ODU-DCOEPS Core Instructional Lesson/Unit Plan

By Old Dominion University College of Education and Professional Studies

Teacher Candidate:	**Jimmy McCabe**	**Date Taught:**	**11-14-19**
Cooperating Teacher:	**Mr. Munden**	**School / District:**	**HOMS**
Grade:	**7th**	**Field Supervisor:**	Bobbi Checchio
Unit / Subject:	**Lifetime Fitness**		
Lesson Title / Focus:	**Wacky Walking Heart Rates/Bocce Ball Tournament**		

PLANNING AND PREPARATION

Content Knowledge: This lesson was designed with the students having prior instruction on how to measure heart rate, following up on topic of heart rate monitoring from health class.

Learner Differences: Students have been successful in calculating heart rate in the classroom and are enjoying preparing for fitness testing, this will be a fun engaging way of combining the topics. Use of video and pictures will be used to help visualize activities and student demonstrations of the activity prior.

Outcomes/Goals:

Learning Objectives:
Students will be able to successfully measure their own resting heart rate
Students will be able to travel using different locomotor skills
Students will be able to explain why heart rate increases
Students will be able to perform and give examples of different locomotor skills

Learning targets:
I can measure my heart rate
I can explain the steps of measuring heart rate
I can successfully monitor and record my heart rate
I can give differentiate between how time, force, and flow impact heart rate.
I will cooperate with my fellow students and teachers during the lesson.

Standards:

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

VA SOL

10.1 The student will demonstrate proficiency and apply the concepts and principles of exercise physiology, biomechanics, and anatomy in a variety of lifetime activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games in at least two self-selected, lifelong, skill-related physical activities.

a) Demonstrate skill attainment in one or more lifetime activities.
b) Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities.
d) Demonstrate appropriate and proper use of equipment in one or more lifetime activities.

10.3 The student will demonstrate the ability to apply basic principles of training and scientific concepts and principles to evaluate current fitness behaviors and identify strategies needed for health-enhancing fitness for the present and into adulthood.

b) Use a variety of resources, including available technology, to analyze current fitness and activity levels, and to improve physical activity and personal fitness.

10.5 The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health and prevent chronic disease for the present and into adulthood.

b) Evaluate current activity and intensity levels.

Resources and Materials:

A piece of paper and writing instrument to record their heart rates before and after the different activities. 10 cones and various small balls/beanbags (60-80)

Technology:

YouTube video of athletes performing different movements.

INSTRUCTIONAL DELIVERY

Learning Environment: Students will work to motivate and encourage their fellow group members during activity. Teacher will look to assist students/groups having a difficult time.

Introduction/Activating Strategies: (3-5 minutes) The class will start with a pen and paper instant activity to keep students heart rates at a resting rate. Once the activity is complete students will gather around the white board where the learning targets will be posted. Students will engage in a class discussion where they will be asked questions about how to be measuring heart rate.

Instant Activity:5-8 mins: Pen and Paper activity to keep heart rate low prior to activity.

Pedometer Assessment Quiz

1. What does a pedometer measure?

2. Where on your waist does your pedometer belong?

3. How many steps should you try to get in during one full day? _____

4. How far is that in miles (referring to Qu. 3)? _____

5. How far is 2,000 steps in terms of miles? _____

Instructional Strategies:

Main Activity:30-40 mins- First, demonstrate to the students how to take their own heart rates at resting and then during the activity.

You can easily check your pulse on the inside of your wrist, below your thumb, or on the side of your neck where your carotid artery is. Gently place 2 fingers, usually your index and middle fingers of your other hand on this artery. Do not use your thumb, because it has its own pulse that you may feel. Count the beats for 30 seconds, and then double the result to get the number of beats per minute. Ex: I counted 36 in 30 seconds, so my resting heart rate is 72 beats per minute. Write it down on your sheet of paper.

Pass out a card which can be collected at the end of class and used for assessment.

Students will begin walking and the teacher will call out a new way of walking which could be either:

Walking lunges
Carioca
High knees
Gluteus maximus kicks

Students will do this for 30 seconds and the teacher calls out the time for the students.

When the teacher says STOP, the students will take their heart rate and notice how much it increased and record the number of beats per minute.

Then, when we get to the bleachers the students will perform 10 triceps dips and 10 push-ups.

The students record their heart rate after each of the activities have been completed to notice how using different muscle groups will affect their heart rates.

Activity 2: 20-25mins: Bocce Ball Tournament

Students will be placed in pairs and play a bocce ball tournament against another pair. The games will be 3 min rounds with the winner advancing up a field and the nonwinner down a field. If tied settle by 1 round of rock, paper, scissors. Each field will have 4 balls/bean bags per team. Cones will serve as the pallino and student will throw from behind one of the lines on the field. Team closest to the cone after all objects tossed wins a point. Students must alternate tosses with partner.

Closure: 5 Mins: I will signal the end of the activity. The students will bring their paper and gather at the white board. Students will engage in another class discussion about the learning targets. Exit ticket quiz, followed by brief review/discussion. (When did heart rate increase the most? What type of activity had least effect on heart rate? How long till your heart rate returned to normal?)

Differentiation: In order to meet the needs of diverse learners, I can incorporate videos or pictures of the locomotor skills and a process of checking heart rate.

Assessment: Students will take an exit quiz during closure on the information covered during lesson. As well as turn in their recorded heart rates paper.

PROFESSIONAL LEARNING

Reflection:

Did the Students understand the activity?
Were they involved majority of the activity? Fitness Level?
What could be improved?
How could this be improved for future lessons?
Did the students take away what I intended them to?