Strategies for Fitness
Focused Physical Education

Meghan Dwyer & Dave Lyth
Natick, MA
Kennedy Middle School

Please put on a heart rate monitor & strap
Thank you to Pottstown Health & Wellness Foundation
Objectives:

1. Provide ideas for using cardiovascular activities to drive curriculum, instruction and lessons
2. Grading and evaluation through the use of HR monitors

Agenda:

1. Pass out/assign HR monitors
2. Background Information
3. Activity Time
4. Grading and evaluation demonstration through the use of HR monitors
Who Are We?

Dave Lyth
- 8th year teaching Physical Education
- Masters in Educational Leadership
- Masters in Curriculum & Instruction
- Director of AAU Basketball Program
- Avid Golfer

Meghan Dwyer
- 9th year teaching Physical Education
- Springfield College for undergrad and graduate work
- Masters in Athletic Administration
- Teacher/Coach
- Avid Diaper Changer

www.youtube.com/user/natickkmsfitness
Our Story

2009 Natick, MA; Kennedy Middle School  
Dr. Ratey presented at our Opening Day for teachers

Summer of 2011- attended the Sparking for Life Institute

2011-2012- became motivated to make changes in our classes and in our school
Kennedy Middle School

5th-8th Grade 700 students 65 students/class on average

PE 5th/6th Grade 3/6 Days = 90/180 days per year

PE 7th/8th Grade 2/6 Days = 60/180 days per year (+Fitness)

Fitness for Life Class 7th & 8th grade = 60 consecutive days

45 minute classes for all
Physical Education Class Blueprint

1. Students wear heart rate monitors everyday to evaluate their effort

2. Graded on their time in target heart rate zone
   20 minutes in the THR zone for most classes out of a 35 minute time frame
   - Green zone is 70-80% of MHR
   - Orange zone is 80-90% of MHR
   - Red zone is 90-100% of MHR

   Resting heart rate to find Max HR- also compare to Max HR from PACER runs and the mile run
Time In Target HR Zone

<table>
<thead>
<tr>
<th>Name</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gary C.</td>
<td>25:52</td>
</tr>
<tr>
<td>Nina C.</td>
<td>27:30</td>
</tr>
<tr>
<td>Alex C.</td>
<td>30:15</td>
</tr>
<tr>
<td>Evia D.</td>
<td>29:56</td>
</tr>
<tr>
<td>Richard E.</td>
<td>20:08</td>
</tr>
<tr>
<td>Daniel E.</td>
<td>27:31</td>
</tr>
<tr>
<td>Janet F.</td>
<td>29:04</td>
</tr>
<tr>
<td>Terry G.</td>
<td>26:21</td>
</tr>
<tr>
<td>Brittany G.</td>
<td>26:15</td>
</tr>
<tr>
<td>Mary H.</td>
<td>27:23</td>
</tr>
<tr>
<td>Anne H.</td>
<td>25:21</td>
</tr>
<tr>
<td>Laurie J.</td>
<td>31:32</td>
</tr>
<tr>
<td>Kathy K.</td>
<td>27:29</td>
</tr>
<tr>
<td>Glenda K.</td>
<td>40:47</td>
</tr>
<tr>
<td>James M.</td>
<td>31:32</td>
</tr>
<tr>
<td>Katherine O.</td>
<td>27:27</td>
</tr>
<tr>
<td>Mary R.</td>
<td>20:08</td>
</tr>
<tr>
<td>Lena S.</td>
<td>27:29</td>
</tr>
<tr>
<td>Barbara S.</td>
<td>27:52</td>
</tr>
<tr>
<td>Hugh S.</td>
<td>31:31</td>
</tr>
</tbody>
</table>
3. Teachers spend the first 3 minutes of class making sure monitors are working- students spend time doing their hair, tying their sneakers and jogging laps around the gym space.

4. Next 10 minutes spent doing a cardiovascular endurance activity (CVEA)
   For example: Card Mania, 4 corners, Jog and Jump, Drawing Relay

5. Last 20 minutes playing a game, activity, sport etc. depending on the unit.
   For example: Cooperative Games, Volleyball, Triball, Outdoor Games, Dance
-Card Mania
  - run across gym and pick up one card
  - in partners or groups
*can change locomotor movements
*Add cards up
*Suit challenge (diamonds, hearts, spades, clubs)
*cards could match up with an exercise

4 Corners
- Teacher or students write 4 exercises in each corner of the gym
- students get into small groups or pairs and start in one of the corners
- Do the first exercise in your corner until the timer goes off
- Rotate to the next corner and do the first exercise on that board
**Jog & Jump**
- ½ of class is outside of basketball court, ½ is inside
- Outside half jogs around the gym
- Inside half performs dynamic exercises around cone
- Switch on whistle

**Pick a Card**
- Students get into groups of 5ish and form lines on the side line
- When the music starts, the first person in line runs counter clockwise to the pile of cards in the corner of the gym.
- The student picks up one card and continues to run to the white board in a different corner of the gym.
- Student determines which exercise he/she will have to do based on the number/letter on the card they picked
- When the student returns to the group, the next person in line runs and the rest of the group does the exercise 10 times.
**Leprechaun Relay**

In a group take turns running down and drawing one part of the leprechaun.
First person draws the head
Second person draws the hat
Third person draws the eyes, etc.

**Musical Spots**

-spots down the middle of the gym, students jog around the spots. When the music stops they must try to step.
-If they win the spot they do the exercise on the spot
-If they don’t win a spot they will run around the outside of the gym until the game is over
-If students tie on a spot, rocks, paper, scissors
-Take spots away each round
Spartan Bridge
- Students are shoulder to shoulder in high plank
- First student in line army crawls under the high plank students
- Students are slowly traveling across the gym

Modification
Students hold high plank
First student in line leaps over each student in their group

Outside
- Run for time around field or front circle
- Collect cards
- Set goals
- Can have partners

*Mile Practice
2 Rules
1. If standing, move in place.
2. If waiting for a turn, move in place.

Volleyball
Floor Hockey
Triball
Capture the Flag

Cookie Jar
Electronic Bowling
Bean Bag Tag
3 v 3 Kickball
Castle Ball
Individual data
General physical education

Lesson summary

Student Information
Amy Gilt
Jenise Gray
Melissa Sel
Matthew Cox
Billy Brown
Adam Allen

Heart rate summary

<table>
<thead>
<tr>
<th>Zone</th>
<th>%</th>
<th>Time in zone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max</td>
<td>80-100</td>
<td>00:00:00</td>
</tr>
<tr>
<td>Hard</td>
<td>60-80</td>
<td>00:02:00</td>
</tr>
<tr>
<td>Moderate</td>
<td>40-60</td>
<td>00:02:50</td>
</tr>
<tr>
<td>Light</td>
<td>30-40</td>
<td>00:04:32</td>
</tr>
<tr>
<td>Very light</td>
<td>20-30</td>
<td>00:06:08</td>
</tr>
</tbody>
</table>

Time reached

102

Training benefit

That was a fantastic workout! This training improved the endurance of your muscles by enhancing blood circulation to them. Also, your body's ability to store oxygen within the cardio system and muscles improved. Carbohydrates are the main energy source that your body uses at this training intensity. Additionally, this kind of training burns calories, provides health benefits such as better bone health and makes you feel energetic. Plus, it helps prepare your mind and body for academic success.

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Grading

Everyday’s Goal:
20 minutes in the THR zone
A+ - 20+
A - 18-20
B - 15-17
C - 12-14
D - 6-11
F - >5

Take the average from 2 cycles to equate to a # grade

RHR- take into account genetics and fitness level

Trimester Grade
70% HR effort
25% Fitness testing participation
5% Quizzes
Keys

- Culture shift towards PE
- More accountability and responsibility (grading)
- New activities and creativity
- Educating parents
- Administrative support
- Correlation exercise and the brain  FIT KIDS = FIT MINDS
- Heart rate emphasis - focused on effort
- Less traditional team sport model
- Learn about body / physical literacy