Tennis Unit Plan

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EDCI 429
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Contextual Factors

As a physical education teacher it is important to know every aspect about the students the community and the school. That is why our school personnel are encouraged to attend professional workshops, have professional guest lecturers, etc. Our physical education program believes it is vital to teach our students lifelong health and fitness concepts by implementing a variety of topics from individual to team sports, and fitness activities.

Our community and parent’s have also been very active in our school and its progress. Local businesses donating money to improve our facility is key to a solid, successful physical education program. The parent’s of the students are also doing a tremendous job keeping our school at the top of the game by volunteering for school functions, attending parent teacher conferences and being supportive or the administration and it’s faculty.

The facilities located in and around our school provide student’s with a positive experience in physical education. When the weather is nice, physical education is held outside on our full size track, baseball diamond, and soccer or football field. When physical education is held indoors we
have a full size swimming pool, one gymnasium, one auxiliary gymnasium, and an indoor track at our disposal.

When it comes to discipline, our school has a strict plan foreseen and carried out by the dean of students. We do are best to catch a problem early and diffuse it before it gets out hand. Our teachers focus on improvement of skill and skill progression, increasing awareness of rules and strategies and the importance of personal and social responsibility. Specific objectives are set forth for every lesson to verify that our teachers are implementing these crucial areas.
Fitness

Global Goal: SWBAT perform various exercises and activities at a level proficient enough to elevate their heart rates and increase their overall physical fitness; assessed by use of heart rate monitors, heart rate checks, intensity level, and pedometer use.

1. Students will be able to improve their muscular strength and endurance by completing the Push-up Curl-Up fun Fitness Activity.

2. Students will be able to achieve 1000 steps or above by the end of the Pyramid power fitness activity using pedometers.

3. Students will be able to achieve heart rates of 135 or above during the continuous relay fitness activity.

4. Students are active and able make healthy and personally meaningful fitness choices while learning about the value of money and honesty.

5. Students will be able to rate their intensity on a scale of one to ten to assess if they are working hard enough during the X marks the spot fitness activity.

6. Students will be able to complete 12 reps of each weight training exercise with the handheld weights during the fitness activity.

7. Students are able to achieve a heart rate of 135 or above according to HR monitors during the fitness activity.

8. Students will be able to perform at least 5 different exercises on the physio balls during the exercise balls fitness activity.

9. Students will work on muscular strength and endurance during the Muscle Hustle fitness activity.
10. Students will be able to perform the exercises of the no racket introductory activity to the best of their ability.

**Affective**

**Global Goal:** SWBAT exhibit personal and socially responsible actions with regards to cheering on and encouraging those individuals in the class at different fitness levels than them.

1. SWBAT encourage their classmates to perform exercises to the best of their ability by offering words of encouragement, praise, and clapping or cheering for them

2. Students will be able to communicate with their partner in order to succeed in the GOAL-den Gates fitness Activity.

3. SWBAT work cooperatively in pairs to complete the Round robin Tournament Play.

4. SWBAT express their feelings about their perceived intensity level during the Dash For Cash Fitness Activity.

5. SWBAT exhibit leadership qualities (enthusiasm, encouragement, and confidence) during game play.

**Cognitive**

**Global Goal:** SWBAT understand and demonstrate their knowledge of rules and strategies of tennis by performing the skills correctly throughout the entire unit.

1. SWBAT list and describe the 5 components of fitness

2. Students will be able to demonstrate understanding of movement concepts, principles, and rules as they apply to the learning and performance of tennis game play

3. SWBAT demonstrate knowledge learned throughout the unit by completing a written exam.
4. SWBAT demonstrate knowledge of tennis by completing a tennis written exam.

5. Students will understand the definition of muscular strength and endurance by participating in several circuit activities that involve these components.
Physical Education Standards and Benchmarks

**Standard 1** - Demonstrate competency in many movement forms and proficiency in a few movement forms.

9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.
9.1.3: Develop outdoor and lifelong leisure pursuits.
9.1.4 Develop specific skills at an advanced or skilled performance level.

**Standard 2** - Applies movement concepts and principles to the learning and development of motor skills.

9.2.1 Synthesize previously learned strategies into advanced game strategies
9.2.2: Analyze and evaluate information about complex motor (movement) activities that lead to improved physical performance.

**Standard 3** - Exhibit a physically active lifestyle.

**Standard 4** - Achieves and maintains a health-enhancing level of physical fitness.

9.4.3 Demonstrate knowledge and an understanding of basic principles of exercise physiology, nutrition, and chemical substances and their effects on the physical performance of the body.

**Standard 5** - Demonstrate responsible personal and social behavior in physical activity settings.

9.5.1: Demonstrate safe and appropriate use and care of equipment and facilities.

**Standard 6** - Demonstrate understanding and respect for differences among people in physical activity setting.

9.6.2 Develop strategies for inclusion of others in physical activity.

**Standard 7** - Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression and, and social interaction.

9.7.1: Identify positive aspects of participation in several different physical activities.
9.7.2: Demonstrate comfort in personal expression.
9.7.3: Identify the positive feelings that result from physical activity and participation alone and with others.
## Tennis Block Plan

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DAY 1

**Lesson Summative Objective:** Students will be able to demonstrate their skill level in pre-assessment tennis game play.

**Introductory Activity:** Review Racket handling and court awareness

**Fitness Activity:** Continuous Relay  
**Fitness Concept:** Cardiovascular Endurance

**Lesson Focus / Skills:**  
1. Forehand Stroke

**Culminating Activity:** Continue with Pre-Assessment

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**Lesson Objectives-**  
1. *Psychomotor-* Students will be able to demonstrate their skill level in the basic fundamental skills of racket handling, serving, forehand, and backhand during the skill pre-assessment.  
2. *Fitness-* Students will be able to improve their muscular strength and endurance by completing the Push-up Curl-Up fun Fitness Activity.

**National Standards-**  
**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.  
**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.  
**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.  
**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmarks-**  
9.1.3: Develop outdoor and lifelong leisure pursuits.  
9.5.1: Demonstrate safe and appropriate use and care of equipment and facilities.  
9.7.2: Demonstrate comfort in personal expression.

**Assessment-**  
1. Teacher pre-assessment skills checklist  
2. Teacher observation of student participation and effort during Push-up Curl-up fitness activity.

**Technology –**

**Adaptations and Challenges-** Court dimensions can be modified to match student skill level.

**Equipment Used-** 1 racket per student, one tennis ball per student, 3 tennis courts, challenge poster, mat, small plastic bucket, beanbags, segmented music tapes.
DAY 2

Lesson Summative Objective: Students will be able understand basic fundamental tennis skills during racket handling and court awareness instruction.

Introductory Activity: Jog around perimeter of gym

Fitness Activity: Pyramid Power (Pedometer Assessment)
  Fitness Concept: Cardiovascular Endurance

Lesson Focus / Skills:
  1. Racket handling
  2. Court Awareness

Culminating Activity: Tennis History

Lesson Objectives-
1. Psychomotor- Students will be able to demonstrate competency in basic court movement and racket handling skills by exploring their hand-eye coordination and footwork during the lesson drills and activities.
2. Fitness- Students will be able to achieve 1000 steps or above by the end of the Pyramid power fitness activity using pedometers.

National Standards-
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmarks-
  9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.
  9.2.2 Analyze and evaluate information about complex motor (movement) activities that lead to improved physical performance.
  9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.
  9.6.2 Develop strategies for inclusion of others in physical activity.

Assessment-
1. Teacher observation of racket handling and court movement skills during the lesson drills and activities.
2. Pedometer record of steps during intro activity and fitness activity.

Technology – Pedometers (1000 steps or above)

Adaptations and Challenges- Substitute the birdie for different manipulative (i.e. balloons) to match skill level. Repeat, simplify, and clarify task presentations.
Equipment Used- 1 racket per student, one tennis ball per student, 4 tennis courts, pyramid cards, walls signs numbered 1-8, music (fun).
Day 3

Lesson Summative Objective: Students will be able to proficiently demonstrate their ability to complete the forehand stroke during the lesson focus and culminating activity.

Introductory Activity: Review Racket Handling and Court Awareness

Fitness Activity: Continuous Relay
    Fitness Concept: Cardiovascular Endurance

Lesson Focus / Skills:
  1. Forehand Stroke

Culminating Activity: Hula Hoop for Accuracy

Lesson Objectives-
  1. Psychomotor- Students will be able to demonstrate proficiency in the forehand stroke by making 10 out of 15 shots in the hoop across the net in the Hula Hoop for Accuracy Activity.
  2. Fitness- Students will be able to achieve heart rates of 135 or above during the continuous relay fitness activity.

National Standards-
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmarks-
9.1.3 Develop outdoor and lifelong leisure pursuits.
9.1.4 Develop specific skills at an advanced or skilled performance level.
9.2.2 Analyze and evaluate information about complex motor (movement) activities that lead to improved physical performance.
9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.
9.6.2 Develop strategies for inclusion of others in physical activity.

Assessment-
1. Teacher evaluation of student’s forehand stroke number out of 15 during Hula Hoop for Accuracy Activity.
2. Carotid artery heart rate checks to assess if students are at 135 or above.

Adaptations and Challenges- Hula hoops can be placed farther away or closer to match skill level. Hula hoop for accuracy- get 6 out of 15 into the hoop across the net instead of 10 out of 15.

Equipment Used- 1 racket per student, one tennis ball per student, 3 tennis courts, 5 aerobic step boxes, 5 jump ropes, Exercise Cards (i.e. walk the dog, push-ups, sitting on the couch), 5 activity pyramids.
Lesson Summative Objective: Students will be able to proficiently demonstrate their ability to confidently complete the backhand stroke during the lesson focus.

Introductory Activity: Practice Forehand Stroke

Fitness Activity: Muscle Hustle
Fitness Concept: Muscular Endurance

Lesson Focus / Skills:
1. Backhand Stroke

Culminating Activity: Hula Hoop for Accuracy, Review of five components of fitness

Lesson Objectives-
1. Psychomotor- Students will be able to demonstrate proficiency in the backhand stroke by making 10 out of 15 shots in the hoop across the net in the Hula Hoop for Accuracy Activity.
2. Cognitive- Students will understand the definition of muscular strength and endurance by participating in several circuit activities that involve these components.

National Standards-
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmarks-
9.1.3 Develop outdoor and lifelong leisure pursuits.
9.1.4 Develop specific skills at an advanced or skilled performance level.
9.2.2 Analyze and evaluate information about complex motor (movement) activities that lead to improved physical performance.
9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.
9.6.2 Develop strategies for inclusion of others in physical activity.

Assessment-
1. Teacher evaluation of student’s backhand stroke number out of 15 during Hula Hoop for Accuracy Activity.
2. Carotid artery heart rate checks to assess if students are at 135 or above during Muscle Hustle Fitness Activity (Heart Rate Record Sheet)

Adaptations and Challenges- Hula hoops can be placed farther away or closer to match skill level. Hula hoop for accuracy- get 6 out of 15 into the hoop across the net instead of 10 out of 15.

Equipment Used- 1 racket per student, one tennis ball per student, 3 tennis courts, Muscle Hustle station signs (listing a sport, skill, or activity that requires muscular strength or endurance; see sidebar), Equipment needed for stations: volleyball, soccer ball, basketball, or the like, Cones, Segmented music tape (optional)
Day 5

Lesson Summative Objective: Students will improve and gain confidence in their punch and full swing serves during the lesson focus and culminating activity.

Introductory Activity: Practice Backhand Stroke

Fitness Activity: Dash For Cash
   Fitness Concept: Health related fitness components

Lesson Focus / Skills:
   1. Punch Serve
   2. Full Swing Serve

Culminating Activity: Serve Challenge

Lesson Objectives-
   1. Psychomotor- Students will be able to demonstrate proficiency in serving at the beginner level by landing 5 out of 10 serves over the net and within the boundaries of the Serve Challenge activity.
   3. Fitness – Students are active and able make healthy and personally meaningful fitness choices while learning about the value of money and honesty

National Standards-
   Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
   Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
   Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
   Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmarks-
   9.1.1: Demonstrate the ability to use and appreciate activity-specific skills.
   9.2.2: Analyze and evaluate information about complex motor (movement) activities that lead to improved physical performance.
   9.5.1: Demonstrate safe and appropriate use and care of equipment and facilities.
   9.7.3: Identify the positive feelings that result from physical activity and participation alone and with others.

Assessment-
   1. Teacher evaluation of students reported scores during the Serve Challenge activity.
   2. Partner assessment checklist of serve.

Adaptations and Challenges- Target size can be increased or decreased to match skill level.
Serve Challenge- get 5 of 10 serves over the net and to partner on opposite side.

Equipment Used- 1 racket per student, one tennis ball per student, 3 tennis courts, one box for the bank, copy and laminate 100 $1 bills, three tumbling mats, six jump ropes, aerobic steps, beanbags
Day 6

Lesson Summative Objective: Students will be able to improve and gain confidence in their volleys through extended practice during the lesson focus and culminating activity.

Introductory Activity: Review Punch and Full Swing Serve

Fitness Activity: GOAL-den Gates (HR monitors)
Fitness Concept: Cardiovascular Endurance

Lesson Focus / Skills:
3. Forehand Volley
4. Backhand Volley

Culminating Activity: Hit and Volley Drill

Lesson Objectives-
1. Affective – Students will be able to communicate with their partner in order to succeed in the GOAL-den Gates fitness Activity.
2. Psychomotor – Students will be able volley a shot from partner and return during the Hit and Volley Drill.

National Standards-
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmarks-
9.1.1: Demonstrate the ability to use and appreciate activity-specific skills.
9.2.2: Analyze and evaluate information about complex motor (movement) activities that lead to improved physical performance.
9.5.1: Demonstrate safe and appropriate use and care of equipment and facilities.
9.7.1: Identify positive aspects of participation in several different physical activities.

Assessment-
2. Partner observation of volleys from baseline in Hit and Volley Drill.

Technology – HR monitors and straps.

Adaptations and Challenges – Partner can move closer to volley ball over net during Hit and Volley Drill.

Equipment Used- 1 racket per student, one tennis ball per student, 3 tennis courts, small Cones, soccer Balls, music (if necessary), pedometer/HR Monitor.
Day 7

Lesson Summative Objective: Students will be able to improve and gain confidence in the forehand and backhand lob during the lesson focus and culminating activity.

Introductory Activity: Practice Forehand and backhand volley (rally with partner)

Fitness Activity: X Marks the Spot
  Fitness Concept: Cardiovascular Endurance and intensity

Lesson Focus / Skills:
  3. Forehand Lob
  4. Backhand Lob

Culminating Activity: Tennis Keep Away (Mini tennis game using lobs and returns.)

Lesson Objectives-
1. Fitness – Students will be able to rate their intensity on a scale of one to ten to assess if they are working hard enough during the X marks the spot fitness activity.
2. Psychomotor – Students will be able to return 6 consecutive successful lobs back across the net to the defensive player on the other side during Tennis Keep Away.

National Standards-
  Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
  Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
  Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
  Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmarks-
  9.1.1: Demonstrate the ability to use and appreciate activity-specific skills.
  9.2.1: Synthesize previously learned strategies into advanced game strategies.
  9.2.2: Analyze and evaluate information about complex motor (movement) activities that lead to improved physical performance.
  9.5.1: Demonstrate safe and appropriate use and care of equipment and facilities.
  9.7.1: Identify positive aspects of participation in several different physical activities.

Assessment-
1. Observation by defensive player whether offensive player completed 6 consecutive lobs during Tennis Keep Away.
2. Teacher evaluation of intensity with student’s perceived intensity level on a scale of one to ten during GOAL-den Gates Fitness Activity.

Adaptations and Challenges – Add more players in each team during Tennis Keep Away.

Equipment Used- 1 racket per student, one tennis ball per student, 3 tennis courts, 25-30 poly spots, 30-36 pieces of treasure, CD, CD player, Flags for each student.
Lesson Summative Objective: Students will be able to improve and gain confidence in the overhead smash during the lesson focus and culminating activity.

Introductory Activity: Practice Forehand and backhand lob (rally with partner)

Fitness Activity: Weight Training with handheld weights
Fitness Concept: Muscular strength and endurance

Lesson Focus / Skills:
5. Overhead Smash

Culminating Activity: Lob-Smash Drill

Lesson Objectives-
1. Psychomotor- Students will be able to demonstrate proficiency in their overhead smash at the beginner level by returning 7 out of 10 balls over the net and within the boundaries during skill practice.
2. Fitness- Students will be able to complete 12 reps of each weight training exercise with the handheld weights during the fitness activity.

National Standards-
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmarks-
9.1.1: Demonstrate the ability to use and appreciate activity-specific skills.
9.2.2: Analyze and evaluate information about complex motor (movement) activities that lead to improved physical performance.
9.5.1: Demonstrate safe and appropriate use and care of equipment and facilities.
9.7.1: Identify positive aspects of participation in several different physical activities.

Assessment-
1. Teacher evaluation of reported student scores during the Lob Smash Drill.
2. Teacher observation of student participation and effort during the Scooter Bring Back fitness activity.

Adaptations and Challenges-. Target zone may be modified to a smaller size to match advanced skill level. Challenge- 9 out of 10 balls over the net and within the boundaries.

Equipment Used- 1 racket per student, one tennis ball per student, 3 tennis courts, two handheld weights per students.
Day 9

Lesson Summative Objective: Students will be able to understand the rules and strategies of tennis and implement in singles match play while using all the skills learned in previous lessons.

Introductory Activity: Practice overhead smash (rally with partner)

Fitness Activity: Exercise Balls
   Fitness Concept: Muscular strength and endurance

Lesson Focus / Skills:
   6. Singles Match Strategies

Culminating Activity: Singles Match Game Play

Lesson Objectives-
1. Psychomotor- Students will be able to demonstrate competency in the skills previously learned (serve, forehand, backhand, rules, and strategies) by putting them into practice during singles game play.
2. Cognitive- Students will be able to demonstrate understanding of movement concepts, principles, and rules as they apply to the learning and performance of tennis game play.

National Standards-
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmarks-
9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.
9.1.3: Develop outdoor and lifelong leisure pursuits.
9.2.1: Synthesize previously learned strategies into advanced game strategies.
9.5.1: Demonstrate safe and appropriate use and care of equipment and facilities.
9.7.2: Demonstrate comfort in personal expression.

Assessment-
1. Teacher observation of proper skill technique used in game play
2. Recorded scores of tennis game at the end of class.

Technology – Not used because majority of class is assigned for game play.

Adaptations and Challenges- Court dimensions can be modified to match student skill level. Larger rackets and birdies can be used to match lower skill levels. Challenge- use all shot types in one match.

Equipment Used- 1 racket per student, one tennis ball per student, 5 tennis courts, one exercise ball per student.
**Day 10**

**Lesson Summative Objective:** Students will be able to understand the rules and strategies of tennis and implement in doubles match play while using all the skills learned in previous lessons.

**Introductory Activity:** No Racket Tennis

**Fitness Activity:** Muscle Magic  
**Fitness Concept:** Muscular strength and endurance

**Lesson Focus / Skills:**  
7. Doubles Match Strategies

**Culminating Activity:** Doubles Match Game Play

**Lesson Objectives-**
1. *Psychomotor-* Students will be able to demonstrate competency in the skills previously learned (serve, forehand, backhand, rules, and strategies) by putting them into practice during doubles game play.  
2. *Cognitive-* Students will be able to demonstrate understanding of movement concepts, principles, and rules as they apply to the learning and performance of tennis game play.

**National Standards-**
**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmarks-**
9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.  
9.1.3: Develop outdoor and lifelong leisure pursuits.  
9.2.1: Synthesize previously learned strategies into advanced game strategies.  
9.5.1: Demonstrate safe and appropriate use and care of equipment and facilities.  
9.7.2: Demonstrate comfort in personal expression.

**Assessment-**
1. Teacher observation of proper skill technique used in game play  
2. Recorded scores of tennis game at the end of class.

**Technology –** Not used because majority of class is assigned for game play.

**Adaptations and Challenges-** Court dimensions can be modified to match student skill level. Larger rackets and birdies can be used to match lower skill levels. Challenge- use all shot types in one match.

**Equipment Used-** 1 racket per student, one tennis ball per student, 5 tennis courts, Muscle Magic signs (listing muscle or muscle group name, a picture, and one or more exercises and activities that develop muscular strength and muscular endurance for that particular muscle or muscle group, for example, triceps – push-ups, dips; gastrocnemius – toe raises, jump rope; and so on), equipment for activities: jump ropes, dyna bands, bike tubes, and so on, music (optional)
## Day 11

**Lesson Summative Objective:** Students will understand all rules and strategies of tennis and gain confidence in game play by going as far as they can in round Robin Tournament.

**Introductory Activity:** Written Tennis Quiz

**Fitness Activity:** No Fitness Activity (Tournament)

**Fitness Concept:** N/A

**Lesson Focus / Skills:**
- Doubles Tournament Play Day 1

**Culminating Activity:** Continue with tournament play

### Lesson Objectives-
1. **Psychomotor** - Students will be able to demonstrate their ability to effectively use the correct scoring strategies during the doubles tournament by using the skills learned in the previous lesson.
2. **Cognitive** – Students will be able to complete the tennis quiz to the best of their ability using information for previous lessons.

### National Standards-
- **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- **Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- **Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

### Benchmarks-
- **9.1.1** Demonstrate the ability to use and appreciate activity-specific skills.
- **9.1.3:** Develop outdoor and lifelong leisure pursuits.
- **9.2.1:** Synthesize previously learned strategies into advanced game strategies.
- **9.5.1:** Demonstrate safe and appropriate use and care of equipment and facilities.
- **9.7.2:** Demonstrate comfort in personal expression.

### Assessment-
1. Teacher observation of proper skill technique used in game play
2. Recorded scores of each game during Round Robin Tournament.
3. Written Tennis Quiz.

### Technology – Not used because majority of class is assigned for game play.

### Adaptations and Challenges- Court dimensions can be modified to match student skill level. Larger rackets and birdies can be used to match lower skill levels. Challenge- partners alternate hits

### Equipment Used- 1 racket per student, one tennis ball per student, 5 tennis courts.
Day 12

Lesson Summative Objective: Students will understand all rules and strategies of tennis and gain confidence in game play by going as far as they can in round Robin Tournament.

Introductory Activity: Follow the leader stretching

Fitness Activity: No Fitness Activity (Tournament)  
  Fitness Concept: N/A

Lesson Focus / Skills:
  1. Doubles Tournament Play Day 2

Culminating Activity: Continue with tournament play

Lesson Objectives-
1. Psychomotor- Students will be able to demonstrate their ability to effectively use the correct scoring strategies during the doubles tournament by using the skills learned in the previous lesson.
2. Cognitive – Students will be able to complete the tennis quiz to the best of their ability using information for previous lessons.

National Standards-
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmarks-
9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.
9.1.3: Develop outdoor and lifelong leisure pursuits.
9.2.1: Synthesize previously learned strategies into advanced game strategies.
9.5.1: Demonstrate safe and appropriate use and care of equipment and facilities.
9.7.2: Demonstrate comfort in personal expression.

Assessment-
1. Teacher observation of proper skill technique used in game play
2. Recorded scores of each game during Round Robin Tournament.

Technology – Not used because majority of class is assigned for game play

Adaptations and Challenges- Court dimensions can be modified to match student skill level. Larger rackets and birdies can be used to match lower skill levels. Challenge- partners alternate hits.

Equipment Used- 1 racket per student, one tennis ball per student, 5 tennis courts.
Day 13

Lesson Summative Objective: Students will be able to demonstrate their knowledge of the skills and concepts taught during the tennis unit by completing the written exam during the class period.

Introductory Activity: Review for Exam
Fitness Activity: none in order to maximize time to complete exam
Fitness Concept: N/A

Lesson Focus / Skills:
1. Tennis Unit Exam

Culminating Activity: Exam

Lesson Objectives-
1. Cognitive- Students will be able to demonstrate their knowledge of the skills and concepts taught during this badminton unit with a passing score by completing the written exam during the class period.
2. Affective- Students will be able to respect classmates by remaining quiet and allowing others taking the test free of distractions.

National Standards-
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Benchmarks-
9.2.2: Analyze and evaluate information about complex motor (movement) activities that lead to improved physical performance.
9.2.1 Synthesize previously learned strategies into advanced game strategies.
9.4.3 Demonstrate knowledge and an understanding of basic principles of exercise physiology, nutrition, and chemical substances and their effects on the physical performance of the body.
9.5.1: Demonstrate safe and appropriate use and care of equipment and facilities.
9.7.1: Identify positive aspects of participation in several different physical activities.

Assessment-
1. Written tennis exam
2. Teacher observation of student behavior during exam

Adaptations and Challenges- Offer alternate exam forms or locations for students with disabilities (oral, visual, reading of test question, etc.

Equipment Used- 1 exam per student, 1 pencil per student
Assessment
## Pre-Assessment
### Teacher Checklist

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Forehand and Backhand Lob</th>
<th>Serve</th>
<th>Racket Handling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Racquet around waist level.</td>
<td>1. Weight on back foot.</td>
<td>1. Handshake Grip</td>
</tr>
<tr>
<td></td>
<td>2. Firm Wrists.</td>
<td>2. Release the ball at head level.</td>
<td></td>
</tr>
</tbody>
</table>

- 28 -
**Tennis Serve (Partner Assessment)**
Place a check mark if student completes the skill.
Place an X if student does not complete skill.

<table>
<thead>
<tr>
<th>Continental Grip (Handshake)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Flex the knees</td>
<td></td>
</tr>
<tr>
<td>Keep the wrist straight</td>
<td></td>
</tr>
<tr>
<td>Release ball when the arm is fully extended</td>
<td></td>
</tr>
<tr>
<td>Toss the ball high enough that it reaches the top of the racket</td>
<td></td>
</tr>
</tbody>
</table>

**Overhand Tennis Serve (Partner Assessment)**
Place a check mark if student completes the skill.
Place an X if student does not complete skill.

<table>
<thead>
<tr>
<th>Continental Grip (Handshake)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Flex the knees</td>
<td></td>
</tr>
<tr>
<td>Keep the wrist straight</td>
<td></td>
</tr>
<tr>
<td>Release ball when the arm is fully extended</td>
<td></td>
</tr>
<tr>
<td>Toss the ball high enough that it reaches the top of the racket</td>
<td></td>
</tr>
</tbody>
</table>
Pedometer Assessment

Numbers of steps that are shown on pedometer at the end of the fitness activity.

    # of laps: _________________

Number of steps that are shown on pedometer at the end of class.

    # of laps: _________________
Heart Rate Record Sheet

Part 1: Record your heart rate when your teacher signals you to do so.

<table>
<thead>
<tr>
<th>Warm-Up</th>
<th>Cool-Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning heart rate</td>
<td>Beginning heart rate</td>
</tr>
<tr>
<td>Round 1 heart rate</td>
<td>Round 1 heart rate</td>
</tr>
<tr>
<td>Round 2 heart rate</td>
<td>Round 2 heart rate</td>
</tr>
<tr>
<td>Round 3 heart rate</td>
<td>Round 3 heart rate</td>
</tr>
<tr>
<td>Round 4 heart rate</td>
<td>Round 4 heart rate</td>
</tr>
</tbody>
</table>

Time in activity: _______ Warm-up Total Steps: _______ Mix it Up Steps: _______

Part 2: Now look over the heart rates you have recorded and answer the following questions:

For the Warm-Up

1. Did your heart rate rise?

2. What other changes did you notice?

For the Cool-Down

1. Did your heart rate go down (decreasing intensity)?

2. What other changes did you notice?
Tennis Quiz

1. Name and describe the two different serves? (2 pts).

2. List three different shots used in tennis. (3 pts)
   __________________________
   __________________________
   __________________________

3. Explain the scoring system in your own words? (5 pts)

4. T/F During a lob shot you should follow upward and outward with the racquet? (1 pt)

5. T/F You should call out the score before each shot during game play? (1pt)
Tennis Exam

Write the appropriate definition or correct term in the space provided (1pt each)

1. A way to say zero in the tennis scoring system. (____________________)
2. A match played with four players. (_______________________)
3. A tie score at 40-40. (____________________________)
4. A shot hit before the ball bounces on the court. (_______________________)
5. A high, arching shot (____________________________)
6. An exchange of shots. (____________________________)
7. A winning serve the receiver cannot touch with the racket. (______________________)

Multiple Choice (1 pt each)

1. What is the fewest number of games possible in a set?
   A. Five
   B. Six
   C. Four
2. The proper progression of scoring in tennis is……
   A. Point, set, match
   B. Point, match, game, set
   C. Point, game, set, match
3. Bill is serving to Andrea, with the score 30-40. If Bill wins the next two points, what would be the result?
   A. Advantage Bill
   B. Advantage Andrea
   C. Bill wins the game
4. Alex is serving to Amanda. The score is 15-30. If Alex wins the next point, what is the score?
   A. 30-30
   B. 15-40
   C. 15-30

Answer each question in complete sentences. (6 pts)

1. Name three types of tennis grips and in one or two sentences, describe each grip.
Resources
The goal of increasing muscular endurance (progression) requires doing more than usual. Time, type, intensity, and frequency all depend on one another.

Purpose
Students will explain one example of progression in a muscular strength or muscular endurance activity and understand that frequency, intensity, time, and type are all related and affect the overall performance of the body.

Equipment Needed
- Challenge poster (see sidebar)
- Segmented music tapes (15-15 tape, 20-15 tape, 30-15 tape, and so on; first one for today, others for future lessons)
- Beanbags
- Small plastic bucket
- Mat

Challenge Poster Ideas

Note: Add pictures if desired.
Push-Up Fun - assume push-up position and move hands to the cadence: over, over, back, back.
Beanbag Push-Up - assume a push-up position, then pick up a beanbag with one hand and place it in the bucket. Repeat with the other hand and pick up a second beanbag; continue this pattern until all the beanbags are in the bucket. Continue longer by then taking the beanbags out of the buckets. (If you do not have buckets, students can place beanbags over a line and back).
Triceps push-up - in a crab position, lower the body while flexing (bending elbows, and return to starting position by extending arms.
Regular push-up
Elevated push-up - assume the push-up position but raise the feet off the floor by resting on a folded mat, a bench, or the like.
Four-count curl-up - in a curl-up position, knees bent, come up to touch knees, toes, knees, then return to floor.
Reverse curl-up - start in the up position, knees bent, and lower self slowly in four counts.
Arms-folded curl-up - do a curl-up, knees bent with arms folded across the chest.
One-legged curl-up - do a regular curl-up with one leg bent and the other raised off the floor and hooked around the opposite ankle.
Relationship to National Standards
Physical Education Standard 3: Student exhibits a physically active lifestyle - Student will select and participate regularly in physical activities for the purpose of improving skill and health.

Set Induction
Define progression as it relates to frequency, intensity, time, and type. Teach and allow students to practice the push-up and curl-up positions to ensure correct technique. Remind students that each individual must work from his or her current abilities to gradually and safely progress to better and better performance. It is important to remind students that they are each improving, and not competing with one another.

Procedure
1. Display the challenge poster and begin a segmented music tape to manage the activity.
2. Direct each student to work in a self-space. Remind them to warm up and stretch before beginning.
3. Have each student choose one challenge (push-up or curl-up variation) from the poster and, beginning slowly, perform the exercise while the music is playing.
4. Direct students to rest when the music is off.
5. Repeat the same exercise challenge for a second set, then a third set (depending on individual abilities).
6. After the third set, have each student choose another exercise challenge from the poster.
7. Continue the challenges at your discretion.

Teaching Hints
Be sure to have students warm up and cool down properly. When revisiting this activity, increase the workload by having the students perform the challenges with a new music tape (more time spent on activity, less on rest).

Closure and Assessment
Written and Oral
Write a short definition of progression as it relates to muscular strength and endurance.

Project
Discuss with your partner(s) the improvement you have made through the hard work and goal-setting process. Discuss what you did well and what you could improve. Share with the class those suggestions.

Extending the Lesson
Take students to visit the high school weight training room or a health club. Bring in an orthopedic surgeon or physical therapist to discuss muscular strength and muscular endurance and their importance in overall health.
Intermediate Level

Metabolism refers to the sum of chemical reactions that occur in the body to keep us alive. To maintain a healthy body composition, the energy (food) that goes in the body must equal the energy (activity) used. Everyone metabolizes food differently according to genetics, age, and physical activity level. A higher physical activity level leads to a higher metabolic rate, which in turn helps the body use food for fuel instead of creating excess fat.

Purpose

Students will understand that (1) the different amounts and kinds of food you eat provide different amounts of energy in processing the food for fuel; (2) "calories in" (those eaten) must equal "energy out" (those spent) to have a healthy body composition; and (3) each person's metabolism is unique.

Equipment Needed

- Pyramid Cards (triangular shapes, on each with a food item listed, the calories, the energy needed to process the food, and the number of walls to touch for physical activity)
- 4 wall signs that have 2 numbers on each of them (1 and 5, 2 and 6, 3 and 7, and 4 and 8). They are placed on the walls or on the back of a chair.
- Music (fun and continuous)

Relationship to National Standards

Physical Education Standard 4: Student achieves and maintains a health-enhancing level of physical fitness - Student will identify several activities related to each component of physical fitness.

Health Education Standard 3: Student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks - Student will demonstrate strategies to improve or maintain personal health.

Set Induction

Introduce or review the definition of metabolism and the factors that influence it. Explain that today's activity will help students achieve a balance of calories in and out by involving them in vigorous physical activity while they learn about different foods, their calories, and the activity required to process those calories. Review safety rules (staying in self-space and so on).

Procedure

1. Choose whether you want students to work individually or in small (two or three students) groups. If using small groups, one member goes out to pick up the food pyramid and brings back the information to the group. The whole group then follows the one that picked up the food pyramid jogging to each wall.

2. Place the Pyramid Cards in the center of the room.

3. Have each student find a personal space in the activity area to use as a home base.
4. Have each student pick one card and take the card back to his or her home base, read it, then perform the listed activity (number of walls to touch). Have student keep each card until the end of the game. Some Pyramid Cards have the message “0” walls, which indicates that the student must draw another card.
5. Walls must be touched in the correct (numeric) order.
6. Continue the activity for five to seven minutes.

Teaching Hints
Play some fun, continuous music during the activity. Remind students to be careful when moving through open spaces. Working in partners or small groups, students could skip to slow down the movement. When working alone, students can use different locomotor skills when moving from wall to wall, to integrate themes (dribbling, tossing, and catching, and so on) instead of traveling from wall to wall. To enhance cooperative learning skills, have small groups stay connected while they travel from wall to wall. You might also choose to have students return chosen cards to the card pile immediately instead of keeping them.

Closure and Assessment

Written and Oral
- Write a short definition of metabolism. List two factors that influence the rate of metabolism.

Project
- Have students create a collage showing a train (“metabolism”) that goes slow or fast, depending on what students put in the storage cars. Choose from pictures and cards with various physical activities and foods from various food groups. For example, more vigorous physical activities tend to increase the metabolic rate, and foods with more calories will take longer to process as fuel.

Extending the Lesson
- Have students arrange the Pyramid Cards they collected into food groups in the shape of the Food Guide Pyramid. Let them discuss their nutritional plans for the day. This is a great way to integrate a nutrition lesson in physical education. Ask “Did they have enough servings of [a specific nutrient, such as carbohydrates]?”
- Ask the classroom teacher to introduce or review how to read food labels for calories and integrate math by figuring out how much activity will metabolize each serving.

Reprinted from Physical Best Activity Guide
Continuous Relay

Intermediate Level

Type and Frequency: Frequency refers to how often one should perform a TYPE of exercise or activity. Type refers to the selection and the participation in an appropriate activity for gaining benefits in muscular strength, endurance, aerobic endurance and flexibility.

Purpose
Students will understand (1) that the daily activities they perform on a regular basis fit in the activity pyramid under different types of exercises; (2) that the frequency of each exercise are to be done a specific number of times per week; and (3) the differences between the many types of exercises related to each component of physical fitness.

Equipment Needed
- Pyramid Cards (one for each team, see attached).
- Exercise cards (each card lists one exercise or daily activities, i.e. walk the dog; weight lifting).
- Music (fun and continuous)
- Each team needs one step, one jump rope, one carpet square.

Relationship to National Standards
Physical Education Standard 4: Student achieves and maintains a health-enhancing level of physical fitness – Student will identify several activities related to each component of physical fitness.

Set Induction
Introduce or review the exercise pyramid and the types of physical fitness activities that should be performed on a weekly basis. Explain that today's activity will help students understand the types of activities and the frequency of each activity.

Procedure
1. Students are in groups of four.
   \( \triangle \) #1 jumping rope
   \( \downarrow \)
   \( \downarrow \) #2 curl-ups or push-ups or crab dips
   \( \uparrow \) #3 Aerobic step (the team motivator)
   \( \uparrow \) #4 \( \rightarrow \) runner

Three of the students in each line perform a designated exercise while the fourth student runs (3 lengths of the gym) first to the jump rope team mate/at a line at the opposite end of the gym, back to the stepper and then back to the jump rope team mate, where there is an exercise pyramid sheet and exercise cards. Once the runner has reached the end line, he/she picks one activity card and places it on the corresponding category (Example: the activity card showing someone riding a bike would be placed on the lifetime fitness category session on the pyramid). After finishing this task, the runner high fives the number one
student who is jumping rope and then takes his/her place. The #1 student then runs to the #2 student who is performing curl-ups and high fives the number two student and then takes his/her place. Then the #2 student runs to the #3 student who is performing an aerobic basic step, high fives him/her and then takes his/her place. Then the #3 student runs to the pyramid to start the relay over again. Continue until all activity cards have been placed. The person performing the step aerobics is also the team motivator and is to cheer the team on to work hard at their exercise.

Teaching Hints
Play fun, continuous music during the activity. Remind students to be careful when moving through open spaces. The person performing the step aerobics is also the team motivator and is to cheer the team on to work hard at their exercise. You can change the exercises each time through so they are doing different and fun exercises at each part of the relay.

- Use upside down carpet squares and have #4 do "the twist"
- Use beanbags and small buckets and have #2 do alternating hand beanbag pick up in between push-ups. Students pick up one bean bag with right hand put the bean bag in the bucket then do the same with left hand, then they do a push-up and so on.
- Give the continuous relay a dance twist. Have each part of the relay perform a dance related activity, i.e. Macarena push-ups; Macarena curl-ups; twist and shout jumping jacks (twist 4 counts and then perform a jumping jack and shout); have the runner perform high knee skips or leaps.

Closure and Assessment

Written and Oral
- Discuss what daily activities the students perform and what type of exercise they are and where they fit in the activity pyramid.

Journal entry
- Provide students with an activity pyramid sheet and have students draw or write in the activities they do on a weekly basis and where they fit in the activity pyramid.
Muscle Hustle

Muscular strength involves the strongest force possible to perform a task that can be produced by a group of muscles. Muscular endurance is the ability to move your body or an object over and over again without getting tired. For most activities you use both muscular strength and endurance. If you don’t use your muscles regularly, they can lose strength and endurance. Muscles require appropriate nutrition, especially getting enough protein.

---

**Purpose**

Students will understand the definition of muscular strength and endurance by participating in several circuit activities that involve these components.

**Equipment Needed**

- Muscle Hustle station signs (listing a sport, skill, or activity that requires muscular strength or endurance; see sidebar)
- Equipment needed for stations: volleyball, soccer ball, basketball, or the like
- Cones
- Segmented music tape (optional)

**Relationship to National Standards**

Physical Education Standard 4: Student achieves and maintains a health-enhancing level of physical fitness - Student will identify several activities related to each component of physical fitness and at least one activity associated with each component of health-related physical fitness.

**Set Induction**

Define muscular strength and endurance. Share or have students share a few examples of each. Explain that today students will participate in a circuit designed to build muscular strength and endurance, which, in turn, will enhance physical activity and sport performance. Describe the station activities to students.

**Procedure**

1. Divide students into small groups and have each group go to a station.
2. Signal students to perform the activity on their station's Muscle Hustle sign for 30 seconds.
3. Stop and ask students to try to guess if the exercise is developing MS or ME.
4. Have students rotate from station to station.
5. Continue as long as desired.
**Muscle Hustle Sample Stations**

- Basketball rebound (shoot a basketball at a wall, jump up and grab the Rebound)
- Basketball guard position - slide
- Kicking a Nerf soccer ball into a goal
- Jumping rope continuously
- Standing long jump for distance
- Medicine ball throw

**Closure and Assessment**

**Written and Oral**

- Ask which activities used muscular strength, which used muscular endurance, and which used both, and why.
- Have students write a short definition of muscular strength and give two examples of physical activities that require muscular strength.
- Have students write a short definition of muscular endurance and give two examples of physical activities that require muscular endurance.

**Project**

- Provide students with a list of physical activities and have them identify skills that require muscular strength and endurance (see examples).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Muscular Strength</th>
<th>Muscular Endurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball and softball</td>
<td>Throwing ball</td>
<td>Pitching</td>
</tr>
<tr>
<td></td>
<td>From center field</td>
<td>for an inning</td>
</tr>
<tr>
<td>Horseback riding</td>
<td>Placing western saddle</td>
<td>Carrying saddle</td>
</tr>
<tr>
<td></td>
<td>On horse</td>
<td>to horse</td>
</tr>
</tbody>
</table>

**Extending the Lesson**

- Have the students look at a famous sports figure and discuss the types of training and skills they went through to make them a successful athlete. Discuss the kinds of workouts that they would need to perform to improve the sport that they enjoy performing.
- Construct a bulletin board showing that proteins are essential foods for building muscle mass. Assert that building muscle mass helps build strong bones. Show the kinds of foods that need to be consumed to get the correct amount of minerals, vitamins, and protein needed for strong muscles.
**DASH FOR CASH**

**Focus:** Health-related fitness components practiced

**Purpose:** Integrates health-related fitness components and math skills in an action-packed activity and all students are active and make healthy and personally meaningful fitness choices while learning about the value of money and honesty

**Equipment Needed**
- One box for the bank
- Copy and laminate 100 $1 bills
- Three tumbling mats
- Six jump ropes
- Aerobic steps
- Beanbags

**Relationship to National Standards**
- Standard 3: The student participates regularly in physical activity
- Standard 4: The student achieves and maintains a health-enhancing level of fitness

**Procedure**
1. Place the Dash for Cash Fitness Station signs and equipment around activity area.
2. Students line up around the perimeter of the activity area on the boundary lines if available.
3. The banker (teacher) stands at one end of the activity area with money in banker's box.
4. Student walk, jog, or run around the perimeter of the activity area at a good pace. Each time students complete one lap, they receive $1 from the banker.
5. After students complete three laps, they can choose whether to keep moving or pay the banker and go to one of the health-related fitness stations to exercise.
6. The object of the activity is for students to have participated in all the health-related fitness stations before time is up. Each station costs $3 to participate.
7. Students pay the banker each time they go to a new fitness station. Students can either move aerobically and receive lots of money before spending it to participate in the stations, or they can move, exercise, move, exercise, until they are finished.
8. If time remains after some students are done with the fitness stations, add a few free choice stations that might cost more money ($5).
GOAL-den Gates

- Students will learn the benefits of passing accurately to a partner.
- Students will learn the benefits of communicating with a partner in order to succeed.
- Students will understand the benefits of an increased heart rate and/or steps.

Equipment Needed
- Small Cones
- Soccer Balls
- Music (if necessary)
- Pedometer/HR Monitor (if necessary)

Relationship to National Standards
- Standard 2: Applies movement concepts and principles to the learning and development of motor skills.
- Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Procedure
1. Explain to the students the benefits of accurate passing with a teammate and moving after a pass in order to advance up the field towards goal.
2. Have students pair up, each pair must have a ball.
3. Each pair of cones (gate) are set 2 yards apart. (10+ gates is suggested)
4. Students are instructed that when the music begins, they will try to pass the ball through a gate and have their partner receive the ball on the opposite side of the gate to receive 1 point.
5. When the game begins, the students are encouraged to score as many goals (pass through as many gates) as possible before time is up (approx. 1-2 mins)
6. In between games, ask students why or why not they were successful at passing through a gate.
7. Key cues
   a. Communicate with partner
   b. Move quickly after pass to another gate
   c. Accurate passes

Adaptations
1. Add/remove gates
2. Increase/Decrease boundaries
3. Limit the amount of touches that the students can dribble
4. Limit which foot they can use

Assessment:
1. Pedometers - students record how many steps after each game.
2. Students record how many gates they scored after each game.
Intensity is the level of energy that is put forth during an activity and can be measured in several ways – heart rate and a 1-10 (1 – very easy) scale being the easiest ways. Intensity levels can be changed by increasing distance, speed, or resistance. Varying intensities during physical activity is a good idea so you don’t become “stale” mentally or physically.

**Purpose**
Students will understand what happens when intensity levels are varied by participating in a warm-up, X Marks the Spot game, and a cool down.

**Equipment Needed**
- 25-30 poly spots
- 30-36 pieces of treasure
- CD
- CD player
- Flags for each student

**Relationship to National Standards**
National Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

**Set Induction**
Define intensity and give a few examples of how to change intensity and ask for some examples. Explain the X-Marks the Spot game and its relationship to intensity. Describe the warm-up and cool-down process – flag tag.

**Procedure**
1. Have each student grab a flag and tuck into a pocket
2. Start warm-up activity - lasts about 1 minute
3. Split the class into groups of 4 by flag color and pick an X
4. Game starts when music starts
5. There are 6 objects in the middle of each X
6. Students will take 1 object at a time back to their location
7. Students can take objects from other people – can not carry more than one object at a time
8. Game is re-set when 1 person has 3 objects at their home base
9. After 2 minutes increase the distance between spots
10. Cool down game of tag – until heart rates start to drop
Muscle Magic

Type means what kind of activity you participate in to improve or maintain muscle strength and endurance. You develop muscular strength and endurance by doing specific exercises and activities for specific muscles and muscle groups. The type of muscular strength and endurance activities you do should depend on your personal goals and interests.

Purpose
Students will identify specific exercises that improve muscular strength and endurance in specific muscles and muscle groups, and understand that the correct type of strength training they perform depends on the activity or sport for which they are training.

Equipment Needed
- Muscle Magic signs (listing muscle or muscle group name, a picture, and one or more exercises and activities that develop muscular strength and muscular endurance for that particular muscle or muscle group, for example, triceps - push-ups, dips; gastrocnemius - toe raises, jump rope; and so on)
- Equipment for activities: jump ropes, dyna bands, bike tubes, and so on
- Music (optional)

Relationship to National Standards
Physical Education Standard 4: Student achieves and maintains a health-enhancing level of physical fitness - Student will identify several activities that relate to a component of physical fitness.

Set Induction
Define type as it relates to muscular strength and endurance. Offer some examples and ask students to share more examples. Introduce the activity or activities you have planned for today, stressing safety and correct technique.

Procedure
There are many ways to play Muscle Magic.
1. Introduce a "Muscle of the Week."
   a. Discuss where the muscle is; what it does; and how it helps in daily work, play, and sports.
   b. Teach various exercises that work the muscle or muscle group.

2. Play Muscle Magic by setting up stations.
   a. Post each Muscle Magic sign at a station.
   b. Rotate small groups of students from station to station until everyone has participated in all the activities.

Teaching Hints
Be sure to stress safety and proper form at stations where students are using dyna bands or bike tubes.
Closure and Assessment

Written and Oral

- Write a short definition of type as it relates to muscular strength and endurance. Briefly explain specificity of training.

Project

- Have student design a set of Muscle Magic cards for a physical activity in which he or she has an interest.

Extending the Lessons

- Collect pictures of people using muscles in various activities, work, play, sports, and so on.
- Develop a "Muscle of the Month" bulletin board. Each month feature a muscle used in your Physical Best activities.
- Create a board game using specific muscles and their anatomical name.
**Name of Activity:** No Racket Tennis

**Purpose of Activity:** To teach scoring and positioning of players on a tennis court during a game of tennis

**Suggested Grade Level:** 9-12

**Materials Needed:** Tennis courts and 1-2 tennis balls per court

### Description of Idea

Before doing this activity make sure to spend time in the classroom on scoring and court positioning in a tennis match.

This activity allows students to play a tennis game just like if they had rackets, but they aren't allowed to have rackets. Arrange the students on each court with a doubles team on each side. The game begins with a serve, but the server throws the ball over the net into the proper service box using an overhand throwing motion. The returning team must catch the ball with their hands and while standing in their own self space they throw the ball using an underhand throwing motion back over the net. Underhand throws are exchanged for the rest of the point. The ball must hit inside the court where the other team must now catch the ball (either in the air as in a volley or after it bounces once) and return it. This will continue until one team scores a point.

A point is awarded when the ball does not hit within the court or the ball is dropped by the team catching it, or it bounces twice on the court. You can even alter this scoring system more for those classes/players that don't throw and catch very well. This can be done by allowing two bounces or changing the size and type of ball.

The score is then called out (i.e., 15/Love, 30/15, etc.) and the server now changes sides of the court. The game is played just like a tennis match. Teams change sides of the court after odd games. Play as many sets as you want in the time allowed.

**NOTE:** The game worked really well and taught the players the movements on the court during a game. I found that the less skilled players preferred playing this game more than the real game of tennis. (The "lower skilled" players could play a game and have some success).

**Teaching Suggestions:**

Only allow overhand throws on the serve! Underhand throws should be used for the volleys thereafter, encourage students to use medium speed throws on the serve.
Technology

Heart rate monitors
The use of Polar Heart rate monitors will be used on days when fitness is based on cardiovascular endurance and be used to assess the level of exertion the students are working at. Using the heart rate monitors will help our students realize the appropriate intensity they should be working at to reach a level of healthy enhancing fitness

Pedometers
The use of digi-walkers will help our students count steps one day with the goal of reaching 1000 steps by the end of the fitness activity. By using the pedometers we can show our students how many steps it takes to burn enough calories to maintain weight and fitness levels