

January Lesson Plans Week #1

Physical Education

Grades: K-3

Lesson Title: Frozen Fitness/ Buddy the Elf Fitness

Resources/ Equipment: <https://www.youtube.com/watch?v=R-dpQ2JJjCw> and <https://www.youtube.com/watch?v=R82EBGYm9fw>

ODE State Standards Addressed:

- **Standard 1:** A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard 2:** A physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard 3:** A physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4:** A physically literate individual exhibits responsible, personal and social behavior that respects self and others.
- **Standard 5:** A physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Description: Using the listed website, we will complete both fun and entertaining workouts with characters they know like Elsa from Frozen and Buddy the Elf from Elf.

Learning objectives: By the end of class, students will be able to...

- Complete two workouts and have fun with imagination
- Get physically active at home with small space activities that concentrate on overall fitness

January Lesson Plans Week #2

Physical Education

Grades: K-4

Lesson Title: At home obstacle courses

ODE State Standards Addressed:

- **Standard 1:** A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard 2:** A physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard 3:** A physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4:** A physically literate individual exhibits responsible, personal and social behavior that respects self and others.
- **Standard 5:** A physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Equipment/ Resources: Examples on next page

Description: Students will be instructed to design an obstacle course with help of parents or siblings and include at least 5 obstacles. This can be done indoors/ outdoors depending on weather. I have included some examples of ideas that can be used, but the kids should get creative.

Learning objectives: By the end of class, students will be able to...

- Have fun by challenging themselves using various obstacles with things from around the house
- Use engineering skills to develop each obstacle
- Explain to the class, the different obstacles that they included (or show for extra credit)

Example: Driveway/ Sidewalk Chalk

- Make a chalk balance beam
- Circles to jump to
- 1-foot hop
- Spiral track
- Long jump or obstacle jump
- Side to side or weave between marks
- Get creative and have fun with a driveway obstacle course.

Backyard Obstacle Examples:

- Cones to weave through or run back and forth
- A rope or small piece of wood to use as a balance beam
- Hurdles or something to jump over
- Hula hoop and balls for a shot accuracy
- Something to go under
- A physical challenge station (push-ups/ jumps/ etc.)
- Stepping stones or something to jump to
- Different ways to move at/to each location

Indoor Obstacle Course Examples:

- Use masking tape and place lines or obstacles to navigate
- Jump through hula hoops or from paper plate to plate
- Create a limbo challenge to go under
- Use paper or cardboard to "skate" across the floor
- Jump over objects
- Physical fitness stations
- Crawl under a table
- Get creative!

January Lesson Plans Week #1

Physical Education

Grades: 4-8

Lesson Title: HIIT Kids Workout

ODE State Standards Addressed:

- **Standard 1:** A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard 2:** A physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard 3:** A physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4:** A physically literate individual exhibits responsible, personal and social behavior that respects self and others.
- **Standard 5:** A physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Equipment/ Resources: <https://www.youtube.com/watch?v=lc1Ag9m7XQo>

Description: We will join my friend Maurice again and join in a different style of exercise with him called HIIT Training. This stands for High Intensity Interval Training and is set up to perform different exercises at set intervals. Students should know their own limits and if something is hard we can modify it or they can take periodic breaks if need be. The goal is that they try something new and are introduced to different activities. The workout lasts for approximately ½ hour and is intended for children and adults.

Learning objectives: By the end of class, students will be able to...

- Participate in a variety of exercises in an organized fashion
- Push their bodies and develop muscular/ cardiovascular fitness
- Gain an understanding of what it takes to be physically fit.

January Lesson Plans Week #2

Physical Education

Grades: 5-8

Lesson Title: Freestyle Fitness

ODE State Standards Addressed:

- **Standard 1:** A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard 2:** A physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard 3:** A physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4:** A physically literate individual exhibits responsible, personal and social behavior that respects self and others.
- **Standard 5:** A physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Description: Students were shown before break a fitness video that included different exercise games including red light/ green light, up/ down, and freestyle. We will copy these games with our own exercises.

Learning objectives: By the end of class, students will be able to...

- Have fun creating a workout and playing games that correspond to the workout
- Use creativity in playing the exercise games they were exposed to earlier in the quarter

January Lesson Plans Week #1

Health

Grades: 2-8

Lesson Title: New Year's Resolutions/ Goal Setting

State Standards Addressed: Mental/ Emotional Health

Description: We have spent time learning about goal setting with all groups of students and figured out how and why it is a healthy behavior, especially to be a motivated person. A New Year's Resolution is the same thing, a goal, however many fail. They are too general and not specific enough. We will set goals/ New Year's Resolutions that are S.M.A.R.T. (Specific, Measurable, Achievable, Realistic, and on a Timeline). These types of goals have less possibility of failing because they use small steps in reaching a realistic end goal. If it is achieved using measurable criteria, then you can always reset your goals.

Learning objectives: By the end of class, students will be able to...

- Know how to set goals/ resolutions in a healthy way
- Know why it is a healthy behavior to set small goals and have a long term goal along with it

January Lesson Plans Week #2

Health

Grades: 2-8

Lesson Title: Nutrition Introduction

State Standards Addressed: Physical Health

Description: Students will be introduced to nutrition and putting the right fuels in their bodies. For grades 4-8 we will discuss each food group and why each one is important. For grades 2-3 we will simply label each food group and identify foods that belong to each category. The resource we will be using is myplate.gov with this handout- <https://www.myplate.gov/sites/default/files/2020-12/Coloring%20Sheet.pdf>

Learning objectives: By the end of class, students will be able to...

- Identify foods that belong into each food group
- Older grades will understand the importance of each specific food group and why you need it as a source of fuel
- Know how to have a balanced diet
- Gain an understanding that overall health is a combination of physical/ mental/ and social health and nutrition plays a key role in all three