

Virtual Physical Education Lessons Grades 6-8

Week 8

CHECK OUT THE NUTRITION LESSONS THAT CAN BE TAUGHT TOO! [FIND THEM HERE!](#)

Learning goals for this week:

1. I can develop and improve my health related fitness.
2. I can apply my knowledge about FITT principle to create a self-guided workout.
3. I can understand and apply the 5 health related fitness components and the FITT principle in a workout.
4. I can utilize the underhand throw/roll to bowl while at home
5. I can demonstrate **health related fitness** by being physically active for 60-minutes every day.

Standards Covered:

Michigan Standards

- **Standard 2:** Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhanced level of physical activity and fitness.
- **Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

National Standards

- **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Lesson #1 (Grades 6-8)	
Warm-up:	First, before starting every lesson make sure that you tell your students the area around you is safe for physical activity. • Today we are going to skip the warm-up because you will be warming up through the main activities.
Activity:	Today we are going to experience Yoga with YogaEd as we have been the last couple of weeks. This is a series that is designed for teens and has a trauma sensitive focus. Today, we are combining two different lessons given the length of each of them are fairly short. Combined, I think that it will last your whole lesson. The first video talks about Emotional Regulation and provides a yoga flow • https://youtu.be/LOLNc0jQw0U (11:53 minutes) The next video is a practice to feel Safe • https://youtu.be/R4l1Uck8nzi (18 minutes)
Cool Down:	• End with a Mindful Minute ○ Participate in grounding breath from Yoga Ed (1:20). https://youtu.be/ifvvDBX0kZI
Assessment:	Suggestions: • Exit Slip ○ Today we completed a yoga sequence. What were two yoga poses in the sequence that you liked and disliked? Name them, explain how they are done, and why you chose those four poses. They need to be different than last week. • To meet our goal of being physically active for at least 60-minutes each day, remote learners can use this activity tracker to record your activity this week - make sure you include your time in PE class!
Daily PA:	Our friends at OPEN PE have made it easy for you to get daily physical activity with their November DEAM Calendar.

Lesson #2 (Grades 6-8)	
Warm-up:	First, before starting every lesson make sure the area around you is safe for physical activity. • Today we will be working through Warm-Up #4. Go through all three once and then repeat a second time: ○ High Skips (down and back) ○ Soldier Kicks (10 reps) ○ Mountain Climbers (20 reps) ○ https://youtu.be/kjmascicwK0
Activity:	Obviously since we are home, you are participating in lots of fitness workouts. We have learned about the five health related fitness components and last week we focused on the FITT (Frequency, Intensity, Time and Type) principle. We are going to continue our work with the FITT principle this week. Please review the FITT principle definitions using the handout Click here for handout (page 2) • Now, similar to last week, we are going to apply the FITT principle. Using this packet of workouts from Darbee Fitness the students will apply their FITT knowledge and create their own workout. Using the packet of exercises attached, students will choose the movement and then they will create their own FITT plan for the workout and then complete the workout. You have to decide the Frequency of each movement, the intensity level, how long you are going to do it, and for how long. Use this FITT Principle Worksheet to record your workout intensity after the workout and turn it in for your assessment. ○ Specific suggested rules ■ Minimum of twelve movements ■ Workout in total must last at least 30 minutes ■ Write the name of the movement and the name of the worksheet it came from
Cool Down:	• End with a Mindful Minute ○ Breathe in and out for 2 minutes. Eyes closed, breathe in through the mouth and out of the nose.
Assessment:	Exit Slip: • Use the worksheet as their assessment. The students should have filled the frequency time and type out before the workout and then the intensity should be filled out at the completion. • You could also add a reflection about the experience of creating and choosing

	their own movements. To meet our goal of being physically active for at least 60-minutes each day, remote learners can use this activity tracker to record your activity this week - make sure you include your time in PE class!
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Lesson #3 (Grades 6-8)	
Warm-up:	First, before starting every lesson make sure that you tell your students the area around you is safe for physical activity. • Today we will be working through Warm-Up #5. Go through all three once and then repeat a second time: ○ Plank Jacks (20 reps) ○ Squat Hold (15-30 seconds each) ○ Quad Hold (15-30 seconds each) ○ https://youtu.be/zWoB_dJxCuU
Activity:	• Wednesdays is the Workout of the Day (WOD)! You can create words for your students to spell, or you could give them guidelines to allow them choice in the movements that they are participating in. Have your students download the handout and then each letter is linked to a video to show how to do the different exercises. ○ Use always use this A-B-C exercise guide ○ On Monday with the Yoga workouts, we learned or discussed some new language that revolved around emotional regulation and feeling safe. Let's reflect on those concepts and use the following words/phrases for our workout this week. ○ Emotional Regulation ○ Feeling Safe ○ Reflection ○ Honest with Self • This could be done in a live class with the teacher demonstrating or on their own. • To keep with a theme of heart rate this week. You can use the heart rate tracker after each word.
Cool Down:	• End with a Mindful Minute ○ For 120 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing. While doing your mindful minute, start thinking about your exit ticket for class.
Assessment:	Suggestions: • Exit Slip: ○ Use the heart rate tracker as well as participate in the following prompt. ○ What do you do to regulate your emotions when you are angry and/or sad? How could you utilize physical activity to help you cope with difficult times in your life?

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Lesson #4 (Grades 6-8)	
Warm-up:	First, before starting every lesson make sure that you tell your students the area around you is safe for physical activity. - Use this dynamic stretch routine to warm-up (its kinda fast so you could show and pause video or just teach them yourself) -- I also did not list the whole video - Downward Dog to runner's lunge - Inch worm - Dynamic squat stretch - Crescent hamstring stretch - Half kneeling hamstring stretch - World's greatest stretch - Half kneeling thoracic stretch - Kneeling thoracic rotations - Wringing out the towel - Child's pose with reaching - Side to side lunge with reach - Here is the link: https://youtu.be/nPHfEnZD1Wk
Activity:	- This week we are going to take a break from fitness and touch on a sport skill. The skill that we are going to be working on is bowling. The students will need a ball or sock ball, and a single empty water bottle or plastic cup. - Students will use this handout to keep track of their success throughout this class period. - The first thing we need our students to know with bowling is the underhand roll. Although elementary, introduce the concept as a pendulum that goes back and forth. Talk about the release point, stepping with opposition, etc. - Have them pick a spot on the couch, wall, or use a laundry basket to aim for and practice the underhand roll. Do this 10 times while releasing the ball and aiming for a "bigger" target (Laundry basket) - Then, have them grab a water bottle and now do the same thing 20 times and have them aim to knock over the water bottle from 5 feet away, 10 feet away - Keep track of how many out of 20 they knocked down the bottle at each distance - Now they are going to participate in ski jump bowling - Students will need one sock ball, 5 household items and one water bottle - Watch this video for directions

	• https://youtu.be/bnhbRrQt5M4 • Teaching the students a proper approach for bowling is the next logical step. Go over the proper approach with the students ○ 5 step approach video to demonstrate: https://youtu.be/VSt3gl1MdKU ■ 1: Short step with opposition ■ 2: Crossover step and clear hips ■ 3: Crossover step - setting yourself straight ■ 4: Power step ■ 5: Slide ○ Have the students practice the steps 10 times in a row without a ball. They should pretend that they have a ball in their hand • Now students need to practice with a ball. Using the same water bottle from the last activity, have the students use their approach and aim at the water bottle. They should have a marker that they cannot pass with their approach. Have the students attempt a bowling approach 20 times and release the ball to try and knock the water bottle over. Record the results on their worksheet.
Cool Down:	• Use this Darbee finisher workout as our cool down. ○ https://dshines.info/3oV5EEq
Assessment:	Suggestions: • Exit Slip ○ Use their bowling worksheet as an assessment and have them write a reflection about their skills. • To meet our goal of being physically active for at least 60-minutes each day, remote learners can use this activity tracker to record your activity this week - make sure you include your time in PE class!
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Lesson #5 (Grades 6-8)	
Warm-up:	First, before starting every lesson make sure that you tell your students the area around you is safe for physical activity. • Today we will be working through Warm-Up #6. Go through all three once and then repeat a second time: ○ Plank Toe touch (10 reps) ○ Quad Walk (10 steps forward, 10 steps back) ○ Reverse Plank (15-30 seconds) ○ https://youtu.be/4DSe5kB8aiE
Activity:	Today you are going to embark on a fitness journal with Harry Potter. Use the following videos to lead your students through various fitness workouts with a Harry Potter theme. Use the heart rate tracking sheet to have students take their heart rate and record it after each short workout. • Have the students lie flat on their backs for one minute, breathing normally. While laying down, have them find their pulse and take their heart rate (tell them go, have them count the number of beats for 6 seconds, then add a zero to their number). Have students record their resting heart rate on the tracking sheet. • HITT workout (4 minutes) ○ https://youtu.be/TBGOZIZ2-DY • Enchanted Spells workout (4 minutes) ○ https://youtu.be/fu-ZCwMrvKc • Ab Workout (7 minutes) ○ https://youtu.be/s4RdzvB-5GQ
Cool Down:	• End with a nice stretch routine from Darbee Fitness called superhero stretch ○ https://dshines.info/38puxlQ
Assessment:	• Exit Slip ○ Using the heart rate chart that the students filled out throughout the lesson, have them reflect on the different activities as well as their heart rate during them. Was their heart rate higher or lower at certain points in the workout? Why do they think it was the same or why did it vary?

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