

Y-PATH


Youth – Physical Activity Towards Health



HEALTH RELATED ACTIVITY
LESSON 1
School of Health & Human Performance Dublin City University

“Low active students must believe that they can succeed in physical activity situations” – Improve Self - Efficacy

AIM: Teacher will introduce 1st year students to the general principles and guidelines associated with regular physical activity. It is important that the teacher creates a learning environment in which physical activity is attainable, fun and universal to each class member within the unit.

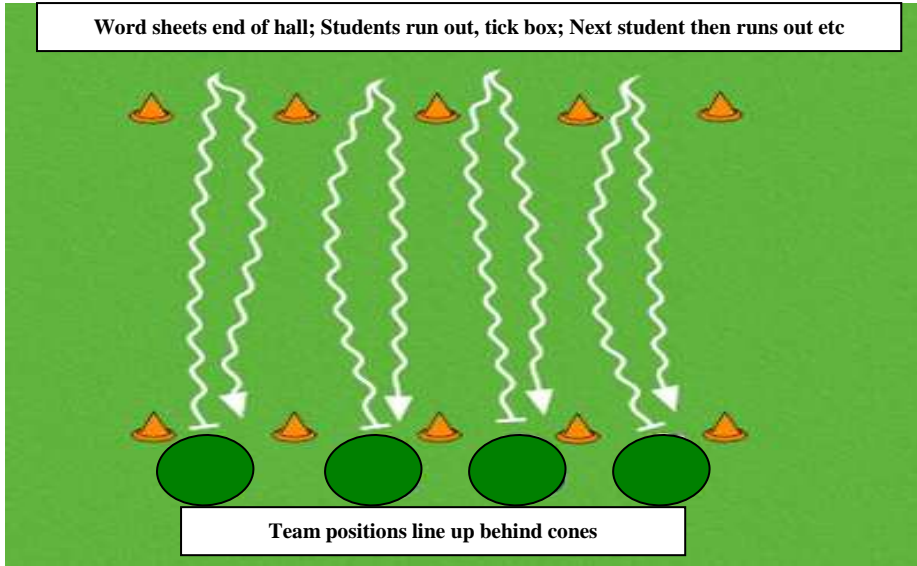
HRA Topic Lesson 1 60mins	Learning Outcomes	Class Structure & Content	Resources / Equipment	Assessment Strategy
<p>Health benefits of physical activity: self esteem sense of well-being lifelong physical activity</p> <p style="color: green; font-weight: bold;">Get active your way ...</p> <p style="color: blue; font-weight: bold;">build physical activity into your daily life...</p> <ul style="list-style-type: none"> at home at school at work at play on the way  <p style="color: green; font-weight: bold;">... that's active living !</p>	<p><u>Psychomotor:</u> Engage in a variety of physical activities specific to individual, pair and teamwork challenges.</p> <p><u>Cognitive:</u> Comprehend the importance of meeting the physical activity (PA) daily guidelines.</p> <p><u>Affective:</u> Participate in class discussions and show ability to problem solve collectively.</p>	<p><u>Warm Up (15 mins)</u> 1. Team Challenge – Word Run <i>Principles and Guidelines of PA taught – Progress Intensity.</i></p> <p><u>Development Stage 1 (10 mins)</u> 2. Rats & Rabbits or alternative. <i>PA is fun, enjoyable and helps student make friends.</i></p> <p><u>Development Stage 2 (20 mins)</u> 3. Students exposed to 3 mins each of individual, pair, team and sedentary activities. <i>Students explore different types of activities.</i></p> <p><u>Cool-Down (15 mins)</u> 4. Thematic expression: students express the number “60” on the ground followed by PA Journal week 1. <i>Students lower heart rate through group reflection.</i></p>	<p>Warm – Up: Teacher needs true / false statement sheet, word sheets & pencils/pens.</p> <p>Development Stage 1: Cones or court markings for boundaries in rats & rabbits.</p> <p>Development Stage 2: Cones to divide 4 zones into individual, pair, team and sedentary areas. Writing paper and sheets for sedentary task. Specific equipment for activities pending the teacher decision.</p> <p>Cool – Down: No equipment needed: maximum use of hall and space for final activity. PA journal week 1.</p>	<p>Teacher Assessment: Visually observe both child motor skill proficiency and activity engagement in lesson 1.</p> <p>Self-Assessment: Individual student must reflect upon content of lesson within the re-capitulation phases particularly during the cool – down activity.</p> <p>Peer Assessment: Students give feedback to each other during development stage 2 and the cool down activity.</p> <p>Homework: Fill out student physical activity journal week 1.</p>

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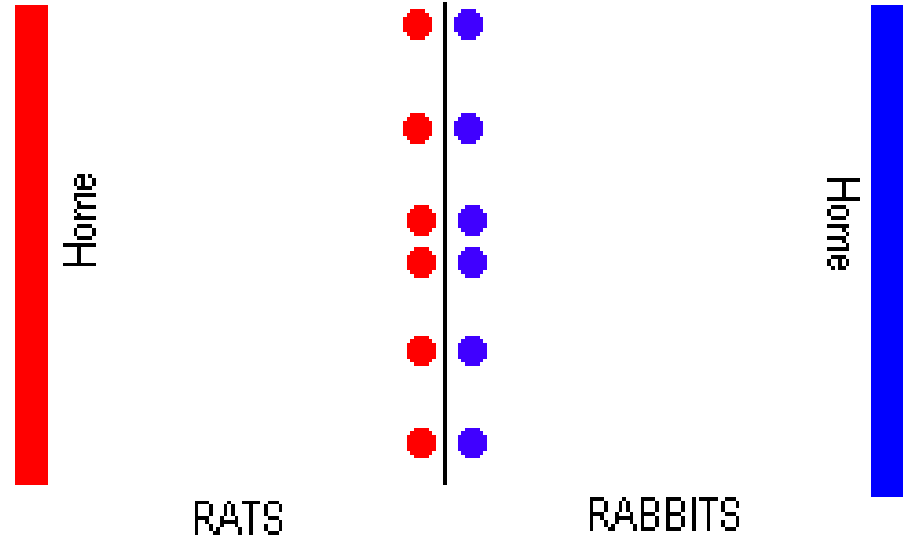
1. Team challenge: word run

“Run out to sheet on ground, tick box and return back”



2. Fun game: rats & rabbits

Teacher calls rats or rabbits; students then run to their zone



3. Individual, pair, team & sedentary activities

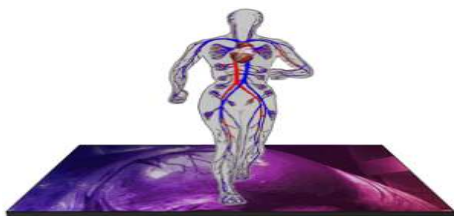
Students exposed to 3 minute activities including sedentary writing task



4. Thematic expression

Class challenge: represent number 60 on floor or alternative word if time





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HEALTH RELATED ACTIVITY
LESSON 2
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“Low active students must believe that they can succeed in physical activity situations” – Improve Self - Efficacy

AIM: Teacher will further enhance students’ knowledge of the concept of physical activity. Teacher will strive to create a learning environment in which pupils can positively engage and adapt to the health related education lesson.

HRA Topic Lesson 2 60mins	Learning Outcomes	Class Structure & Content	Resources / Equipment	Assessment Strategy
<p>Health benefits of physical activity:</p> <ul style="list-style-type: none"> self esteem sense of well-being lifelong physical activity 	<p><u>Psychomotor:</u> Partake in a selected variety of physical activities specific to general exercises (jogging, jumping) and sport (basketball, dancing).</p> <p><u>Cognitive:</u> Recognise and appreciate that physical activity choice is specific to individual preference.</p> <p><u>Affective:</u> Conceptualise the importance of comradeship and teamwork within physical education; Respect individual choice within the physical activity environment.</p>	<p><u>Warm Up (15 mins)</u> 1.Moderate Dance Warm-Up True/false statements – zones. <i>Re – cap lesson 1 through activity.</i></p> <p><u>Development Stage 1 (10 mins)</u> 2.Students re-cap 5 key words & design fun body movement. <i>Task to express PA.</i></p> <p><u>Development Stage 2 (20 mins)</u> 3. Six stations – MVPA activities. Individual choice at each station – autonomous decision making. <i>PA highly individualised.</i></p> <p><u>Cool-Down (15 mins)</u> 4.Group Interaction – students given task card to perform. <i>Focus on variety within PA.</i></p>	<p>Warm – Up: Music player, cones for designating zone A (true) and zone B (false).</p> <p>Development Stage 1: Worksheet to jot down 5 key words associated with lesson 1 & 2 – learning to date. Task card for prompts – dictionary of movement. Pencils and pens.</p> <p>Development Stage 2: each station pending teacher decisions will have specific equipment – e.g. skipping ropes, benches, basketballs, footballs.</p> <p>Cool – Down: Task Cards with specific group performance – cater for 4 groups within the lesson (4 physical activity scenarios need to be set).</p>	<p>Teacher Assessment: Teacher question students understanding of previously acquired knowledge during re-cap phases : warm up and development stage 1</p> <p>Self-Assessment: Within this lesson, students are expected to make independent activity choices highlighting that physical activity is individualised : development stage 2</p> <p>Peer Assessment: Work collaboratively to re-cap during the pair work task within development stage 1</p> <p>Homework: Fill out student physical activity journal week 2.</p>

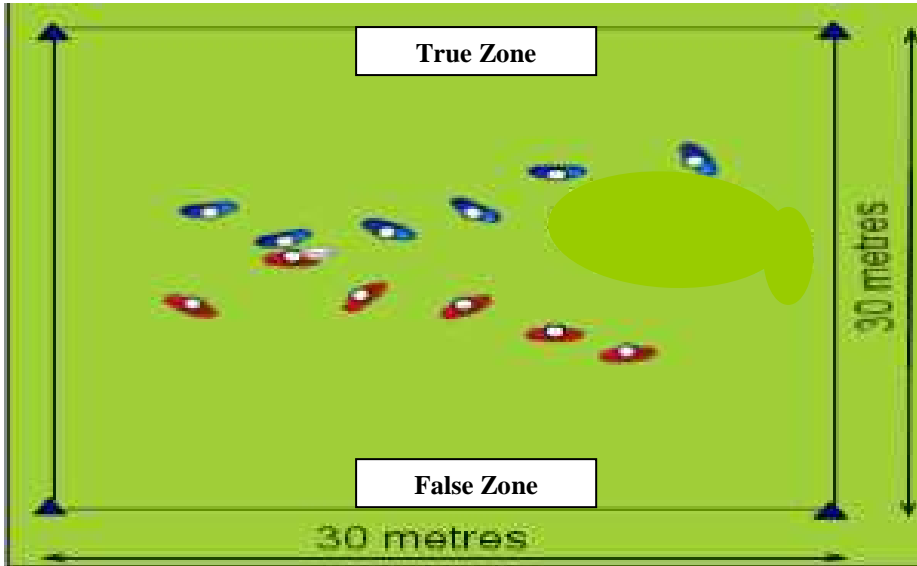
HEALTH RELATED ACTIVITY

LESSON 2

School of Health & Human Performance Dublin City University

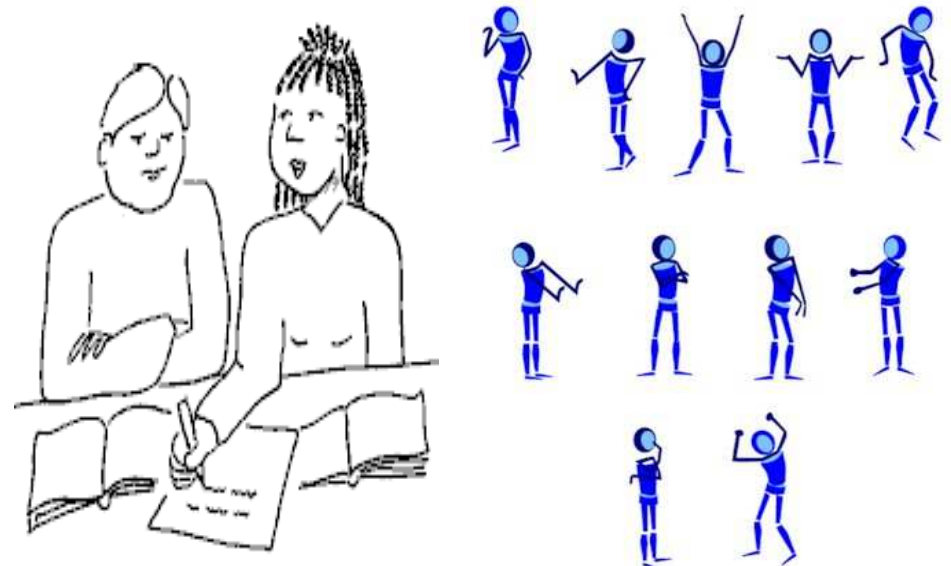
1. Moderate dance warm-up

Dance to music - when question asked, run to either true or false zone



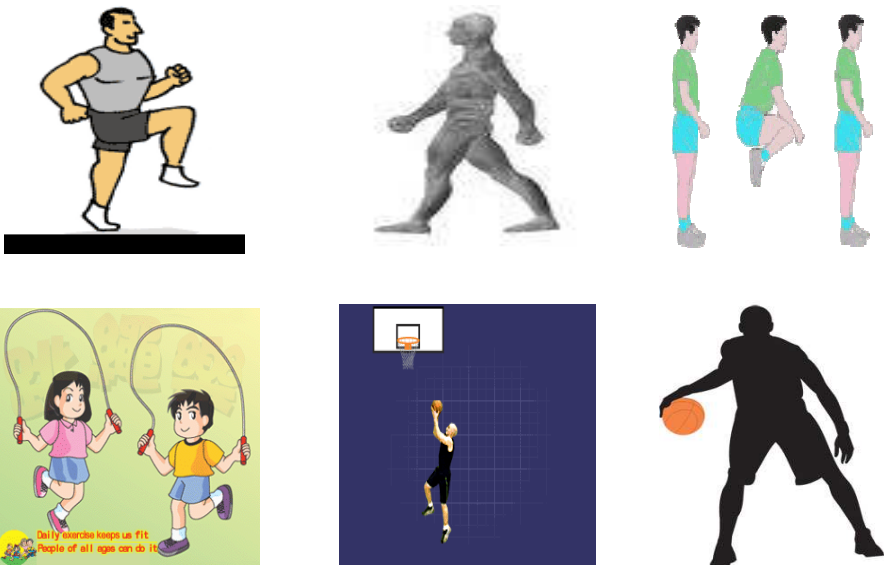
2. Re-cap & design fun body movement

Students in pairs write 5 key words, then proceed to design body action



3. Six stations – choice in physical activity

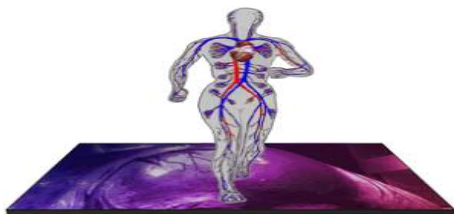
Students have an option at each station e.g. walk or run on the spot



4. Group interaction

Groups given a physical activity scenario to rehearse and perform e.g. wash car





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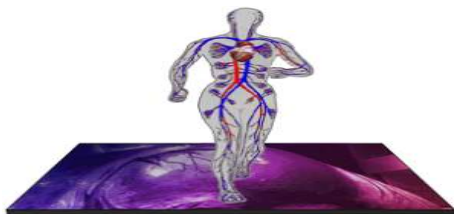


HEALTH RELATED ACTIVITY
LESSON 3
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“Low active students need to develop positive physical activity perceptions and awareness” – Improve physical activity attitude

AIM: During lesson 3, the teacher shifts the learning towards the body’s response during physical activity. The teacher within this lesson must emphasise that physical activity has a positive effect on the body; In particular, teacher will familiarise students with the concept of increased heart rate (HR).

HRA Topic Lesson 3 60mins	Learning Outcomes	Class Structure & Content	Resources / Equipment	Assessment Strategy
<p>Activity and the body:</p> <p style="text-align: center;">heart</p> <p style="text-align: center;">increased heart rate</p> <p>Health related fitness:</p> <p>physical education activities</p>  <p style="text-align: center;">... that's active living !</p>	<p><u>Psychomotor:</u> Practice recording their heart rate through 2 x pulse taking methods (radial wrist and carotid neck regions).</p> <p><u>Cognitive:</u> Identify that their heart rate increases as a result of activity intensity.</p> <p><u>Affective:</u> Students demonstrate a strong class rapport through peer work activity tasks.</p>	<p><u>Introduction (15 mins):</u> 1. Teach pulse taking. Record resting heart rate.</p> <p><u>Warm Up (15 mins)</u> 2. Moderate intensity warm up station choices: individual, peer & group tasks- record HR <i>Re – cap lesson 2 through activity choice warm up.</i></p> <p><u>Development Stage 1 (10 mins)</u> 3. Moderate activity engagement – record HR <i>Students understand intensity.</i></p> <p><u>Development Stage 2 (10 mins)</u> 4. Vigorous activity engagement – record HR <i>Students understand intensity.</i></p> <p><u>Cool-Down (10 mins)</u> 5. Slow walk modified game <i>Resting HR post-exercise.</i></p>	<p>Introduction: Worksheet for student to record heart rate in introduction, warm up and development stage 2. Pencils and pens.</p> <p>Warm – Up: 3 zones laid out, pending the tasks specific sporting equipment may be needed</p> <p>Development Stage 1 & 2: Pending the teacher’s decisions for moderate and vigorous activities specific equipment will be needed for pupil engagement.</p> <p>Cool – Down: Worksheet as needed in development stages 1 & 2 to record heart rate post exercise in cool down. Also modified game equipment.</p>	<p>Teacher Assessment: Teacher visually observes pupils adaptation and application to the pulse taking methods during introduction</p> <p>Self-Assessment: Students ability to differentiate heart rate at varying activity levels within their engagement of light, moderate and vigorous activities: development stage 2</p> <p>Homework: Fill out student physical activity journal week 3.</p>



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HEALTH RELATED ACTIVITY
LESSON 4
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“Low active students need to develop positive physical activity perceptions and awareness” – Improve physical activity attitude

AIM: During lesson 4, the teacher will introduce and practically engage students within two components of health – related fitness. The lesson will aim to educate students on the importance of both flexibility and cardiovascular endurance within physical activity.

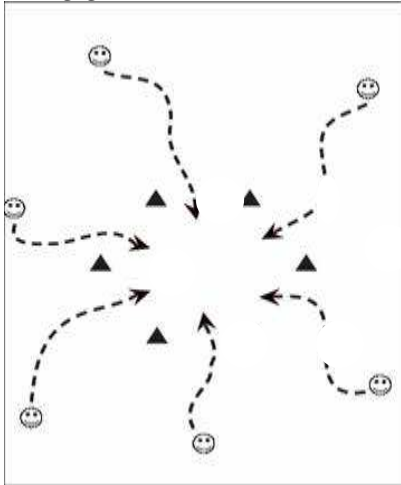
HRA Topic Lesson 4 60mins	Learning Outcomes	Class Structure & Content	Resources / Equipment	Assessment Strategy
Activity and the body: heart increased heart rate Health related fitness: cardiovascular endurance flexibility physical education activities Warm-up and cool-down: distinction and purpose	<p><u>Psychomotor:</u> Perform static flexibility stretching exercises with an emphasis on the major muscle groups.</p> <p><u>Cognitive:</u> Identify the principle of endurance within activity: sustained and continuous period of activity.</p> <p><u>Affective:</u> Recognise individual differences associated with flexibility and cardiovascular endurance.</p>	<p><u>Warm Up (15 mins)</u> 1.Increased HR warm up Everybody’s It (x3) intensities 2.Flexibility – 8-10 secs stretch <i>Re-Cap HR intensity & introduce purpose of warm-up.</i></p> <p><u>Development Stage 1 (15 mins)</u> 3.Fun Game – Cannon Ball <i>Increase HR, teamwork & fun.</i> 4.Student re – cap: brainstorm questioning session on HR.</p> <p><u>Development Stage 2 (20 mins)</u> 5.Cardiovascular endurance – 4 activities x 3 minute duration Record HR after each activity <i>Long periods – continuous PA at 120-140 HR fat burning. **</i></p> <p><u>Cool-Down (10 mins)</u> 6.Walking game endzone ball 7.Flexibility – teacher led <i>HR & purpose of cool-down.</i></p>	<p>Warm – Up: Court markings needed for the boundaries within everybody’s it game. Task card prompts for major muscle group stretching. HR record sheet. Pencils/pens.</p> <p>Development Stage 1: Cannon ball activity requires 30 foam tennis balls. Whiteboard/ flipchart brainstorming re – cap. HR record sheet.</p> <p>Development Stage 2: The 5 stations may require skipping ropes, footballs, basketballs, music players, benches & steps. HR record sheet for students after each activity.</p> <p>Cool – Down: Endzone ball activity requires benches (x2), centre line of cones and foam balls (x10-15).</p>	<p>Teacher Assessment: Teacher will visually observe and monitor students control and technique of stretching during flexibility phases – warm up and cool down</p> <p>Self Assessment: Students will have to self evaluate and record their HR after each of the 4 CVE activities in development stage 2</p> <p>Homework: Fill out student physical activity journal week 4. Go home and find out a new muscle stretch in advance of next week’s lesson. Teach that to your partner.</p>

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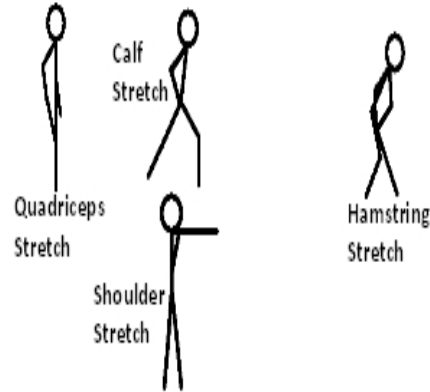
1 & 2. Warm-Up- increase HR activity & flexibility

Tag game to increase HR; teacher led stretching exercise



Everybody's it – tag game

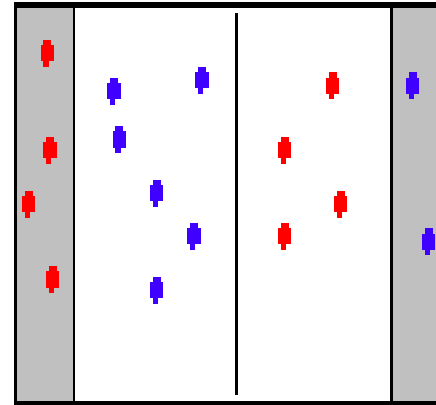
Examples of Static Stretches:



Teacher led flexibility in warm up

3 & 4. Fun game & brainstorm session (teacher led)

Students engage in fun, inclusive game followed by lessons 1-4 re-cap



Cannon ball- throw as many balls into opposing team zone as possible



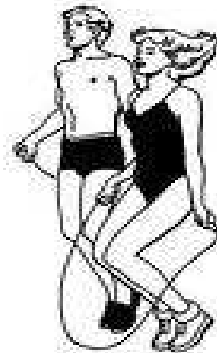
Brainstorm- teacher led re-cap lessons 1-4

5. Cardiovascular endurance activities

Students record HR after each of the 3 min CVE activities



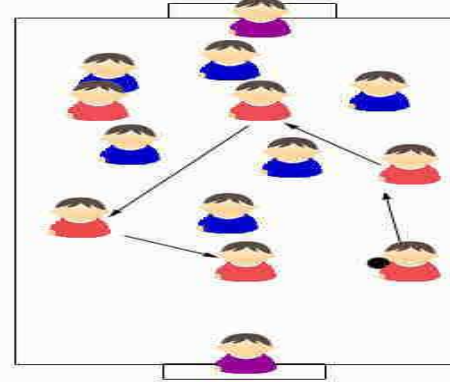
Dance aerobics 3 mins



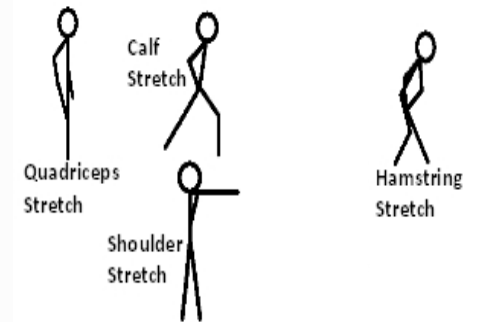
Skipping with or without rope 3 mins

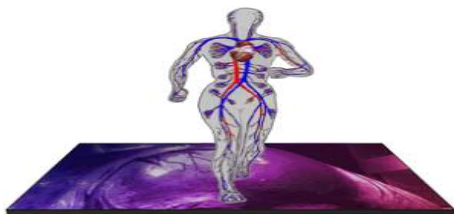
6 & 7. Cool Down – walking modified game & flexibility

Slow walking pace activity followed by teacher led cool down stretching



Examples of Static Stretches:





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“Low active students must believe that they can succeed in physical activity situations” – Improve Self - Efficacy
“Low active students need to develop positive physical activity perceptions and awareness” – Improve physical activity attitude

AIM: Lesson 5 will introduce students to the principles of pedometer step counts. The teacher will implement activities of intensity progression. Students are required to make independent decisions in order to meet the moderate intensity recommendation of “100 steps per minute”.

HRA Topic Lesson 5 60mins	Learning Outcomes	Class Structure & Content	Resources / Equipment	Assessment Strategy
Activity and the body: <i>heart</i> <i>increased heart rate</i> Health related fitness: <i>flexibility</i> <i>physical education activities</i> Warm-up and cool-down: <i>distinction and purpose</i>	<u>Psychomotor:</u> Engage in light and brisk walking movements; carry out the physical movements necessary to obtain the pre – determined goal of “100 steps per minute” <u>Cognitive:</u> Apply the mathematical formula needed to calculate the average step count per minute based on the pedometer output. <u>Affective:</u> Experience success based on the completion of the pedometer step challenge and achievement of the target step count.	<u>Warm Up (15 mins)</u> 1.Crab soccer 2.Peer led stretching <i>pulse raise/reciprocal teaching</i> <u>Development Stage 1 (15 mins)</u> 3.Pedometer introduction; demo& explanation teacher 4.Slow walk challenge 3mins <i>device introduction and arithmetic avg. step / min.</i> <u>Development Stage 2 (20 mins)</u> 5.Brisk walk, jog & run challenge – 3 mins per activity <u>Development Stage 3 (time**)</u> 6.Modified game – step count <u>Cool-Down (10 mins)</u> 7.Flexibility stretching in pairs <i>Peer work – reciprocal method</i>	Warm – Up: 2 separate courts for crab football games; Bibs to differentiate between teams; cones and increase number of sponge balls as required. Development Stage 1: Zone or grid layout for step challenge – 30 x pedometers. Students need sheets to record avg. steps/min and HR. Pencils/pens. Development Stage 2: Progression within intensity during the challenge of stage 2; 30 x pedometers needed again. Cool – Down: No equipment needed for closing activity.	Teacher Assessment: Teacher will formally assess student ability to increase step count within the lesson (development stage 1 & 2). Self-Assessment: Students will attempt to calculate avg. step/min following completion of 3 min tasks (development stage 1 & 2). Peer Assessment: Peers observe and correct partner’s stretching technique; warm-up and cool-down phases of lesson. Homework: Fill out student physical activity journal week 5.

**HEALTH RELATED ACTIVITY
LESSON 5**

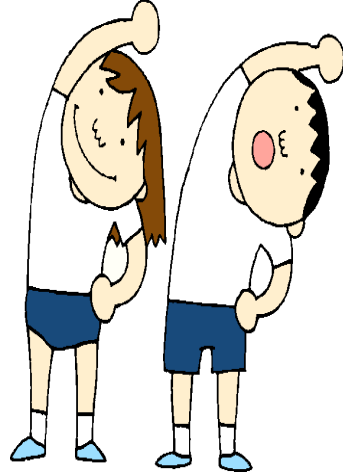
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1 & 2. Warm-Up- crab soccer & flexibility

Moderate intensity crab soccer followed by peer led stretching



Crab Soccer – Fun team game warm up



Peer led stretching

3 & 4. Pedometer introduction followed by 3 min light walking

Teacher introduces device: 3 minute walking challenge – record steps & HR



How to wear and use device

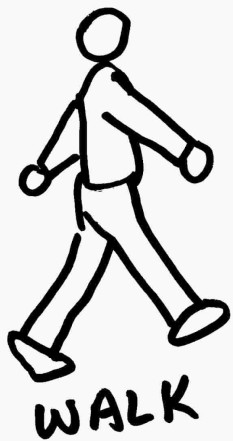


3 min slow walk task students – record steps

5 & 6. Brisk walk, jog, run and mini game – pedometer record steps

Students record step count and HR after each 3 minute activity

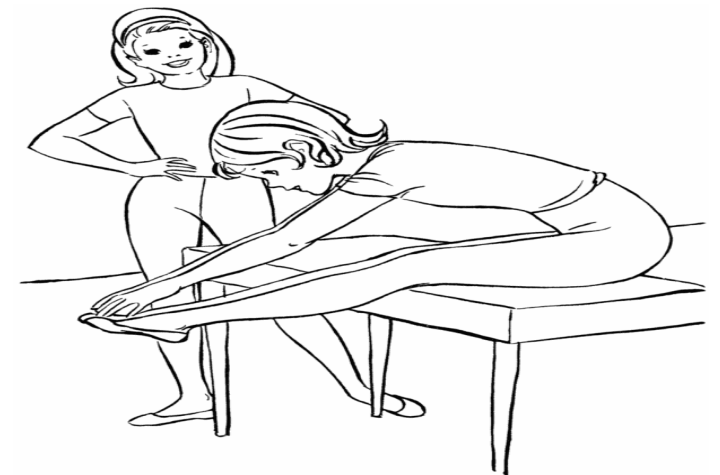
Moderate intensity = 100 steps per minute

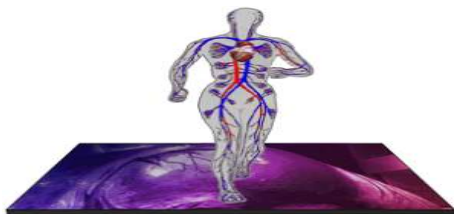


Average step count per minute and heart rate after different intensities

7. Cool Down – flexibility stretching with partner

Peer assessment – observe and correct stretching technique





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LESSON 6
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“Low active students must believe that they can succeed in physical activity situations” – Improve Self - Efficacy
“Low active students need to develop positive physical activity perceptions and awareness” – Improve physical activity attitude

AIM: The final health related education lesson plan will incorporate the central learning criteria from the previous 5 weeks. The teacher will design activities specific to the learning content within lessons 1 – 5 with a particular emphasis towards students self efficacy and physical activity attitudes.

HRA Topic Lesson 6 60mins	Learning Outcomes	Class Structure & Content	Resources / Equipment	Assessment Strategy
Activity and the body: heart increased heart rate Health benefits of physical activity: self esteem sense of well-being lifelong physical activity Health related fitness: flexibility Warm-up and cool-down: distinction and purpose	<p><u>Psychomotor:</u> Participate in a variety of moderate to vigorous physical activities through individual and team based challenges.</p> <p><u>Cognitive:</u> Re-cap on previously learned subject matter. Recognise the health concepts associated with the body, the benefits of physical activity and the components of health related fitness.</p> <p><u>Affective:</u> Demonstrate a positive attitude towards physical activity engagement. Experience success and feel included within the learning environment.</p>	<p><u>Warm Up (15 mins)</u> 1. Resting heart rate recorded 2. Pulse raiser: ladders or other 3. Self-led stretching <i>Re-Cap HR & warm-up.</i></p> <p><u>Development Stage 1 (15 mins)</u> 4. Individual challenge – 500 steps within 5 minute duration 5. Team challenge – Tank tracks carry gym mats overhead <i>HR, step count & PA benefits.</i></p> <p><u>Development Stage 2 (15 mins)</u> 6. Student Choice – Fun, inclusive game; student decide. <i>Well-being, self-esteem, heart.</i></p> <p><u>Cool-Down (15 mins)</u> 7. Peer-led stretching: teacher observes. Pupils brainstorm. <i>Summative HRE assessment.</i></p>	<p>Warm – Up: Cones set up boundaries for ladders game; pending teacher decision for pulse raiser equipment may vary. Worksheet for resting HR- pens/pencils.</p> <p>Development Stage 1: Pedometers x 30 for individual challenge, 2 x gymnastic mats for team challenge. Worksheet for HR and step count.</p> <p>Development Stage 2: Based on student enjoyment, desired activity chosen. 2 x playing areas for fun activity choices.</p> <p>Cool – Down: Brainstorming, 30 student worksheets Gold standard summary sheet at end of class to students.</p>	<p>Teacher Assessment: Teacher will formally assess students at end of 6 week HRE through prescribed brainstorming task during closing phase of lesson. <u>Teacher will collect sheet for grading.</u></p> <p>Self-Assessment: Individual challenge development stage 1. Identification of individual activity preference development stage 2.</p> <p>Peer Assessment: Peer stretching during cool-down.</p> <p>Homework: Fill out student physical activity journal week 6.</p>

**HEALTH RELATED ACTIVITY
LESSON 6**

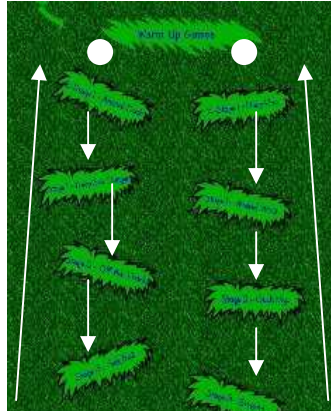
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1, 2 & 3. Resting heart rate, pulse raiser & flexibility

Students record resting HR, engage in pulse raiser & self led stretching



Resting HR recorded



Ladders: step over classmate legs

Ladders Mini Game



Self led stretching

4 & 5. Individual challenge & team challenge

Individual challenge: 500 steps in 5 minutes / Team challenge e.g. tank tracks



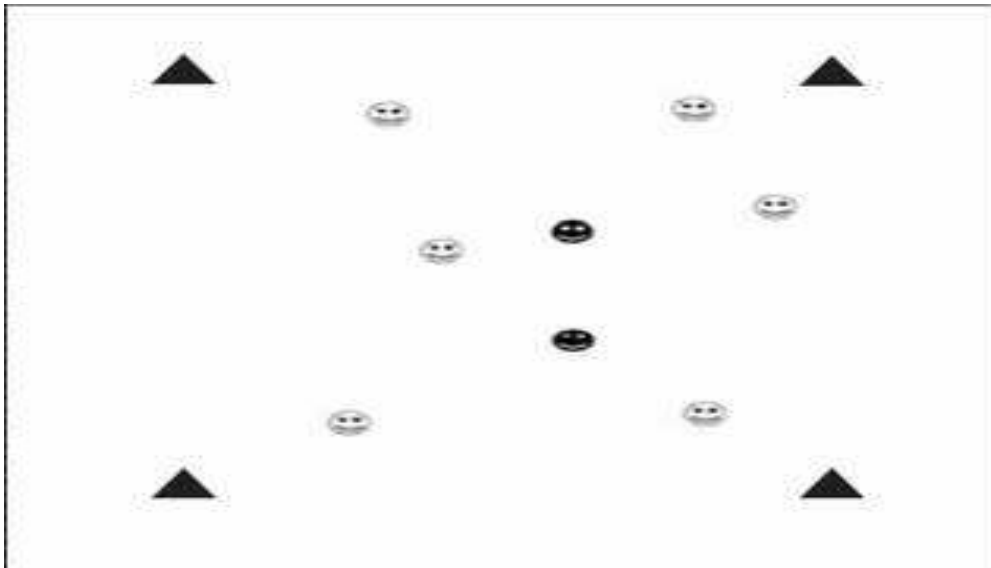
> 500 steps in 5 min timeframe



Team building activity – fun & inclusive

6. Student choice – record step count post activity

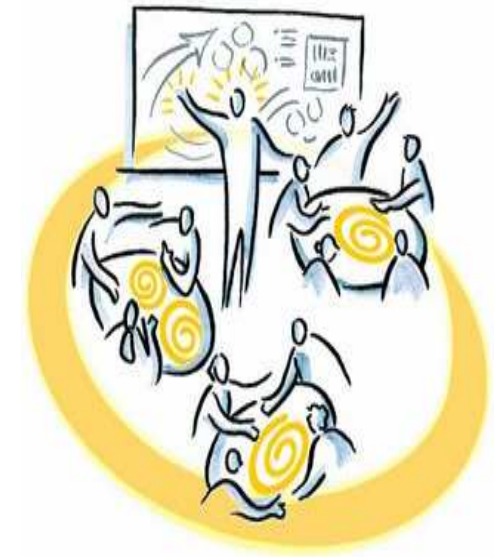
Culminating HRA activity – student enjoyment; step count & HR recorded



Teacher decision based on student enjoyment e.g. 's cannon ball, dodgeball, dance aerobics

7. Cool Down – flexibility with partner & summative assessment

Peer assessment – observe and correct stretching technique



Student re-cap closure: brainstorm sheet