Heart Rate Rally (Direct Instruction Strategy):

This cooperative-learning technique has students learn about different heart rates and sharing ideas/knowledge about the lesson. This activity will build upon a better understanding of the students’ heart rate and have full participation within the learning realm of physical education.

Guided Question: The student will be presented with different pictures with activities on them (Ex. playing computer games swimming, flying a kite, sprints, walking, watching T.V.). The student must decide whether or not the picture of the activity will increase heart rate.

Working together: The students will be put into small groups of 3-4 students depending on the class size.

Question Time: The teacher will show the students the different pictures, and as a group the student must decide on increased heart rate, moderate heart, or no change at all.

When to use:

- First day of class of the 6 weeks

- The beginning of class before the start of the lesson

- After a unit on cardiovascular health lesson

- Before, middle and after a unit of movement health

- Beginning of a mental health unit

Types of Variations:

Have the students demonstrate within the groups the type of movement related to heart rate. Ex. The student will choose a particular activity and show the other students the type of the movement association.

Have the students choose vocabulary that they are familiar with and want to learn. The teacher will make a lesson on the provided information for special education students based on Heart Rate Rally (Direct Instruction Strategy).

Allow the student to be instructed by a bilingual student to help progression on the lesson.

Flex Like Rex (T/F Strategy):

This cooperative-learning technique has students learn about the importance of developing good stretching techniques. This activity will build upon a better understand of different stretching techniques that increase flexibility and range of motion. This activity will increase the student’s cooperative play and model ways to better understand stretching exercises.

Guided Question: How does stretching help the body? The teacher will demonstrate three different types of stretching techniques. Ex. Ballistic Stretching, Dynamic Stretching and Static Stretching. As the teacher is demonstrating the types of stretches he or she will also provide insight to the type of activity that the stretch is best used for. The students will take notes on each of the stretches and the type of activity.

Working Together: The student will pair up with a partner and find space in the gym floor. One of the students will demonstrate a particular stretch and the other student must decide which activity fits that particular stretch. The teacher will ask T/F questions that relate to the lesson and the student must answer correct before they can have free play (Ballistic stretching a type of common stretch True/False).

Question Time: The students will pull out their fitness notebooks and label the heading “Flex like Rex” and number pages 1-3. The teacher will show different short videos and the student must write down the correct type of stretch. The student will turn the notebook in for a grade.

When to use:

- At the beginning unit of gross motor awareness

- Before a unit on flexibility/movement

- Before a stretching lesson

- Before a unit on different types of warm ups

- At the beginning of the first 6weeks

Types of Variations:

The teacher puts the students into small groups and has them come up with a question over the lesson. The student groups will exchange the information and test their knowledge. Groups will compare information with other groups.

The teacher will highlight key terms and review the information before the lesson with the special education students for better comprehension purposes.

Have the students get into groups and have them orally say the stretch that correlates to the activity based on Heart Rate Rally (Direct Instruction Strategy).

Vigorous Vennie and the five-sided dice (Cubing strategy):

This cooperative-learning technique has students learn about the importance of understanding why low, moderate, and vigorous activities are important to health and heart rate. This activity will build upon a better understanding of different heart rates. This activity will increase awareness of a healthy heart and the students will be able to share new knowledge based on these concepts.

Guided Question:

Why is it important to participate in low, moderate and vigorous activities? What are some types of activities that help heart function and the factors involved? The student will receive a KWL chart over low, moderate and vigorous activities. After the student fills out the information and turns it in, the teacher will briefly discuss why involvement in these types of activities is extremely important to health.

Working together:

The teacher will have the students spread out on the gym floor. Next the teacher will ask the student to make five separate blocks on a piece of paper and put their favorite activities in each block. The students can get as creative as they want color/label and share ideas. Next the teacher will have the students create a dice with the paper using glue and scissors. The teachers will past around a completed model so that the students have a better understanding of how the square dice should look like.

Question Time:

The teacher will have the student get into pairs of two’s and trade ideas of what they put down on the dice. In the small groups, the students will discuss the type of activity and which of the heart rates fits within the type of movement. If the student does not seem to understand the concepts the teacher will step in and redirect the assignment for those students needing extra help.

When to use:

- At the beginning unit of “activity participation” within movement

- Before the unit on target heart rate zones

- Before a lesson on different types of activities that promote a heathly heart

- Before a unit on healthy lifestyles activities

- At the beginning of the first 6weeks

Types of Variations:

The teacher puts the students into small groups. The students will develop flash a card over the different types of activities that relate to low, moderate and vigorous activity. (Highlight key terms and pronounce the word slowly for special education students. The students will pair up and quiz each other over the material for better comprehension based on Vigorous Vinnie and the five-sided dice (cubing strategy).

The teacher will perform a type of movement and the students will identify and say the type of intensity (Ex. low, moderate, vigorous) based on Vigorous Vinnie and the five-sided dice (cubing strategy).

For better understanding purposes, have the students get into groups with a bilingual student to help with pronunciation of key terms of Vigorous Vinnie and the five-sided dice (cubing strategy).

Eddie the Energy Eagle (Mental Mapping Concepts):

This cooperative-learning technique has students learn about the different sources of food energy. This activity will build upon a better understanding of different type of food energy (Ex. Carbohydrates, Fats and Proteins) and how it relates to the production of energy for the body.

Guided Question: What are some different sources of foods that will increase energy? The student will be presented with different flashcards. On one side of the flashcard is a food item and on the other side is the type of activity that the food source would provide benefit for. Ex. Pasta on one side of flashcard, and on the other side a picture of students running track. The teacher will provide visual example and discuss the different meanings.

Working Together: The students will be put into small groups depending on the class size. Each of the students will get a flash card and review the food and activity pictured on each side of the flashcard. The student will review the card for 2 minutes and trade within students in their group.

Question Time: Within the groups the students will review and analyze their flashcards, discuss what was on them, and quiz each other over what they remember. After the students elaborate on their understanding of the flash cards the teacher will have the students get into a large group and will discuss the information all together.

When to use:

- First day of class of the 6 weeks

- The beginning of class before the start of nutrition lesson

- After a unit on benefits of healthy food lesson

- Before, during, and after a unit of energy health improvement

- Beginning of a mental/physical health unit

Types of Variations:

The teacher will highlight keys terms of the vocabulary words and review this with special education learning a day before the lesson begins. Have the student demonstrate the type of activity that relates to the particular food source for energy.

The teacher will show a short clip to the students and the student must decide what type of energy is being exhausted based on the activity. The students will say what the energy source should relate to Eddie the Energy Eagle.

Allow the student to be instructed by a bilingual student to help progress the lesson for the day based on Eddie the Energy Eagle.

Lilly the label: (Self-Monitoring Strategy)

This cooperative-learning technique has students learn about different index label on carton foods. The students will share ideas/knowledge about understanding food label Ex. What are calories, total fats and saturated fats? This activity will build upon a better understanding of healthy food intake within the learning realm of eating nutritious foods.

Guided Question: The student will be presented with different canned items and an index card labeled with “calories, total fats, and saturated fats”. The teacher will review the differences between these three types of labels and answer questions for clarification purposes.

Working together: The students will be put into small groups depending on the class size and the teacher will pass out cans of food to each group. The students will receive an index card that they must write on the calories, total fat and saturated fats information. After the student write down their answers they will share their responses within the group for 5 minutes while the teacher stops by each group to answer and correct responses.

Question Time: The teacher will get the students together to check their understanding and give direct feedback to the student. The teacher will review key terms for special education students and check for comprehension.

When to use:

- First day of class of the 6 weeks

- The beginning of class before the start of the lesson

- After a unit on cardiovascular health lesson

- Before, middle and after a unit of health

- Beginning of a nutrition health unit

Types of Variations:

Have the students demonstrate where calories, total fats and saturated fats on a label and discuss how they found the answers.

Have the students choose the scope of vocabulary that they want to learn and the teacher makes a lesson on the provided information based on Lilly the Label format.

Allow the student to be instructed by a bilingual student to help progression on the lesson based on Lily the Label format.

Chris the Cricket Cannot Stand Bobby the Ball player (Venn Diagram Strategy):

This cooperative-learning technique has students learn about the differences between cricket and baseball. The students will share ideas/knowledge about the lesson. This activity will build upon a better understanding of the differences between two sports. The students will have full participation within the learning realm of physical education.

Guided Question: The student will be presented with characteristics of cricket and characteristics of baseball. The student must decide whether a certain characteristic is part of baseball or cricket.

Working together: The students will be put into small groups and each of them will receive a Venn diagram to complete on the differences and similarities between cricket and baseball.

Question Time: The teacher will show and discuss the correct information that fits the lesson. The teacher will ask questions and work on comprehension skills with special education students.

When to use:

- First day of class of the 6 weeks

- The beginning of class before the start of the lesson

- After a unit on compare and contrast model

- Before, middle and after a unit of similarity and differences

- Beginning of Venn diagram information

Types of Variations:

Have the students demonstrate within their group the types of similarities and differences of baseball and cricket by writing out what they think are correct. The teacher will review and answer questions to the whole class for better understanding.

Have the students choose key vocabulary terms that they want to learn. The teacher makes a lesson on the provided information on “Chris the Cricket Cannot Stand Bobby the Ball Player”. (Venn Diagram Strategy)

Allow the student to be instructed by a bilingual student to help progression on the lesson over Chris the Cricket Cannot stand Bobby the Ball player (Venn Diagram Strategy).