

# Learning Snapshots

## STANDARD 1

- 1.4 Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.**

For this standard, students practice striking skills using a variety of implements (e.g., paddles, racquets) and objects (e.g., balloons, balls, shuttlecock). As students practice their forehand striking skills, they should use the following technique:

- Watch the ball.
- Turn one side toward the target.
- Swing the implement backwards.
- Step with the opposite foot.
- Swing the racket or paddle forward.
- Contact, with a straight arm, the object.
- Follow through in the direction of the target.



The point of contact between the implement and object determines the direction and height at which the object will travel. Students work in pairs and experiment with contacting objects at different heights from the ground and at different takeoff angles. This standard can be integrated with Standard 2.8 by asking students to illustrate how the intended direction of an object is affected by the angle of the implement at the time of contact.

- 1.7 Perform folk and line dances.**

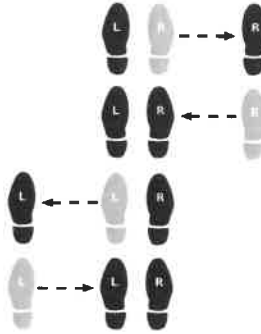
This lesson focuses on learning the line dance Pata Pata. The students are organized into four groups. Each student in a group receives a copy of the same card, one of the four cards listed below.

### ILLUSTRATION CREDIT

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**CARD #1**

1. Step right foot to the right.
2. Return right foot to the starting position.
3. Step left foot to the left.
4. Return left foot to the starting position.



**CARD #2**

1. Move toes of left and right feet apart.
2. Move heels of left and right feet apart.
3. Move heels of left and right feet together.
4. Move toes of left and right feet together.

**CARD #3**

1. Kick right foot forward.
2. Touch toes of right foot behind the body.
3. Kick right foot forward.
4. Step back on right foot and pivot 1/4 turn clockwise.



**CARD #4**

1. Kick left foot forward.
2. Step back on left foot.
3. Step back on right foot.
4. Step back on left foot.



Each group walks through the dance steps on the card. Then new groups are formed with one student from each of the original groups. Students teach their new group the dance step, so that everyone learns all four steps. The teacher then asks the students to perform all four steps in sequence. The teacher circulates throughout the class providing feedback.

## STANDARD 2

### 2.1 Explain how to increase force based on the principles of biomechanics.

Ways of increasing force are as follows:

- Increase the speed of the striking implement or body part.
- Use stronger muscles (e.g., hip flexors when kicking a ball).
- Use a heavier striking implement.
- Use more muscles.
- Use a longer lever.
- Increase the distance over which force is applied.
- Stretch the muscle prior to contraction (e.g., pull the arm back, then throw).
- Use sequential movement of the body's muscles.

Students are introduced to one or two ways to increase force during each instructional unit. The students experiment with each method to prove to themselves that it does increase force. For example, students throw a ball using only their wrist joint; then their wrist and elbow joints; then their wrist, elbow, and shoulder joints; and finally their entire bodies. The teacher asks the students to observe and identify in which situation the ball traveled farther. Then the students explain to a partner why the ball went farther when more body parts were involved. The different ways to increase force should be reviewed throughout the year to ensure that the students understand and remember them.

## STANDARD 3

### 3.6 Monitor the intensity of one's heart rate during physical activity.

There are three general methods of monitoring heart rate during physical education instruction: listening to the heart beat using a stethoscope, recording the heart rate using a heart rate monitor, and feeling the heart rate at a pulse point (e.g., wrist). The teacher demonstrates each method for the students. Students select a method, depending on the equipment available, for monitoring the intensity of their heart rates during physical activity. When using a stethoscope or feeling for a pulse, students should count for 15 seconds and then multiply the number by four to determine the beats per minute.

## STANDARD 4

### 4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.

This standard requires students to identify safe exercises for each component of health-related physical fitness. The students are then asked to sequence the exercises and to determine the intensity level and duration of time for each exercise. Prior to completing this task, the teacher instructs students on the following exercise protocols:

**Table 3.1 Protocols for Exercise**

Frequency (times per week)	Intensity	Time	Type
<b>CARDIORESPIRATORY ENDURANCE<sup>1</sup></b>			
Daily or nearly every day. Three or more sessions per week.	Moderate to vigorous activity. Maintaining a target heart rate is not expected at this level. A 12–16 rating of perceived exertion (RPE).	30–60 minutes daily activity. A single session of 20 minutes or more.	Play, games, sports, work, transportation, recreation, physical education, or planned exercise in the context of family, school, and community activities. Brisk walking, jogging, stair climbing, basketball, racket sports, soccer, dance, lap swimming, skating, lawn mowing, and cycling.
<b>MUSCULAR STRENGTH<sup>1</sup></b>			
Two or three days per week.	Light weight	At least one set (may do three sets), 6–15 reps, at least 20–30 minutes.	Major muscle groups, one exercise per muscle or muscle group.
<b>MUSCULAR ENDURANCE<sup>1</sup></b>			
Two or three days per week.	Light weight	At least one set (may do three sets), 6–15 reps, at least 20–30 minutes.	Major muscle groups, one exercise per muscle or muscle group.
<b>FLEXIBILITY<sup>1</sup></b>			
Three times per week, preferably daily and after a warm-up to raise muscle temperature.	Slow elongation of the muscle to the point of mild discomfort and back off slightly.	Up to four to five stretches per muscle or muscle group. Hold each stretch 10–30 seconds. Always do a warm-up properly prior to stretching.	The preferred stretch for the classroom is slow static stretching for all muscles or muscle groups.
<b>BODY COMPOSITION<sup>2</sup></b>			
Three to six days, daily preferred.	Light aerobic activity. 45–65% of maximum heart rate. “Talk test”: talking should be relatively easy.	30 to 60 plus minutes.	Light aerobic exercise.

<sup>1</sup>Sources: *Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide* (Second edition, page 69, Table 5.1; page 90, Table 6.1; and page 116, Table 7.1. © 2005 by National Association for Sport and Physical Education. Reprinted with permission from Human Kinetics, Champaign, IL).

<sup>2</sup>Source: Charles B. Corbin et al. *Concepts of Fitness and Wellness: A Comprehensive Lifestyle Approach* (Seventh edition). New York: McGraw-Hill, 2008, page 285.

## STANDARD 5

### 5.2 Evaluate individual responsibility in group efforts.

Students learn that each member of a group has an important role to play. And, if a member neglects his or her responsibility, then the group's performance will suffer.

Students are assigned to groups of six and asked to participate in Traffic Jam:

- Form groups of six divided into subgroups of three.
- Place seven carpet squares in a line.
- Instruct one student to stand on each carpet square, facing the middle square that is unoccupied.
- Tell students that the objective is for the students on the right side of the middle square to end up on the left side of the middle square, and *vice versa*, by stepping only on carpet squares—not the floor or ground.
- Establish the rules:
  - At all times only one person may occupy a carpet square.
  - A person can move onto an empty carpet square in front of him.
  - A person can move around a person facing her onto an empty carpet square on the other side of the person.

At the end of the activity, each group answers the following questions:

- What was each individual's role in the activity?
- Did individuals fulfill their roles?
- If individuals did not fulfill their roles, what was the result?

Each group member then evaluates his or her individual role in the group activity and whether he or she helped or hindered the group's progress.