

Unit Planner

Overview			
Subject:	Physical Education	Topic:	Fundamentals of Athletics and Fitness
Unit Overview:	Elementary teachers are faced with an increasing diverse set of learners, and the chasm between physically fit and skilled students and unfit, unskilled students is widening. This unit is an attempt to develop basic running, jumping and throwing skills for those with little experience, but also to give all students the science of the biomechanics behind effective exercise. It is also an attempt to dispel stereotypical ideas around fitness, and make fitness accessible to everyone, everywhere. The focus should be on working as a team, and empowering all learners to make positive healthy changes to their lifestyle.		
Grade:	4-7		
Unit Duration:	3-4 weeks	Date:	January 5 2017

Stage 1 – Desired Results

Big Ideas

Daily physical activity enables us to practice skillful movement and helps us develop personal fitness.

Core Competencies

Communication

- use appropriate listening and observation strategies to help form clear feedback that is given to another peer
- use various methods of communicating progress (charts, graphs, reflections, etc.)

Personal & Social

- develop an understanding that individuals do not have equal amounts of each component of fitness or health. Considering the factors that will impact an individual's ability to become fitter or more healthy

Concepts	Unit Understandings	Transfer Goals	Essential Questions
Fitness Movement	Students will understand that... <ul style="list-style-type: none"> • Improving our personal fitness can have a direct impact on athletic performance, as well as overall health 	Students will be able to independently use their learning to... <ul style="list-style-type: none"> • participate daily in movement promotes fitness • enhances enjoyment of activities 	Students will keep considering... <ul style="list-style-type: none"> • what does it mean to be fit?

First Peoples Principles

Learning is holistic, reflexive, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place)

Learning involves patience and time.

➔ **Alignment Check:** ➔

Are your concepts, unit understandings, transfer goals, and essential questions connected and supportive of your Big Idea?

Curricular Competencies	Content
<p>Students will be skilled at...</p> <ul style="list-style-type: none"> developing and applying a variety of fundamental movement skills in a variety of physical activities and environments developing and applying a variety of movement concepts and strategies in different physical activities identifying, applying and reflecting on strategies used to pursue personal healthy-living goals describe and assess strategies for promoting mental well-being 	<p>Students will know that...</p> <p>GRADE 4:</p> <ul style="list-style-type: none"> proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills movement concepts and strategies ways to monitor physical exertion levels how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games benefits of physical activity and exercise <p>GRADE 5:</p> <ul style="list-style-type: none"> Grade 4 content, plus differences between the health components of fitness training principles to enhance personal fitness levels, including the FITT principle <p>GRADE 6:</p> <ul style="list-style-type: none"> Grade 5 content, plus the SAID principle <p>GRADE 7:</p> <ul style="list-style-type: none"> Grade 6 content, plus Training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity effects of different types of physical activity on the body

Stage 2 – Evidence: Assessing for Understanding

Assess: Understanding

Summative: Culminating Performance Task(s) at the end of the unit to show understanding	Formative: Checkpoints for understanding during the unit
Teachers should consider how assessment should be differentiated to meet students' diverse needs, interests, and learning styles.	Teachers should consider how formative assessment is ongoing, varied, and central to the instructional learning cycle.

AUTHENTIC PERFORMANCE TASK: Assessing for Understanding

Students will be able to demonstrate their understanding by:

What is a **GRASPS** task?

**GRADE 4-7:
Formative "Coaches Corner"**

Goal: to be able to provide meaningful feedback to a friend based on observations of their actions

Role: You [the student] take on the role of a trusted coach, who knows the safest methods of performing certain exercises

Audience: An adult or peer who is new to fitness.

Standards: Student coaches must demonstrate a knowledge of exercise names [i.e. Squat, lunge, push-up, plank] know how to perform these correctly and safely. Then they must be able to observe another person attempting the exercise, and provide meaningful feedback.

Product: will be a video of each student doing an exercise, plus feedback. Ideally there will be "before" and "after" clips showing improved performance of exercise after feedback from the coach.

Differentiation: use mirrors to increase kinesthetic awareness, have students coach themselves if anxious about their performance, allow product to take various forms more easily accessible by student [drawing, photos, use posters showing correct form and have students identify key aspects of correct form]

OTHER EVIDENCE: Assessing for Knowledge and Skills

Students will show they have acquired Stage 1 knowledge and skills by:

- Acquiring concrete data for analysis during Movement Labs [see Learning Plan)
- Practicing constructive feedback techniques

**GRADES 4-7:
Summative "Fit Break"**

Goal: With a partner, create a 3-5 minute fitness routine that covers all components of fitness.

Role: Student takes on the role of Personal Trainer for the

Audience: the fabulous athletes Elementary

Standards: Students must provide a variety of exercises that target all components of fitness, and must provide enough variety so that one muscle group is not overworked while another is not targeted at all. [Depending on the exercise, 10-20 repetitions of each work well.] Creativity and enthusiasm provide the "WOW!" factor. Ideally, exercises should flow from one to the next.

Product: Students will teach the class their fit break routine, being sure to demonstrate correct form for each exercise.

Differentiation: Students may wish to film their fit break routine separately, if they are too anxious to do it in front of others. Students may be given the choice of creating a fit break for students that have certain limitations [paraplegics, balance disorders, etc] or they may create a routine designed to prepare students for an upcoming sport season [i.e. Track in spring].

**GRADE 5-7:
Formative and Summative "Fitness Log"**

Goal: You will create a chart that depicts your fitness progression over the course of grades 5-7. [Grade 4's may do this, but it may be more developmentally appropriate to begin this chart for kids who have already begun the puberty process.]

Role: Yourself

Audience: Your future self, who will be able to look at the progress made over these important years

Standards: students will be asked to self-evaluate their level of effort, [LPE] for each fitness test, and reflect honestly in an evaluation at the end of each year. Students will be expected to create future goals for themselves that follow the SMART principle [specific, measurable, attainable, realistic, time required]

Product: Fitness log [see Resources for example that may be used]

Inclusion: separate test settings may be required for students with anxiety, and modified versions of the exercises may be needed [i.e. Modified push-ups, wall push-ups, squats using a fit ball on a wall, a bar to hold while doing lunges] The summative portion of this performance task may take various forms: a chart in math class that depicts progression, a fitness program designed by each student to address fitness deficits, a reflective piece that addresses the other aspects of wellness that may impact an individual's ability to progress in their level of fitness [positive influence or negative influence]

CONSIDERATIONS:

Students will come to these activities with a WIDE range of experiences, from little exposure to a wide breadth of experience in various sports. Students must respect each other's starting points.

Assess: Know & Do

Summative: Final assessments of knowledge and skill at the end of the unit	Formative: Checkpoints for students to show their knowledge and skills during the unit
Teachers should consider how summative assessments should be based on clear criteria and include a variety of ways for students to show demonstrate their learning	Teachers should consider how this ongoing assessment is clear, specific, and timely in order to support student progress
	Fitness Log, with reflections before, during, and after exercise Fitness Log, with chart filled out accurately Movement rubric Communication rubric

Stage 3 – Executing the Learning Plan

These learning events/activities are suggested activities. Some activities may span over several lessons. Teachers should add, revise, and adapt based on the needs of their students, their own personal preferences for resources, and a variety of instructional techniques.

LESSON 1: Fitness Concepts - What does it mean to be fit?

Hook: show pictures of people in a variety of situations, with a variety of body shapes. Have students categorize the pictures into "fit" and "unfit"

- (A) Teacher will unpack the word "fit", addressing some of the stereotypical bias that accompanies the word. Are skinny people fit? Are large people unfit? Challenge stereotypes with a picture of elite runner who is bulimic, or a large man who could be a champion shot putter (often, they don't "look" fit). Essentially try to get to the point where students will not judge fitness based on physical appearance, as this is misleading. Consider all health components of fitness, explaining each one. Begin a word wall with these health components, ideally written by students.
- (M) With an expanded concept of a "fit" person, have students describe a fit person in their life, other than themselves. Have them draw this person, and include aspects of his/her lifestyle that makes him/her fit, or create a mindmap about this person.

LESSON 2: Fitness Concepts - Does it matter how we move?

Hook: Show video clips of athletic performances, particularly those involving running, jumping and throwing

- (M) Have this essential question posted, and ask students to reflect upon this and then Think, Pair, Share. Have students discuss the various viewpoints, and draw in considerations of injury prevention, posture, efficiency for competition, aesthetic appreciation (dance), overall personal health, etc

Discussion conclusion: Show a picture of "Mrs. Hunter" on her 100th birthday. She goes for a walk every day, and continues to live independently. Take away idea: sometimes it's more important that we DO move, even if it's not efficient / competitive.

- (A) Teach the terms locomotor, non-locomotors and manipulative skills. Have students come up with as many examples of each to put around each definition. Add these terms to the word wall.

LESSON 3: Fitness Concepts - Movement Lab for Throwing Technique

<https://www.youtube.com/watch?v=HYaOIDEamHY>

<https://www.youtube.com/watch?v=kmpHallTWhY>

Teacher can review throwing technique and catching technique before teaching the lab. Have students set it up as a proper science lab, listing equipment, procedures, etc.

Depending on the experience of the child, this lesson will involve some (A), (M), and (T)

Have students in partners. One partner will stand on a line going across a field that has cones showing a distance of every 5 m down the field. The second partner will stand behind and watch to "spot" where the ball lands on the ground after it has been thrown. Students will try throwing a softball, getting 3 tries for each throwing technique. After each throw, the partner will provide a measurement of how far the ball went, estimating the distance if it went between two cones. Once one partner has tried a technique three times, they will switch roles. Distances thrown should be recorded on an observation table.

SAFETY NOTE: Teachers should have students all throw at once, and then call out "retrieve" so kids aren't collecting balls while others are throwing.

Technique #1: throwers stand with both toes on the line, hips staying still and square on the line as well. Arm is raised, but must be still; only the wrist can be propelled to throw the ball. Some students will discover that they can throw it farther if they "flick" their wrist when throwing; this is good technique, and will help when combined with other movements.

Technique #2: throwers throw the softball, keeping their torso still, toes and hips square, but now they get to use their entire arm to swing. Try 3 throws and switch roles.

Technique #3: throwers throw, beginning the movement from their lower torso. Some students will figure out that it helps to twist the torso, bringing the arm back, and leading with the elbow. They may also discover that it helps to counterbalance the work of the throwing arm with the non-throwing arm. Try 3 throws and switch roles.

Technique #4: Before throwing, students should practice the footwork of this technique. First, students should stand two strides BACK from the throwing line, with toes pointing forward down the field. Then, the foot that is the same as the throwing arm (left or right) will take a step, placing their foot PARALLEL to the throwing line. Then, the opposite foot and arm take a step, with both toes and fingers pointing at the intended target. Students pretend to throw an imaginary ball, focusing on the WEIGHT TRANSFER and FOLLOW THROUGH actions. When they feel confident that they have mastered the technique without the ball, they should try throwing three times with a ball. Throws should be measured as accurately as possible.

Observations from the lab can be expressed in a chart, then bar graph. Students should generate conclusions based on their data, but also on the observations that they made about their throwing partner. Conclusions for the lab can focus on creating a Tip Sheet for effective throwing, or a Coaches Corner type video.

LESSON #4: Fitness Concepts - Movement Lab for Catching

Depending on the experience of the child, this lesson will involve some (A), (M), and (T)

This lab should occur after the throwing lab, and once students have a sense of how important it is to step forward during a throw to generate power. Once they have this understanding, it is easier to grasp the concept of stepping backward to facilitate catching. Just as stepping forward accelerates the throw, stepping back DECREASES the velocity of the throw, making the ball easier to catch.

SAFETY NOTE: Use soft pink balls or bouncy rubber balls for this lab so if students fail to catch, they will not be hurt.

Have the students work with a different partner from the previous lab, and try the following catching techniques. Students should make anecdotal observations after each technique, and should see how far apart they can move and still successfully catch the ball while maintaining form.

Technique #1: Arms and feet pointing toward thrower, elbows locked straight. Try to catch the ball without bending elbows or moving feet. Record observations.

Technique #2: All joints can move (flex/extend) as they try to catch the ball, but feet must remain in the same place. (This also reinforces throwing accuracy!)

Technique #3: Arms begin out in front of body. As hands begin contact with the ball, catcher takes a step backward, "absorbing" the momentum of the ball.

Observations from the lab can be expressed using diagrams, measurements of how far apart the partners can be and still catch effectively while maintaining the prescribed technique. Conclusions for the lab can focus on creating a Tip Sheet for effective catching, or a Coaches Corner type video.

LESSON #5: Fitness Concepts - Movement Lab for Running

Depending on the experience of the child, this lesson will involve some (A), (M), and (T). Have the students set up their Movement Lab, using the following as part of the materials necessary to complete the lab: a section of grass, a section of gravel path, a section of paved road (that is blocked from cars), running shoes. In partners, students will use a particular running technique for about 50m each. Partners will record observations about their partners. The running technique will all be performed on grass or gravel path. Compare/contrast the effects of different types of terrain at the end of each lab in an anecdotal manner.

Technique #1: Run 50m on grass keeping your arms pinned to your sides, (very awkward – no counterbalance)

Technique #2: Run 50m taking strides as long as possible, and leading with the feet, (forward foot will break momentum - ineffective)

Technique #3: Run 50m with arms moving in a north-south direction, staying bent at a 90 degree angle, with elbows driving back (not worrying about bringing arms up high in front - also -breaks momentum), and chest "up and out"

Technique #4: Run 50m with arms the same as in Technique #3, but now each leg pushes off and the knees drive "up and through", and the foot touches down just in front of the body, or slightly underneath the body

the natural place to learn"

LESSON #6: Fitness Concepts - Movement Lab for Jumping

Depending on the experience of the child, this lesson will involve some (A), (M), and (T). This movement lab will involve a series of stations, and may be broken up into multiple lessons. Stations can be set up for students to try skipping, hopscotch, hurdles, standing broad jump into a sand pit (if available). As students go from one station to another, they should record observations about themselves and a lab partner. Observations should address the following:

- What body movements help initiate a two foot take-off jump? A one foot take-off?
- What body movements help initiate a controlled stop to the jumping action? (Think: motorcycle stop)
- How can your body generate more height (power)?
- How can music help your jumping technique?
- What components of fitness are targeted by skipping?

Students can create reasoned hypotheses about each of these questions before the lab and after, and can make conclusions based on observations.

This lab offers an excellent interdisciplinary opportunity to learn limericks, songs, etc. that students can sing while skipping. They can even make their own lyrics to an established song; perhaps tailoring the lyrics to the class or school.

Resources:

www.sportfitcanada.com

<http://new.thompsonbooks.com/kto12/>

[Fitness-charts/](#) (EXCELLENT posters for explaining exercises]

[Pumping It UP: Heart Health Grades 5 to 9 - Ever Active Schools](#)

<https://www.youtube.com/watch?v==HYa01DEamHY> (Youtube video on throwing]

<https://www.youtube.com/watch?v=kmpHallTWhY> (Youtube video on throwing]

https://www.youtube.com/watch?v=sZ_dOfoyoPO (Youtube video on running for track]

https://www.youtube.com/watch?v=nuE23_YOsqo - EXCELLENT checklist on running form

http://www.gameskidsplay.net/jump_rope_rhymes/index.htm

<http://jumpropeforheart.ca/jumphomepage>

Teacher: Unit Reflection

What aspects of the unit went well?

What did students struggle with?

What did you struggle with?

What would you add/revise the next time you taught this unit?

Were there any unintended outcomes?

Were students engaged?

