Understanding Heart Rate Zones (Direct Instruction Strategy):

This cooperative-learning technique has students learn about the different heart rates and how to calculation their own heart rate. This activity will build upon a better understanding of how students use the different formulas and calculation their own heart rate.

Guided Question: The student will be involved in 3 different activities and decide whether there heart rate is (Resting, Moderate or High) based on the movements. The student must decide which of the activities fits the heart rate.

Working together: The students will be put into small groups of 3-4 students depending on the class size and help each other determine the area of focus. The student will receive the formula chart on how to calculate ones own heart rate for a better understanding.

Question Time: The teacher will show the students the different body movements, and as a group the student must decide on whether their heart rate increased or decreased or no change at all during the movement.

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 with that particular heart rate.

Have the student’s label 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 understanding Heart (Direct Instruction Strategy).

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

Balanced Diet (T/F Strategy):

This cooperative-learning technique has students learn about the importance of developing a good diet. This activity will build upon a better understand of healthy foods that increase the overall wellness of health for students. This activity will increase the student’s cooperative play and model ways to better understanding of healthy foods that support a healthy body.

Guided Question: How does eating right help the body grow and become strong? The teacher will discuss different foods groups and the benefits of each. Ex. Carbohydrates, Proteins, Fruit, Vegetables, Fats and Sugars.

Working Together: The student will pair up with a partner and discuss the different food groups and the effect on the human body. The students will put together a daily meal plan and compare and contrast there findings.

Question Time: The students will pull their finding into their fitness notebooks and the class will have a small discussion on the topic of clarification purposes. Next, the student will put together T/F questions and trade with their partner for clarifations purposes.

When to use:

- At the beginning unit of healthy heart

- Before a unit on heathy foods

- Before a lesson on good fats vs. bad fats

- Before a unit on different types of warm ups

- At the beginning of the first 6weeks

Types of Variations:

The teacher will put the students into small groups and have them come up with a couple questions 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 discuss their findings with what the state legislator describes as a healthy diet on a shared IPad discussing and describing their findings with one another on to a Google Document.

BMI Information (strategy):

This cooperative-learning technique has students learn about the importance of understanding BMI (Body Mass Index). This activity will build upon a better understanding of the students BMI. This activity will increase awareness of healthy weight loss and the average amount of time for exercise per week. The students will be able to share new knowledge and expand on existing knowledge for a lifetime of healthy living.

Guided Question:

Why is it important to understand BMI? What are some types of activities that help heart function and control your weight? The student will receive a KWL chart and discuss what they know about the subject. After the student fills out the information, the teacher will briefly discuss why involvement in knowing this information is important for one’s health.

Working together:

The teacher will have the students spread out on the gym floor. Next the teacher will ask the student to measure there heights individually and use the scale in the gym room to write down there weight. Next the teacher will show the students the BMI (Mass Index Chart) and review the information for a better understanding of the nation average.

Question Time:

The students will write down in there heath journals how they compared to the national average. The students will also come up with different ideas of how they can manage they weight for a healthy lifestyle.

When to use:

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

- Before the unit on target heart rate zones and weight loss

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

- Before a unit on healthy lifestyles activities and weight control

- At the beginning of the first 6weeks

Types of Variations:

The teacher will put the students into small groups. The students will develop flash a card over the different types of activities that relate to controlling ones BMI. (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 BMI understanding.

The teacher will discuss different ways of controlling ones BMI and identify key elements of a well-balanced diet, the students will refer back to “Balanced Diet” lesson for guidance over this particular lesson.

For better understanding purposes, have the students get into groups with a bilingual student to help with pronunciation of key terms based on BMI index chart.

Energy in food groups (Cooperative 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 types of food and the energy expanded.

Guided Question: What are some different ways food increases the body 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 correlate with. Different types of foods effect the body different Ex. Carbs, Proteins and Fats all make up different results of the body’s chemistry.

Working Together: The student will review the card for 2 minutes and trade within students in their group. The student will make a review of their findings of each flash card.

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 is and how it effects the body.

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

Heathy Facts: (Student Discovery Strategy)

This cooperative-learning technique has students learn about what is the national standard of Health for young adults. The students will share ideas/knowledge about at what age and length of time per week a student should workout. This activity will build upon a better understanding of what it takes to be a physically fit person based on today’s standard of health.

Guided Question: What is the national Standard of physical activity per week compare to the individual student is receiving outside of school.

Working together: The students will work together on their schools IPad and look up information on the national standard of health. Each student will come up with their only ideas and write a two paragraph paper over how they compare to the national average based on activities outside the realm of school Ex. Sports Clubs, Family Activities and Gym Workouts Etc.).

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 to find information on health related facts and provide the relationship between a healthy heart and a 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 the national standard of health.

Allow the student to be instructed by a bilingual student to help progression on the lesson based on the national standard of health are put a small presentation together using their IPad.

Healthy foods Vs. Unhealthy foods (Venn Diagram Strategy):

This cooperative-learning technique has students learn about the differences between healthy foods and unhealthy foods. The students will share ideas/knowledge about the lesson. This activity will build upon a better understanding of the differences between what to eat and what not to eat. The students will have full participation within the learning realm of physical education.

Guided Question: The student will be presented with characteristics of healthy foods and characteristics of unhealthy food (Ex. Fast Food). The students must compare and contrast the different types of foods groups and how they are processed.

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

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 healthy and unhealthy foods 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 “Healthy foods Vs. Unhealthy foods” (Venn Diagram Strategy”. (Venn Diagram Strategy)

Allow the student to be instructed by a bilingual student to help progression on the lesson over different types of foods (Venn Diagram Strategy).