**Unit Plan : INTRO PE unit**

**A template based on Understanding by Design**

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| **Title of Unit** | Cardiovascular Fitness | **Grade Level** | Grade 8-11 (adjust for the level (depth of questions and expectations |
| **Subject** | P.H.E | **Time Frame** | 8-12 lessons |
| **Developed By** | Marne B  Changes in green after feedback | | |

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| **Stage 1 – Desired Results** | | | |
| **Communication** | **Thinking** | | **Personal and Social** |
| **Big Idea:**  What is this unit about? Why are you teaching it?  Personal Fitness can be maintained and improved through regular participation in Physical Activities.  **Essential Question:**  What questions might spark student interest / engagement in the topic?  What provocative questions will foster inquiry into the content?(Think open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding). What provocative questions will promote understanding and transfer of learning?  **Why is cardio vascular fitness important? How are diseases are related to Cardiovascular Health?**  **What do I think about my own cardiovascular fitness? It is important to me? What activities do I like that could increase my cardiovascular fitness? What does my cardio training “zone” feel like to me?** | | | |
| **What students will be able to DO**  **Curricular competency learning standards:**  **Physical literacy**  • Apply methods of monitoring and adjusting exertion levels in physical activity  Target Heart Rate ZONE, effect of activity choice on HR  • Identify and participate in preferred types of physical activity  Exposure to many different Cardio fitness options and exploration of personal preferences in activities and personality surveys etc.  **Healthy and active living**  • Participate in physical activities designed to enhance and maintain health components of fitness.  Students will participate each day lesson in a different Cardio Activity.  • Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in physical activities  Students will connect Cardio Health to long-term benefits.  • Plan ways to overcome potential barriers that affect participation in physical activities  Understand options, limitations and interests and make a plan to overcome.  **Social and community health**  • Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence  **Mental Wellbeing**  • Describe the relationship between physical activities, mental well-being, and overall health  Connect Cardio Health to mental health through a written assignment ? | | **What students will KNOW**  Content learning standards:  • ways to monitor and adjust physical exertion levels  • health benefits of different physical activities  • training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity  Heart Rate, intervals, effect of different activities on HR  Requirements for training and improvement.  • potential short- and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology  • strategies for goal-setting and self-motivation | |
| **Stage 2 – Assessment Evidence** | | | |
| **Formative Assessments**  Participation  Interview with adult (share it with partners)  Exit slips, FITT cards  My preferences activity  Reflection on guest speakers | **Summative Assessments**  **FITT Log and Journal** - Write down activities done in and out of class (including cardio assessment results – marked on reflection on their own activity levels.  Also tracking their PRE and HR with **reflection** on what they liked about measured activities.  **Assignment:** Create a Cardio Fitness plan with personal preferences | | **Self-Assessment / Peer Assessment**  Fitness leading activity – peers to evaluate based on HR, exertion and FITT principles. |
| **Stage 3 – Learning Plan**  ***Should be Differentiated*** | | | |
| **Potential Barriers to Success / Areas to Differentiate:**  Might include: engagement, motivation, organization, language ability, exceptionalities, reading level, etc.  Participation, shame, students thinking they are “already fit”, different levels of the group. | | | |
| **Giving students voice and choice:** how you will adjust for differentiation needs   * Ensure that activities are focused on understanding and not on performance (eg… all finish at same time with different individual result that can be kept private. * Offer choices of activities. * Scaffold the assignments with some extra guidance | | | |
| **Integrating Aboriginal worldviews and perspectives:**    Learning ultimately supports well-being of the self, the family, the land, the community…..   * **Learning about cardio fitness will support well-being and the interview will involve family members in thinking about their health as well. We can talk and the impacts of poor cardiovascular fitness on the health care system and the well-being of a community.** | | | |

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| **Sequence of Lessons:** The basics of what you plan to do in each lesson of the unit. The first one will be how will you engage students at the beginning of the unit? (motivational set – your ‘hook’ – it could be accessing their background knowledge in some way) |

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| **#** | **Lesson Title** | **Lesson Activities (Learning Experiences)** | **Assessment and Core competency** | **Resources** |
| **1 class** | **Intro:**  **What is Cardiovascular Fitness?** | **Hook:** Play a game – ID connection to oxygen intake and exercise   * Draw a heart – show circulation   **Activity:** Connections to cardiovascular fitness - move and think/talk with partner – when they come to a station do the cardio activity and rate it as cardio or not (push-us, sit ups, jumping jacks, cycling… etc)   * Talk about why they answered this.   **Assessment:** BEGIN JOURNALS (or use journals already in use) | **Thinking**  **Brainstorm ad reflection** | **Journals**  **Circulation diagram**  **Or**  **Video** |
| **1 class** | **HR monitors**  **And Cardio** | **Hook:** Take HR on the neck and write… how accurate is this? How else can we monitor HR.  **Activity**: Explore HR app. Predict and measure HR/compare to measuring pulse at neck/wrist.   * IN partners, keep HR at a certain level and find the target zone. * Demo other types of HR monitors   **Post**: Look at HR readings ad times and compare how hard someone was work. Talk about how this can be used for evaluating fitness, effort | **Thinking –** prediction and comparison  **Assessment:**  Talk about what participation looks like for this class. Collectively develop rubric to evaluate participation | **HR monitors and APPS**  **Logs** |
| **1 class** | **Heart Rate** | **Hook:** Find HR and count for 1 min (resting) – move on the spot for 1 min – take HR again… ask why it changes?   * Establish target HR (talk about why?) 10 second count   **ACTIVITY** – do workout (run/walk/stairs/hills and talk HR often to compare and connect PRE with Target HR  **POST** – make HR/cardio cards and write in journals | **P/S – connection to personal fitness**  **T – connection to HR and Activities** | **HR monitor if students need differentiation** |
| **1 class** | **Different ways to measure and assess** | **Hook:** Why measure? Brainstorm what students think  **Activity:** do partner beep or full beep? Or another test to give baseline  **Post:** look at fitness norms for different countries/ sports/health risks  Discuss what these statistics mean to students? Motivation? Do they care? Why?  Present **Cardio Workout assignment** – so students can begin to think about what they will do. | **Assessment:** Reflection on information and fitness test. COMPLETE Journal with assessment scores as compared to age/levels.  Homework – download HR App | **Cardio workout assignment details –**  **Some part of rubric blank for student creation??** |
| **1 class** | **FITT Principle**  **And**  **Cardio** | **Hook:** read an inspirational story (athlete/illness?)  **Activity:** FITT Principle teaching  **Post:** 20min workout (indoor or stationary) – purpose – to show the minimum needed to maintain cardio (Use HR monitors) | **Thinking –** understanding FITT  **Assessment:** FITT journal entry and FITT/HR cards  Log HR during activity and compare to PRE | **Logs**  **Monitors** |
| **1 class** | **Running**  **And cycling** | **Hook:** Video on running (montage on a variety of people and why they run)  **Activity:** talk about running, benefits, challenges, limitations, interests  **Post:** Run/walk options given**. Use HR monitors to get into ZONE**  **Assignment:** Interview an adult about Cardio Fitness | **Personal Social**  Thinking about the activities and how they affect the HR  **Assessment:** Reflection about activity… do they like it, how hard was it to get into their zone? | **Fitness centre for bikes?**  **Video clips**  **Logs** |
| **1 class** | **Health and Happy 1** | **HOOK:** Individual survey about their personal habits (can be in PHE journals)  Does not need to be shared.  **Activity:** Presentation by Health professional  **Post:** FITT Journal Entry | **Personal Socials**  **Communication**  **(asking questions)**  **Assessment:** check journals and logs  Ask one question to the guest speaker. | **Logs** |
| **1 class** | **Games for Heart** | **Hook:** Play a game that is a class favourite for 20 min. Stop and take HR 0 discuss whether this was considered Cardio exercise and why etc.  How can we make it meet the requirements?  **Group Activity:** Choose a game and alter it so that it fits with FITT and HR target zones. USE HR MONITORS  **Post:** choose one of the games from the assignment and play it… | **Thinking and personal social**  **Assessment** – quick write reflection about the game – justify | **HR monitors** |
| **1 class** | **Workout Creation** | **HOOK:** model a cardio workout – 30 min (cardio plein air style)  **Activity**: Pairs or indiv create a workout that will meet HR and FITT requirements.  (to be shared over the next several classes.) | **Thinking:** Applying what is learned to create a working | **Workout chart/question or planning sheet** |
| **1 class** | **Cardio choices** | **Pool activity –** outing to a pool to demo/experience different activities.  **Alternative to pool:** do another games day with accessible games | **Personal Social – Personal Preferences**  **Assessment:** Reflection on pool activity and log HR | **Set up pool activity** |
| **1 class** | **Happy and Healthy 2** | **Activity**: Guest speaker – athlete? Heart attack survivor?  Talk about how cardio fitness affects their entire life. | **Personal Social**  **Assessment:**  write down or ask a question/make a comment to guest speaker | **Logs** |
| **2-3 classes** | **Cardio Exercise** | **Hook:** participate in 2 workouts – and discuss the HR and FITT with creator (4 groups to present) | **Personal/Social**  **Assessment:** Peer evaluation of workout – with name | **Self/peer Evaluation forms** |
| **1 class** | **Give it a go**  **Wheel chair sports BC** | **HOOK:** Do you think you can have incredible cardio without the use of your legs?  GIVE it a GO wheel chair activity  **USE HR MONITORS**  **Journal:** Did I get a good workout?  How did my PRE relate to my Heart rate during the wheel chair activity? Why? | **Personal Social**  **Awareness of different lifestyles** |  |
| **1 class** | **Cardio wrap-up** | **Journal completion**  **Self-evaluation** | **See right** |  |
| **Assessment throughout**  Perhaps have a log that includes charting their HR and their Perceived Rate of Exertion and reflections on this.  Use this throughout the year while using a standardized run/test and have students reflect on what the results mean. | | | | |

What do I value?

Awareness of fitness principles and how to develop happy habits

Personal limitations – and strengths and interests -