

Instructional Unit Title: Knowing Your Body

The teacher may provide examples of moderate (e.g. walking) and vigorous physical activities (e.g. running) so students can begin to identify different intensity levels of physical activity.

The teacher may create opportunities to explore personal awareness (e.g. personal space, general space, safety, respect) so students can begin to comprehend responsibilities associated with group physical activities.

The teacher may introduce benefits of physical activity so students can begin to understand how participating in moderate to vigorous physical activity can lead to improved health.

The teacher may explore the importance of monitoring heart rate so students can recognize how participating in moderate and vigorous activities affects heart rate (e.g. heart rate is slower or faster depending on activity).

The teacher may explore life-long benefits of physical activity so students can connect moderate and vigorous activities to body feelings (e.g. happiness, increased energy etc.).

The teacher may provide examples of vigorous activities so students can consider the positive effects of these activities on physical well-being.

The teacher may provide examples of moderate activities so students can consider the positive effects of these activities on physical well-being.

The teacher may provide illustrations of different activities so students can distinguish between the varying intensity levels (e.g. high, low) and the connection to their heart rate (e.g. slow, fast).

The teacher may review concepts from prior learning experiences so students can apply their knowledge of personal responsibilities, how the body feels, intensity, and heart rate.

PERFORMANCE ASSESSMENT: You and your fellow classmates are superhero coaches who will save the world from the “lazy slug bug.” As a superhero coach you will create one vigorous and one moderate physical activity to demonstrate to a partner. During the activities you and your partner will identify your heart rate and experience different levels of intense physical activity.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.