

SAMPLE

Lesson Plan

1.1

Introduction to Physical Activity



In this classroom lesson, students will become familiar with the Physical Activity Pyramid and have an opportunity to practice effective communication techniques (using the “Moving Together” and “Take It Home” features from the *Fitness for Life: Middle School* student textbook). They’ll review the range of physical activities in which they currently participate, and they’ll identify new physical activities that they can try.

Performance Outcomes Related to NASPE Standards

- ▶ Standard 3
 - ▶ Have an increasing awareness of the opportunities for participation in a broad range of activities that may meet their needs and interests.
- ▶ Standard 5
 - ▶ Have well-developed cooperative skills and are able to accomplish group or team goals in cooperative activities.
- ▶ Standard 6
 - ▶ Recognize the role of physical activity in getting to know and understand others.
 - ▶ Recognize physical activity as a positive opportunity for social and group interaction.
 - ▶ Identify potential social and health benefits from participation in physical activity.

Lesson Objectives

- ▶ Students will describe why they need physical activity.
- ▶ Students will appropriately identify activities within the Physical Activity Pyramid.
- ▶ Students will identify and demonstrate effective communication techniques.

Equipment

- ▶ 1 *Fitness for Life: Middle School* student textbook per student
- ▶ 3 sticky notes per student (3- × 3-inch [8- × 8-centimeter])
- ▶ 1 pencil or marker per pair of students
- ▶ Chalkboard or flip chart (optional)

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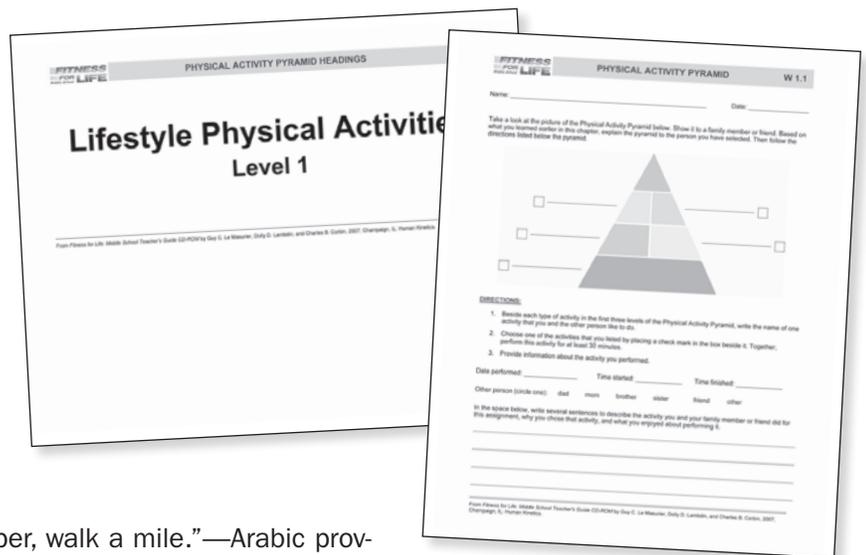
Reproducibles

- ▶ Resource 1.1, “Physical Activity Pyramid Headings”
- ▶ Worksheet 1.1, “Physical Activity Pyramid”
- ▶ Classroom Quotes

Classroom Quotes

You can print these quotes from the CD-ROM and hang them around your room.

- ▶ “After dinner, rest a while; after supper, walk a mile.”—Arabic proverb
- ▶ “It is remarkable how one’s wits are sharpened by physical exercise.”—Pliny the Younger (ancient Roman philosopher)
- ▶ “Walking is the best possible exercise.”—Thomas Jefferson (U.S. president)
- ▶ “A bear, however hard he tries, grows tubby without exercise.”—A.A. Milne (author of *Winnie the Pooh*)



Setup

1. Print resource 1.1, the six “Physical Activity Pyramid Headings,” from the CD-ROM. Hang them on the wall, chalkboard, or flip chart in the shape of a large pyramid.
2. Print worksheet 1.1, “Physical Activity Pyramid,” from the CD-ROM. Make one copy for each student.



Find, or have your students find, video clips of several types of physical activities (such as lifestyle, active aerobics, active sports, active recreation, flexibility, muscular strength, muscular endurance, and rest). Play the clips to launch your lesson.

Delivering the Lesson

The basic plan for delivering the *Fitness for Life: Middle School* program includes five lesson plans to cover the content for each chapter. This lesson begins the five-lesson sequence that corresponds to chapter 1 in the student textbook.



Pages 20 to 29 provide organizational lesson ideas that focus on management issues such as assigning lockers, developing agreements and expectations with the class, learning class protocols, and helping students to get to know each other. Proper coverage of these elements is essential for a successful class experience. Make sure you review them here.

Part 1: Gathering Information

1. Have students open their student textbooks. Talk about the text and help students become familiar with its format:
 - ▶ Text
 - Three units, with three chapters in each unit
 - Each chapter includes two classroom-specific lessons that will be interspersed with activity lessons as follows: a classroom lesson, an activity lesson, a classroom lesson, an activity lesson, and a culminating activity lesson. (This is the basic schedule. For other ways to adapt *Fitness for Life: Middle School* to your school or course schedule, refer to “Scheduling” on page 13.)
 - Optional: Between chapters, present related activity units. See page 67 for sample activity units to use at the end of chapter 1. See the introduction for different options for working these activity units into your schedule.
 - ▶ Lesson features
 - Fitness concepts
 - Lesson vocabulary and objectives
 - “Moving Together” feature that addresses important social aspects of playing together
 - “Biomechanical Principles” feature that addresses basic principles of human movement with opportunities for application and practice
 - “Take It Home” feature in which students explore a variety of physical activity concepts at home with family and friends; students typically complete related worksheets
 - Interesting Fit Facts about fitness and health
 - Links to extended discussions and resources on the *Fitness for Life: Middle School* Web site
 - Lesson review
 - ▶ Classroom format
 - Read one lesson in the student textbook (half a chapter) at a time. Optional: Have students read at home or in class.
 - Do projects.
 - Share thoughts and results.
 - Talk about the reading.
2. Introduce the material.
 - ▶ Ask students how many sides a pyramid has. Where is the biggest part?
 - ▶ Ask students how much time they spend doing general daily activities during a typical 24-hour period.
 - ▶ Explain that today they will read about physical activity and discuss different types of activities.
3. Have the students read “Introduction to Physical Activity,” lesson 1.1 in the student textbook (chapter 1, pages 3 to 8).

Part 2: Lesson Launcher

1. Review the lesson objectives with students.
2. Have students read the opening section of “Moving Together: Communication” (chapter 1, page 7).

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3. Tell the students to look over the discussion questions briefly, and then to read the “Guidelines for Effective Communication.” Students should use the guidelines to come up with answers to the discussion questions.
4. Pose the discussion questions to the class.
5. Encourage students to use the guidelines when interacting with their partners in today’s lesson.

Part 3: Lesson Focus

review

Review class protocols about how to treat partners (what’s OK, what’s not OK, the importance of words, and the importance of body language), as well as how we can support each other. Explain that students will have many different partners or groups. Sometimes they’ll choose someone nearby; sometimes other strategies will be used. Accepting each partner with a smile will make the class work well for everyone.

Physical Activity Pyramid

1. Reinforce the guidelines for appropriate partnering, such as having a positive attitude, welcoming your partner, and introducing yourself.
2. Set students up in pairs.
 - ▶ If they’re seated in rows, have two rows slide their desks together.
 - ▶ If they’re in a moving space, use one of the methods in “Groups and Teams” (pages 26 to 27) to set up partnerships.

observe

Scan the room for positive verbal and nonverbal communication among students. Are partners getting together appropriately with positive body language and comments? If not, address this issue directly and immediately with students. Are pairs working productively (such as listening to each other)?

3. Give six sticky notes and a pencil or marker to each pair of students.
4. Direct students’ attention to the Physical Activity Pyramid headings on the wall, chalkboard, or flip chart. For each pyramid section, have each set of partners identify an activity from that section and write the activity’s name on one of their sticky notes.
5. Have each set of partners place their six sticky notes in the appropriate sections of the pyramid shape that you created.

check

Ask students how many sticky notes each set of partners should place under the “Level 1” heading of the pyramid. (Answer: one.) Ask them how many activities they’ll write on each sticky note. (Answer: one.) Ask them whether they should write only standard physical activities or whether they should be thoughtful and creative. (Answer: thoughtful and creative.)

6. Discuss why physical activity is important. Ask for, or provide, examples of disease and health limitations related to a lack of physical activity.
7. Celebrate all the different activities that students identified. Ask who has done any of the more unusual activities.

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Part 4: Reflection and Summary

1. Compliment students on working together and using the communication skills discussed (listening, responding, and repeating; asking if they have questions; and giving their full attention).
2. Review why physical activity is important and the various ways we get daily physical activity.

Take It Home

- ▶ Hand out one copy of worksheet 1.1, “Physical Activity Pyramid,” to each student. The worksheet requires students to make an activity pyramid for themselves and someone else and to perform an activity that they both want to do.
- ▶ Tell students when to return the completed worksheet to class. (Recommended: lesson 1.5.)

Next Time

Activity circuit with activities from the first three levels of the Physical Activity Pyramid

Assessment

- ▶ Comprehension check: Determine whether students are placing their activities in the right location of the Physical Activity Pyramid during class.
- ▶ Comprehension check: Have students describe why they need physical activity. The range of answers is large and will be personal (including reasons that are social, emotional, health-related, and spiritual).
- ▶ Performance check: Observe students participating and working effectively in groups (for example, actively listening to others, encouraging others, refraining from interrupting).