addressed

- 2.2 Apply feedback from the teacher or others to improve skill performance.
- 2.3 Use information, feedback, and practice to set goals for skill improvement.
- 3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test.
- 3.2 Evaluate individual physical fitness measures in relationship to patterns of physical activity.
- 3.3 Develop individual goals for each of the five areas of fitness based on research-based standards.
- 5.2 Accept responsibility for individual improvement.

Activity	Time (Minutes)	Procedure	Comments/ Diagram
Part 1	5	<p>Collect pedometer and set goal for step count today.</p> <p>Provide students with an overview of the lesson.</p> <p>Ask students what there personal goals are for the pacer test and discuss training methods to increase scores. Ask students what there short term goal increases by each testing period.</p> <p><b>Q:</b> <i>What component of fitness is a push-up?</i></p> <p><b>Q:</b> <i>What component of fitness is a curl-up?</i></p> <p><i>Today we are going to review how to complete the push-up test so we can set personal goals but first let's warm up with our routine. Take heart rate before during and after and review training zones and recovery rates.</i></p>	<p>Either chose a routine that is ready or have the students work on their squad routines.</p>
Part 2	15	<ul style="list-style-type: none"> <li>• Discuss and use visual demonstrations of the three points of the push-up.</li> </ul> <p><b>Upper Body Strength and Endurance</b></p> <p>This test measures the strength and endurance of the upper body and is related to maintenance of correct posture. It is important to have strong muscles that can work forcefully and/or over a period of time.</p> <p style="text-align: center;">Push-Ups</p> <p>The objective of this test is to complete as many push-ups as possible at a specified pace.</p> <p><b>DIRECTIONS:</b> Split students into partners and send them to an own space</p> <p>Explain that push-up require a lot of strength.</p> <p><b>FACT:</b> Most people in America can do less than 3 push-ups!</p> <p><b>SPECIFICITY</b> - For this reason it is important that we are able to train specific muscles for the push-up, without relying on a full push-up alone. Talk about the muscles used in a push-up and how they might modify it as well as come up with exercise that train the same muscles.</p> <p>Tell students they are going to spend 5 minutes with their partner coming up with different exercises that will build the upper body muscles. Explain that you want them to come up with 5 different exercises for upper body strength that vary from low to high INTENSITY.</p> <p>After 5 minute stop the class and share findings.</p> <p>Explain that they are again athlete and coach.</p> <p>The athlete has to perform the push-up until the coach tells them to stop.</p>	



		<p>Tell the coach that during the test they should encourage their athlete, they are also responsible for looking to make sure that the athlete is reaching all three standards. If they are not they are to give them 1 warning and then if they make another fault they are to tell them their score, congratulate their effort and tell the athlete that they can stop and fill in their chart.</p> <p>Repeat for second partner.</p> <p style="text-align: center;"><b>Roles</b></p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p><b>Coach</b></p> <ol style="list-style-type: none"> <li>Verbally encourage.</li> <li>Check arms go to 90°, cadence follows track &amp; only hands and feet touch the floor.</li> <li>Warn for errors</li> <li>On second fault tell athlete their score And congratulate them for their effort.</li> </ol> </td> <td style="vertical-align: top; width: 50%;"> <p><b>Athlete</b></p> <ol style="list-style-type: none"> <li>Perform push-up using correct form, until told stop by coach</li> <li>Give best effort</li> <li>Listen for correction from the coach.</li> <li>Record the score the coach gives to you on chart.</li> </ol> </td> </tr> </table> <p>Let students know that you are looking for how well they are giving and receiving feedback.</p> <hr/> <p>Talk to students about why they think their score is what it is. Start by sharing your reasons first and then have them share. This helps students make the connection between what they do and who they are. It also enables them to see what they may need to do to increase their upper body strength.</p>	<p><b>Coach</b></p> <ol style="list-style-type: none"> <li>Verbally encourage.</li> <li>Check arms go to 90°, cadence follows track &amp; only hands and feet touch the floor.</li> <li>Warn for errors</li> <li>On second fault tell athlete their score And congratulate them for their effort.</li> </ol>	<p><b>Athlete</b></p> <ol style="list-style-type: none"> <li>Perform push-up using correct form, until told stop by coach</li> <li>Give best effort</li> <li>Listen for correction from the coach.</li> <li>Record the score the coach gives to you on chart.</li> </ol>	
<p><b>Coach</b></p> <ol style="list-style-type: none"> <li>Verbally encourage.</li> <li>Check arms go to 90°, cadence follows track &amp; only hands and feet touch the floor.</li> <li>Warn for errors</li> <li>On second fault tell athlete their score And congratulate them for their effort.</li> </ol>	<p><b>Athlete</b></p> <ol style="list-style-type: none"> <li>Perform push-up using correct form, until told stop by coach</li> <li>Give best effort</li> <li>Listen for correction from the coach.</li> <li>Record the score the coach gives to you on chart.</li> </ol>				
<p>Part 3 Double Dutch</p>		<p>Double Dutch started as a street game, but now has advanced to competitions, awards and prizes, and is being considered as a serious sport for the Olympics.</p> <p><b><i>This is the original double dutch song:</i></b></p> <p style="text-align: center;"><b><i>"We can't tell you where it started We don't know where it has been But have no doubt, the word is out, That double dutch is in".</i></b></p> <p>Review the basics of double dutch. Let the students know it takes practice and you are looking for how they can keep high spirit and just keep on trying!</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p><b>Double Dutch Turning</b></p> <ol style="list-style-type: none"> <li>Arm position and turning motion same as for single long rope.</li> <li>Alternate left and right hands inward.</li> </ol> <p>Tips: Do not overlap hands; keep thumbs up, elbows close to body. Keep the ropes moving slowly and steadily with no slack. Keep a little tension in the ropes. Cue: ONE-TWO-ONE-TWO</p> </div> <div style="text-align: center;">  <p><b>A. Entering</b></p> <ol style="list-style-type: none"> <li>Stand next to turner and listen to ropes.</li> <li>Take a big jump as back rope passes turner's nose.</li> </ol> <p>Tips: Repeat "beat" as back rope hits the floor. Jumpers should learn to enter from either side or either end. cue: ONE - TWO - READY - IN</p> <p><b>B. Exiting</b></p> <ol style="list-style-type: none"> <li>Jump toward other turner, then out on side opposite of the rope being jumped.</li> <li>Jump out, don't run out.</li> <li>Turners move rope away as jumper exits.</li> </ol> <p>Tips: Exit jump should be higher than normal jump. Exit as close to turner as possible. cue: ONE - TWO - READY - OUT</p> </div> </div> <p>Have students in 6 groups practicing. Tell students that if they are not jumping you want to see ways in which they can participate by raising their heart rate and increasing their step count.</p>	<p>Teach the students about your equipment and how it is organized. Tell them that the double dutch ropes have orange handles.</p>		
<p>Closure</p>	<p>2</p>	<p><b>Q:</b> What are the 3 things you look for to ensure someone is doing a correct push-up?</p>	<p>W 1</p>		

	<p><b>Q:</b> <i>What are you going to do to increase your push-up score?</i></p> <p><b>Q:</b> <i>Where does the resistance come from in the push-up?</i></p> <p><b>Q:</b> <i>How does the principle of overload apply to increasing upper body strength?</i></p> <p>This principle says that in order to train the muscles, they must work harder than they are accustomed to. This “overload” will result in increased strength as the body adapts to the stress placed upon it.</p> <p><b>Q:</b> <i>FREQUENCY: How many times a week do you need to do strength exercise to gain muscles mass? 2-3</i></p> <p>W1: Have students fill in there push-up score in the pre test column on the work sheet. Have students set a long term goal for the pacer test in the far right column on the sheet.</p> <p>Then explain that for homework they need to calculate how much they must improve by each re-test (short term goal) in order to reach their long term goal. Address problems they may be having with the calculation show them an example of how it is done.</p> <p>Handout Team Handball history rules and diagram. W5 &amp; 6, students are to familiarize themselves with them before next lesson.</p>	<p>W5 &amp; 6</p>
--	---	-------------------

LEVEL	UNIT	LESSON Number 5	EQUIPMENT
Seventh Grade	Fitness	Curl-ups, jump shots & Team Handball	MP3 Player>Curl-up track, W1: Fitness profile, W4: Partner fitness worksheet, Station card for the jump shot.

Objectives


Students will:


1. Work effectively and respectfully with a partner while correcting form in a curl-up
2. Assess abdominal strength
3. Understand and practice technique for the handball jump shot
4. Participate positively in a handball game.
5. Have fun, be safe, do their best and be respectful.

If you have any feedback please email me at [brummiejo@msn.com](mailto:brummiejo@msn.com).  
Thanks, Jo.

Benchmarks Addressed

- 2.3 Use information, feedback, and practice to set goals for skill improvement.
- 3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test.
- 3.2 Evaluate individual physical fitness measures in relationship to patterns of physical activity.
- 3.3 Develop individual goals for each of the five areas of fitness based on research-based standards.
- 5.2 Accept responsibility for individual improvement.
- 2.2 Apply feedback from the teacher or others to improve skill performance.

Activity	Time (Minutes)	Procedure	Comments/Set-up/Diagram
Intro	5	<p>Collect pedometer and set goal for step count today.</p> <p>Provide students with an overview of the lesson.</p> <p>Ask students what their personal goals are for upper body strength discuss training methods to increase scores. Ask students what their short term goal increases by each testing period.</p> <p><b>Q:</b> <i>What component of fitness is a curl-up?</i> <b>Q:</b> <i>What does it measure?</i></p> <p><i>Today we are going to learn how to complete the curl-up test so we can set personal goals but first let's warm up while learning how to score a point using a jump shot!</i></p>	
Part 1	10	<p style="text-align: center;"><b>Jump shot</b></p> <p>Show the students the jump shot station card. Discuss the position. Have students in their own space, with just enough space to practice the move. Teach the skill using the following progression.</p> <ol style="list-style-type: none"> <li>1. Three steps jump (start step cycle with non-dominant leg)</li> <li>2. Add ... Raise dominant knee &amp; dominant elbow in jump</li> <li>3. Add ... Rotate and square shoulders to goal in air</li> <li>4. Add... Rotate shoulders to the goal, lead with elbow, ship forearm, snap wrist.</li> </ol> <p>Have them practice the sequence without a ball in their own space. Have highly proficient students demonstrate. Reward process, not result.</p> <hr/> <p>Split students into pairs.</p> <p>Each pair has a ball and you are to travel quickly following handball rules. <b>Q:</b> <i>What does that mean?</i></p> <p><b>Directions</b></p> <p><i>When you receive a pass and you are within three steps of the semi-circle take your three steps and fire in the ball while in the air at the goal. If your partner is shooting, you should move quickly to a position opposite them and behind the goal, for quick retrieval of the ball. When you get the ball continue to pass until the second partner is</i></p>	 <p>Stop the class several times during this activity and calculate heart rate to monitor exercise intensity.</p>

		<p><i>within three steps of the semi-circle. If you knock down or move the cone be sure to reposition it. Secondly, if you knock down the cone you must then travel following handball rules to a new goal.</i></p> <p><b>What I am looking for</b></p> <p>Fast pace</p> <p>Supporting your partner</p> <p>Partner feedback and coaching</p>			
Part 2	10	<p><b>Abdominal Strength and Endurance</b></p> <p>Abdominal strength and endurance are important in promoting good posture and correct pelvic alignment. Strength and endurance of the abdominal muscles are important in maintaining low back health.</p> <p>Provide a students demonstration of the correct curl up technique and criteria using two beanbags at the fingertips of a student. Have station card of curl-up to show the class.</p> <p style="text-align: center;"><b>Curl-Ups</b></p>  <p>The objective of this test is to complete as many curl-ups as possible up to a maximum of 75 at a specified pace.</p> <p>and demonstrate the correct curl-up position using a beanbag at each side of them. When they are lying down their fingertips should touch the top of the beanbag. When they perform the curl-up their fingers should slide across the top of the bean bag to the other side.</p> <p><b>Q: What are the three training principles we are focusing on?</b> SPECIFICITY, PROGRESSION &amp; OVERLOAD.</p> <p>What specific muscles are we assessing today? Abs</p> <p><b>Q: How can we overload this muscles?</b> <b>Q: How would we progress these exercises?</b></p> <p>Tell students they are going to spend 5 minutes with their partner coming up with different exercises that will build the abdominal muscles. Explain that you want them to come up with 5 different exercises.</p> <p>After 5 minute stop the class and share findings.</p> <p>Talk about cardio and how it tones the abs.</p> <p><b>DIRECTIONS:</b></p> <p>After 5 minute stop the class and have half the partners adopt curl-up position. Explain that they are again athlete and coach.</p> <p>The athlete has to perform the push-up until the coach tells them to stop. Tell the coach that during the test they should encourage their athlete, they are also responsible for looking to make sure that the athlete is reaching all three standards. If they are not they are to give them 1 warning and then if they make another fault they are to tell them their score, congratulate their effort and tell the athlete that they can stop and fill in their chart.</p> <p>Repeat for second partner.</p> <p style="text-align: center;"><b>Roles</b></p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p><b>Coach</b></p> <ol style="list-style-type: none"> <li>Verbally encourage.</li> <li>Check arms go to 90°, cadence follows track &amp; only hands and feet touch the floor.</li> <li>Warn for errors</li> <li>On second fault tell athlete their score And congratulate them for their effort.</li> </ol> </td> <td style="vertical-align: top;"> <p><b>Athlete</b></p> <ol style="list-style-type: none"> <li>Perform push-up using correct form, until told stop by coach</li> <li>Give best effort</li> <li>Listen for correction from the coach.</li> <li>Record the score the coach gives to you on chart.</li> </ol> </td> </tr> </table>	<p><b>Coach</b></p> <ol style="list-style-type: none"> <li>Verbally encourage.</li> <li>Check arms go to 90°, cadence follows track &amp; only hands and feet touch the floor.</li> <li>Warn for errors</li> <li>On second fault tell athlete their score And congratulate them for their effort.</li> </ol>	<p><b>Athlete</b></p> <ol style="list-style-type: none"> <li>Perform push-up using correct form, until told stop by coach</li> <li>Give best effort</li> <li>Listen for correction from the coach.</li> <li>Record the score the coach gives to you on chart.</li> </ol>	<p>Journals: Have student write down the importance of abdominal strength, how to test it and how to train it.</p> <p>W4: Partner Fitness Worksheet</p>
<p><b>Coach</b></p> <ol style="list-style-type: none"> <li>Verbally encourage.</li> <li>Check arms go to 90°, cadence follows track &amp; only hands and feet touch the floor.</li> <li>Warn for errors</li> <li>On second fault tell athlete their score And congratulate them for their effort.</li> </ol>	<p><b>Athlete</b></p> <ol style="list-style-type: none"> <li>Perform push-up using correct form, until told stop by coach</li> <li>Give best effort</li> <li>Listen for correction from the coach.</li> <li>Record the score the coach gives to you on chart.</li> </ol>				

Part 3	10	6 on 6 team handball with dribbling and jump shots using end zones.	
Closure	5	<p><i>How many times a week must we complete ab strengthening exercises in order to increase strength?</i></p> <p>Have students set a long term goal for the push-up test in the far right column on the sheet.</p> <p>Then explain that for homework they need to calculate how much they must improve by each re-test (short term goal) in order to reach their long term goal. Address problems they may be having with the calculation show them an example of how it is done.</p>	Worksheet W 1

LEVEL	UNIT	LESSON Number 6	EQUIPMENT
Seventh Grade	Fitness	Sit & Reach, Trunk lift & Team Building	MP3 player, Yoga/strength/fitness test station cards, sit & reach box, rulers, Focus Rings.

### Objectives

1. Understand why a) strength and flexibility are important b) how to measure them c) how to improve them.
2. Test flexibility and strength accurately, record scores, compare to Healthy Fitness Zone and set improvement goals.
3. Participate in 'focus ring' demonstrating teamwork, and positive problem solving skills
4. Have fun, be safe, do their best and be respectful.

If you have any feedback on the lesson please email me at [brummiejo@msn.com](mailto:brummiejo@msn.com). Thanks, Jo.

### Benchmarks

- 2.3 Use information, feedback, and practice to set goals for skill improvement.
- 3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test.
- 3.2 Evaluate individual physical fitness measures in relationship to patterns of physical activity.
- 3.3 Develop individual goals for each of the five areas of fitness based on research-based standards.
- 5.2 Accept responsibility for individual improvement.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Part 1: Introduction	10	<p><i>Why is it important to be flexible?</i>  <i>What test do we use to assess flexibility?</i>  <i>Why is it important to have a strong lower back?</i>  <i>What test do we use to assess lower back strength?</i></p> <p>Go over criteria and student demonstrate technique for an effective sit and reach test &amp; trunk lift.</p> <p>Explain that we are going to do a circuit that will improve both flexibility and strength and that there will also be a sit and reach test station and a trunk lift test station, where they will test themselves and record their scores.</p>	<p>Use W4 from the previous lesson.</p> <p>Put the two test stations next to or opposite each other so you can easily monitor both.</p>
Part 2 Workout Circuit	15	<p>Set up a 12 station rotation including yoga and strength exercises, including the sit and reach and trunk lift station. There should be no more than three at a station. Position yourself for monitoring and recording scores at the sit &amp; reach station as it is the more complicated station. From here you can see the trunk lift station, and watch for safety issues and students who are unable to perform the trunk lift.</p>	<p>Worksheet W1: Fitness Profile</p> <p><b>FYI:</b> Students 95% of the time are in the HFZ for trunk lift, however in two incidences I have found students who cannot perform this activity have either a disability or an injury that should be addressed with the parent.</p>
Part 3 Goal Setting	5	<p>Review goal setting theory in a class discussion. Have students pair up and share their goals.</p>	<p>Go round the groups and check student work to see if their goals are practical.</p>
Part 4 Team Building	15	<p>Explain to the class that next lesson there will be a team handball tournament in which you are will be looking for three things, <b>teamwork, inclusion and sportsmanship</b>. Explain that they are now going to do an activity that is intended to address prepare them to work well together next lesson. Explain that this is a problem solving activity and the task is to discuss together possible solutions and work together to achieve the common goal in a positive manner. Acknowledge that these are challenging concepts and that you will be awarding bonus points toward their grade for demonstration of these skills.</p> <p style="text-align: center;"><b><u>FOCUS RING</u></b></p> <p>Begin doing this activity in groups of 6 students.</p>	<p>First have the students have to hold their piece of the rope while</p>

		<p><u>Objectives:</u> Communication, Cooperation and Problem Solving</p> <p><u>Rules:</u></p> <ol style="list-style-type: none"> <li>1. No team member may let go of the end of the lanyard, or hold the lanyard in any other location apart from the very end of this string</li> <li>2. Every participant must remain <b>positive</b></li> <li>3. The team must start over if the ball falls off the ring.</li> </ol> <p><u>Object:</u> Keeping the ball on the focus ring, get everyone in your group, through the hoop without dropping the ball off the focus ring.</p>	<p>passing their body through the hoop.</p> <p>Second have the students pass through the hoop all beginning on one side and then moving through to the other side until everyone is on the other side of the hoop.</p>
Debrief	3	<p>What was the goal of the activity?</p> <p>What was the role of each person in the group?</p> <p>Did people have different ideas about how to complete the task?</p> <p>Was everyone's idea heard?</p> <p>How did you decide what you were going to try?</p> <p>Did any group form a consensus?</p> <p>Who can tell me the criteria for sit &amp; reach?</p> <p>Who can tell me the criteria for the trunk lift?</p>	

LEVEL	UNIT	LESSON Number 7	EQUIPMENT
Seventh Grade	Fitness	Fitness plan, FITT principles & Team Handball	SAQ Cards, FITT principles station cards, MP3 Player, Playground Balls, 3 handball courts, Print-Out W10 – One day fitness plan.

### Objectives

The Students will:

1. Create a one day fitness plan that addresses their specific fitness level
2. Learn what SAQ drills are and demonstrate how to do them
3. Learn the difference between aerobic and anaerobic exercise
4. Play responsibly in a competitive situation.
5. Have fun, be safe, do their best and be respectful.



















If you have any feedback on the lesson please email me at [brummiejo@msn.com](mailto:brummiejo@msn.com).  
Thanks, Jo.

### Benchmarks

- 3.4 Plan a weekly personal physical fitness program in collaboration with the teacher.
- 4.1 Develop a one-week personal physical fitness plan specifying the proper warm-up, cool-down, principles of exercise for each component of health related fitness.
- 4.2 Identify physical activities that are effective in improving each of the health-related fitness components.
- 4.3 Match personal preferences in physical activities with each of the five areas of health-related fitness.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Intro	5	<p>Have students look at their fitness profile. Explain that this is their starting point for the year and that challenge them to see how much they can improve. Go over long term and short term goals. Let students know what their first unit is e.g. Basketball, Dance, soccer. Explain that they will not retest until the first lesson of the second unit so they have a month to see what they can do to improve their fitness.</p> <p><b>Q=</b> <i>What are the three principles of training?</i> <b>Q=</b> <i>Who is in control of your fitness level?</i></p> <p>Explain to the students that making a change means they have to make a commitment and it doesn't mean changing everything they do, but recognizing opportunities everyday to take better care of themselves.</p> <p>Introduce: <b>The F.I.T.T. Principles</b></p> <p>When considering the guidelines for training, keep in mind the F.I.T.T. Principles (frequency, intensity, time and type):</p> <p><b>Frequency</b> : Number of exercise sessions per week. <b>Intensity</b>: How much weight/resistance <b>Time</b>: Number of Reps and Sets <b>Type</b>: Activities that count</p>	<p>(You could use a recognition system of your choice for the most improved.)</p> <p>Journals: Have students write these in their journals.</p>
Part 1 Warm-up	15	<p>Explain what SAQ is to the students. (Speed, agility, quickness). SAQ is a relatively new fun method of training to improve speed, fast feet and multi-directional agility. SAQ workouts consist of short, intense drills, that require you to quickly accelerate or decelerate, while moving backwards, forwards, or side-to-side. SAQ improves balance, power, and neuromuscular firing patterns so that your movements become fast, dynamic and precise. As a result, you'll notice improvements in your response time and in your ability to change direction lightning-fast, as in basketball, tennis, skiing and soccer.</p> <p>Review aerobic (with oxygen) vs anaerobic (without oxygen) exercises. Ask the class whether they think SAQ is aerobic or anaerobic. Have them explain why. SAQ is actually both, but has a particular focus on training the anaerobic system.</p> <p><b>Objective</b></p>	<p>6 SAQ Stations</p> <p>Have students work with their handball teams.</p> <p>There are two station cards with definitions.</p>



		<p>SPEED&lt; SPEED&lt;SPEED</p> <p>Stop the class 2-3 times during the activity and have students take their heart rate for 6 seconds and from their calculate what zone they are operating in.</p>													
Part 2/3 Team Handball	15	<p>Team handball has origins reaching as far back as the antiquity: <i>urania</i> in ancient Greece.</p> <p>The International Handball Federation has organized Men's World Championships in 1938, and then every two, three or sometimes four years since the World War II. The Women's World Championships have been played since 1957. The IHF also organizes Women's and Men's Junior World Championships.</p> <p>The IHF reports to have 160 member federations representing approximately 800,000 teams and more than nearly 19 million sportsmen and women.</p> <p>Give the teams the following countries Red = Denmark, Orange = Croatia, Yellow = Ukraine, Green = Hungary, Blue = Russia, Black = Germany.</p> <table border="1" data-bbox="378 640 1312 915"> <thead> <tr> <th>Games</th> <th>Gold</th> <th>Silver</th> <th>Bronze</th> </tr> </thead> <tbody> <tr> <td><a href="#">2004 Athens Men</a></td> <td> <a href="#">Croatia</a> (CRO)</td> <td> <a href="#">Germany</a> (GER)</td> <td> <a href="#">Russia</a> (RUS)</td> </tr> <tr> <td><a href="#">2004 Athens Women</a></td> <td> <a href="#">Denmark</a> (DEN)</td> <td> <a href="#">Hungary</a> (HUN)</td> <td> <a href="#">Ukraine</a> (UKR)</td> </tr> </tbody> </table> <p>The class will play a five minute tournament of team handball. The fields are numbered in order 1,2 and 3. The teams are put in the hat (Six flag colors) and drawn out randomly. As the color is drawn, that team is sent to the field in order, first two teams play on field three, second two on field two and the last two teams on field 1. The teams beginning field determines where they go next. On fields two and three the winning team rotates up one field toward one. The losing teams stay where they are. On field one, the winning team stays and the losing team moves to court three. The object is to be in field one as the winner by the time the tournament ends. If the score is tied, the two teams should ro-sham-bo to decide who moves on.</p> <p>During any of the games, any students who did not complete the fitness tests will be pulled out to do so.</p>	Games	Gold	Silver	Bronze	<a href="#">2004 Athens Men</a>	 <a href="#">Croatia</a> (CRO)	 <a href="#">Germany</a> (GER)	 <a href="#">Russia</a> (RUS)	<a href="#">2004 Athens Women</a>	 <a href="#">Denmark</a> (DEN)	 <a href="#">Hungary</a> (HUN)	 <a href="#">Ukraine</a> (UKR)	Cross-curricular: They will study ancient Greece in history this year.
Games	Gold	Silver	Bronze												
<a href="#">2004 Athens Men</a>	 <a href="#">Croatia</a> (CRO)	 <a href="#">Germany</a> (GER)	 <a href="#">Russia</a> (RUS)												
<a href="#">2004 Athens Women</a>	 <a href="#">Denmark</a> (DEN)	 <a href="#">Hungary</a> (HUN)	 <a href="#">Ukraine</a> (UKR)												
Closure	2	<p><i>What is the difference between aerobic and anaerobic exercise?</i> <i>How did you show good sportsmanship today?</i> <i>Tell me about when you saw someone else displaying good sportsmanship.</i></p> <p><i>Give out the fitness plan homework and tell them that next lesson everyone will be sharing their plans during the warm-up.</i> <i>Tell students next lesson they will also receive bonus points for finding out interesting facts about the country they are representing.</i></p>													

LEVEL	UNIT	LESSON Number 8	EQUIPMENT
Seventh Grade	Fitness	Fitness Plan and Team Handball Tournament	Handball courts, stop watches, beanbags,

Objectives

1. Work cooperatively with teams to play the games.
2. Have fun, be safe, do their best and be respectful.

If you have any feedback on the lesson please email me at [brummiejo@msn.com](mailto:brummiejo@msn.com).  
Thanks, Jo.

Benchmarks

- 3.4 Plan a weekly personal physical fitness program in collaboration with the teacher.
- 4.1 Develop a one-week personal physical fitness plan specifying the proper warm-up, cool-down, principles of exercise for each component of health related fitness.
- 4.2 Identify physical activities that are effective in improving each of the health-related fitness components.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Intro	5	<p>Have students get their pedometers and gives students and overview of today's class.</p> <p><i>Q: Who can tell me what F stands for in the FITT principles? Go through all the letters</i></p> <p><i>Q: Who can tell me what you should do before strength or flexibility exercises? Warm up.</i></p> <p>Discuss student's fitness plans.</p>	
Part 1	20	Complete the 7 <sup>th</sup> grades fitness amazing race!!	
Part 2/3 Team Handball	15+	<p>Discuss how the tournament went at the end of last lesson. Spend a few minutes discussing strategies to combat specific problems that the students had. Ask students what they have found out since last lesson about the country that they are representing. Repeat the same style tournament from the previous lesson.</p>	
Closure	5	<p>What are 10 excuses for not following your fitness plan? What are 5 ways you can combat these temptations? What did you get out of the tournament?</p>	<p>Journals: Reflect on what you have learnt in the fitness unit.</p>