



# Fitness Activities

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Physical Education. Each document may be used individually or in combination with others as the course is implemented. They outline strategies to support educators with inclusive school environments. These resources are designed as examples and samples that can be modified to meet the needs of each individual classroom or school district.

# CARDIORESPIRATORY ACTIVITIES LESSON PLANS

## Lesson Topic

Fitness Activities can improve the state of health and well-being and, more specifically, the ability to perform aspects of sports, occupations and daily activities for learners. Physical fitness is generally achieved through proper nutrition, moderate-vigorous physical exercise, and sufficient rest.

---

## UNIT OBJECTIVES

The student objectives below are followed by specific reference to SHAPE America National Physical Education Standards and Grade-Level Outcomes .



### Students will be able to...

- Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. (S3.H2.L2)
- Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)
- Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self monitor aerobic intensity. (S3.H10.L2)
- Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)
- Exhibits proper etiquette, respect for others and team-work while engaging in physical activity and/or social dance (S4H2.L1)
- Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)
- Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)
- Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L2)
- Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)

*Note: S= standard number; H=high school outcome number; L= level number [level 1 indicates the minimum knowledge and skills that students must attain to be college/career-ready; level 2 allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college/career readiness] (Society of Health and Physical Educators, 2014).*



### Special Considerations

It is important to give students an opportunity to choose appropriate games, sports and events. However, the health and safety of all students is paramount. Games, sports and events must provide safe, meaningful and challenging opportunities for all students.

---

### Equipment Considerations

- Pedometers, Heart Rate Monitors, Cardio Equipment, e.g. Treadmill, Stationary Bicycle, Row machine, Elliptical machines, etc.
- 

### Safety Considerations

- Provide proper dynamic warm-ups at the beginning of each class.
- Discuss spotting techniques if necessary for the activities.
- Inspect the fitness area and remove unsafe objects.
- Determine space requirement for your activities.
- Provide time for cool down stretching and foam rolling.
- Proper attire; do not allow students to wear unsafe clothing or accessories such as, jewelry (watches, bracelets, earrings) or improper clothing.

# UNIT SCHEDULE

---

This unit is segmented into 6 sessions, however instructors can decide to extend or shorten skill instruction time-frames based on what best serves their students. As with many fitness skills they only get better with practice, therefore the more students practice fitness activities, the better they will become.

---

## SESSION 1 & 2: INTRODUCTION TO CARDIORESPIRATORY ENDURANCE & USE OF PEDOMETERS

---

### Objectives

#### Students will be able to...

- Analyze and apply technology and social media as tools for supporting a healthy, active lifestyle. (S3.H2.L2)
- Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)
- Exhibit proper etiquette, respect for others and team-work while engaging in physical activity and/or social dance. (S4H2.L1)

### Materials

- Pedometers
- Large area such as a track or grass space

### Vocabulary

- **Cardiorespiratory Endurance:** relating to the action of both heart and lungs
- **Aerobic Capacity:** a measure of the ability of the heart and lungs to get oxygen to the muscles
- **Pedometer:** an instrument for estimating the distance traveled on foot by recording the number of steps taken

## Task Analysis: Pedometer Worksheet

Movement Sequence	Verbal Cues
<b>Respectfully choose partners</b>  (Team Shake is an option. It is an App that chooses partners randomly for you, which alleviates problems.)	<ul style="list-style-type: none"><li>• Please choose partners respectfully</li><li>• Look to see who your partner is</li></ul>
<b>Walking/Jogging /Jumping/Skipping/Stairs</b>	<ul style="list-style-type: none"><li>• Warm-up</li><li>• Start slow</li><li>• Set a pace</li><li>• Jumping is two feet at the same time</li><li>• Skipping is step, hop, step, hop</li><li>• Be careful as you move up and down the stairs</li></ul>
<b>Use safe running or jogging techniques to demonstrate competency in cardiorespiratory endurance</b>	<ul style="list-style-type: none"><li>• Do Your Best</li><li>• Watch for others</li><li>• Help your partner</li></ul>

## SESSION 1 & 2: INTRODUCTION TO CARDIORESPIRATORY ENDURANCE & USE OF PEDOMETERS

### Activities

#### Utilizing Pedometers

- Objective: To use pedometers to calculate steps and distance traveled.

#### Teach

- Students pick up assigned pedometer and attach it to hip.
- Students are given a Sheet with instructions for activities - they will reset their pedometers after each of the following activities and write down the number of steps their pedometer shows.
  - How many feet are in a mile?
  - How many steps were in your mile walk/jog?

- Slow jump for 30 seconds
- Speed Jump for 30 seconds
- Skipping for 30 seconds
- Stadium stairs up/down (if available)

- When students are finished with each activity they will check pedometers to assess personal step count.
- Compare and contrast amongst themselves to understand the difference in step count based on differing factors. (Running or walking, Gait distance)
- Return pedometers and discuss students observations



## Assessment

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
<p>Skill 1</p> <p>Ability to respectfully choose partner in this activity</p>				
<p>Skill 2</p> <p>Appropriate personal level of participation with students challenging themselves to use a pedometer doing the activities given (walk, jog, jump, stairs) that help introduce them to cardiorespiratory endurance</p>				
<p>Skill 3</p> <p>Positive communication skills - introducing self and working together on the given task.</p>				

## SESSION 3 & 4: UNDERSTANDING AND CALCULATING MANUAL HEART RATE

### Objectives

#### Students will be able to...

- Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)
- Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)

### Materials

No outside materials needed

### Vocabulary

- **Stroke Volume:** amount of blood pumped for each heart beat
- **Radial Pulse:** pulse of the radial artery (felt in the wrist)
- **Carotid Pulse:** pulse of the carotid artery (felt in the neck)

### Activities: Manually Measuring Your Exercise Heart Rate

- Begin by placing 2 fingers on your radial artery in your inner wrist, feel for the pulse and calculate the beats per minute.
- Next, place 2 fingers on your carotid artery on your neck, next to your windpipe. Calculate the beats per minute (BPM) to determine your pulse, this should be very similar to the BPM that you calculated on your radial artery.
- After calculating your resting heart rate, find a partner to work with and begin slowly walking for 2 minutes to increase your BPM.
- After walking for 2 minutes, choose either radial or carotid to determine your heart rate. Take your pulse for 6 seconds, then multiply by 10 to find your BPM. Has it increased?
- Next, jog for 2 minutes with your partner.
- Again, choose either carotid or radial to calculate your heart rate after jogging for 2 minutes.

## Task Analysis: Manually Measuring Heart Rate

Movement Sequence	Verbal Cues
<p><b>Respectfully choose partners</b></p> <p>(Team Shake is an option. It is an App that chooses partners randomly for you, which alleviates problems)</p>	<ul style="list-style-type: none"> <li>• Please choose partners respectfully</li> <li>• Look to see who your partner is</li> </ul>
<p><b>Walking/Jogging/Jumping Jacks/Mountain Climbers</b></p>	<ul style="list-style-type: none"> <li>• After each activity, practice taking your pulse</li> <li>• You get to choose Radial or Carotid Artery, whichever is easiest for you to feel</li> </ul>
<p><b>Use safe running or jogging techniques to demonstrate competency in cardiorespiratory endurance.</b></p>	<ul style="list-style-type: none"> <li>• Set a pace</li> <li>• Do Your Best</li> <li>• Watch for others</li> <li>• Help your partner</li> </ul>
<p><b>Review where your Carotid and Radial arteries are</b></p>	<ul style="list-style-type: none"> <li>• Always use two fingers</li> <li>• Never use your thumb, because it has its' own pulse</li> <li>• Your Carotid artery is felt on your neck</li> <li>• Your radial artery is felt on your wrist</li> </ul>

## Assessment

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
<p>Skill 1</p> <p>Ability to respectfully choose partner in this activity.</p>				
<p>Skill 2</p> <p>Appropriate personal level of participation with students challenging themselves to manually take their pulse with activities given (walk, jog, jumping jacks, mountain climbers)</p> <p>* Finding proper carotid and radial arteries.</p>				
<p>Skill 3</p> <p>Positive communication skills - introducing self and working together on the given task.</p>				

---

## SESSION 5 & 6: INTRODUCTION & USE OF HEART RATE MONITOR TECHNOLOGY

---

### Objectives

#### Students will be able to...

- Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. (S3.H2.L2)
- Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self monitor aerobic intensity. (S3.H10.L2)
- Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L2)

### Materials

- Heart Rate Monitors
- Projector or Monitor used to cast information for students to see Cardio Equipment (Treadmill, Stationary Bike, Rower, Elliptical Machines, etc.)

### Vocabulary

- **Heart Rate Monitor:** A heart rate monitor is a personal monitoring device that allows one to measure one's heart rate in real time or record the heart rate for later study.
- **Heart Healthy Zone:** This zone is from 60 percent to 70 percent of your maximum heart rate. This is the higher end of the moderate-intensity exercise zone.
- **Projection:** An image on a surface to share information with students.

### Activities Using Heart Rate Monitors

- Begin picking up and putting on your assigned Heart Rate Monitor as well as helping your partner.
- Next, choose the piece of cardio equipment you and your partner will be using.
- Do a 5 minute warm up with this equipment.
- After your warm up, move into your aerobic zone with the technology that you currently have.
- After ten minutes we will choose another piece of cardio equipment to help individuals discover what best gets them to their Heart Healthy (Aerobic) zone.

## Assessment

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Skill 1 Ability to respectfully choose partner in this activity.				
Skill 2 Appropriate personal level of participation with students challenging themselves to use a Heart Rate Monitor (Blink) with various pieces of cardio equipment to experience what they enjoy and helps them to achieve the heart healthy zone.				
Skill 3 Positive communication skills - introducing self and working together on the given task.				

## Activity Protocol & Etiquette

- Have fun with fitness!
- Be respectful of yourself and your classmates and follow the directions given by the teacher.
- Use equipment appropriately in the way it was intended to be used.
- ALWAYS be safe and follow the rules.

## Resources

Society of Health and Physical Educators. (2014). National standards & grade-level outcomes for K-12 physical education. Champaign, IL: Human Kinetics.



# Special Olympics Unified Schools

*The contents of this "Special Olympics Unified Physical Education Lesson Plans" were developed under generous funding from the US Department of Education, #H380W150001 and #H380W160001. However, those contents do not necessarily represent the policy of the US Department of Education, and one should not assume endorsement by the Federal Government.*

