

Create Your Own Circuit Work Out Unit Plan

Day By Day Plan:

Day 1:

Day one will consist of doing my circuit lesson that is provided here in the unit plan. Students will use heart rate monitors (preferably by polar beat so we can monitor their work out after on the Polar Beat App. Day one consist of 15 two minute circuits with a partner where one partner will work for one minute and the other partner will rest and at the end of one minute they will switch. Students will monitor their heart rate and record after the workout is complete.

Day 2:

Day two will consist of students in a classroom setting. Students in their partners will assess how well their workout went the day before. After the partners will begin to create their own 15 circuit stations. They may use any exercises that they may see fit. The day will be spent in the classroom for them to draw out their ideas, the equipment that they need, and figure how intense they would like their workout to be.

Day 3:

Day three will consist of doing their 15 station circuit workout. Students will be in charge of how hard their intensity and they will monitor their own workouts. After completing their own workouts they will quickly record heart rates and participate in recovery and monitor their own heart rate.

Day 4:

Day four will again be spent in the class for a short time as they will be using assessment to grade their own workouts and compare them. In this process students will reflect on what went well and what they would change. Would they change the rotation of circuits or change a exercise completely. Students will reflect by writing a short final paper on their thoughts on this information.

Grade: 9th-12th	Subject: elective physical education
Materials: exercise equipment listed below.	Technology Needed: Polar heart beat sensors and application on phone
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) S1.H3.L2* Demonstrates competency in fitness activities. • S5.H2.L2 Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity	Differentiation Below Proficiency: Students will be performing at a intensity that they are comfortable with Above Proficiency: “ “ Approaching/Emerging Proficiency: “ “
Objective(s) Cognitive domain: Students will be able to tell what stations were working which one of the 4 health related components. • Affective domain: Students will encourage their partners while they are	Modalities/Learning Preferences: “ “

<p>resting to help motivate them through their workout.</p> <ul style="list-style-type: none"> • Psychomotor Domain: Students will perform safe and proper actions in the stations that resemble my instruction and modeling. <p>Bloom’s Taxonomy Cognitive Level: Understanding</p>	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Pairing, rotation on timer,</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • Best effort and attitude • Encourage others
Minutes	Procedures
3	<p>Set-up/Prep: All set up is done before class, 15 stations, as listed below. Students will put on heart rate monitors and record through polar beat. Any problems will result in manually recording heart rate.</p>
8	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Students will stretch, and I will take attendance while they are in their attendance lines. Stretch captain is assigned and will lead us though daily routine</p>
32	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Go through and explain all 15 stations to the fitness stations that will be out for today’s class. Each student will have a partner and there will be 2, 1-minute rotations for each station. One student will go for the first minute and then the partner will switch at the one-minute mark of each station. 15 stations at 2 minutes a piece = 30 minutes.</p> <ol style="list-style-type: none"> 1. Medicine ball slams: students will pick their weight to last for one minute. 2. Med ball rotational throws (right side): students pick weight 3. Med ball rotational throws (left side): students pick weight 4. Jump rope 5. Squat jumps (up in air) (get as high as you can) 6. Water

	<p>7. Crunches</p> <p>8. Bicep curls: students will pick appropriate weight</p> <p>9. Triceps extensions: students will pick appropriate weight</p> <p>10. Line hops (forward and backwards)</p> <p>11. Line hops (side to side)</p> <p>12. Med ball press: students will pick appropriate weight</p> <p>13. Water</p> <p>14. Push-ups</p> <p>15. Dumbbell lunges</p> <p>Students will now look at their polar beat app and monitor their heart rates and graph for each minute where their heart rate was. (next class)</p> <ul style="list-style-type: none"> • With any remaining time, yoga will be done to complete the class, teacher lead
	<p>Review (wrap up and transition to next activity):</p> <p>Talk about heart rates and discuss what we will be seeing tomorrow in the class room with graphing and creating their own workout.</p>
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</p> <p>While working the clock for the rotations I will be roaming around to make sure students are displaying proper technique that will keep them safe and healthy through the stations. I will challenge students to pick a weight that will challenge themselves, so they get</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>Checking for understanding of what is expected of them for their assignments to come, asking students what they liked and what they might stay away from.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>

something out of the station. Daily points will be rewarded for today's lesson.

Consideration for Back-up Plan:

Monitor heart rate manually and take out stations 11-15.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

When I taught this lesson to Ms. Spah's fitness class at Bismarck high school I thought that everything went well. I was a little shy in explaining some things but I believe the class was consistently active and it was a good bout of activity. A thing that I would change about it is adding at least one more rest station to the mix of things. It showed at the end that some students were exhausted. Possibly even taking out some station because near the end of the lesson it seemed as if some students didn't feel like participating and talking occurred instead of working out. Create something to shorten the length of the workout and give them something else to do.