



SPIRIT CURRICULUM TEACHER RESOURCE GUIDE

Unlock Your Inner Strength
and Empower Ownership
of Your Health.





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GET IN THE ZONE

AND HIT YOUR TARGET



LOW IMPACT

50-60%
of max HR

Can talk and breathe comfortably
Light sweating
I can stay here a long time



ACTIVITIES

Yoga
Golf
Lifting weights
Walking at a comfortable pace

FUEL BURNED



BENEFITS

Improves muscle tone, recovery
and heart health

MODERATE

60-80%
of max HR

Can talk but my breathing is heavy
Heart is really pumping
I burn lots of calories in this zone



ACTIVITIES

Cycling
Dancing
Fitness games
Jogging at an even pace

FUEL BURNED



BENEFITS

Improves aerobic fitness, stamina
and endurance

VIGOROUS

80-90%
of max HR

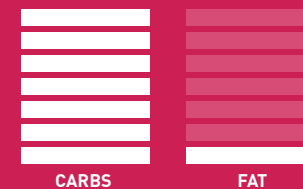
Can't talk, my breathing is fast
Very exhausting
I get faster and stronger here



ACTIVITIES

Soccer
Basketball
Swimming
Running at an all out pace

FUEL BURNED



BENEFITS

Improves performance,
speed and power



Fitness Challenge – Results and Goals

Student: _____

Period: _____

Grade: _____

Semester, Year: _____

Timed Challenges		Pre-Assessment Results			Midterm Results			Post-Assessment Results					
Date		Score	Midterm	Post	Score	Midterm	Post	Score	Met Goal				
Test	Description	Result	Goal	Goal	Result	Yes	No	Goal	Result	No	Yes	Exceeded	
Mile Run/Walk	Each day you challenge yourself with this assessment, work hard to improve!	Time											
		Peak Heart Rate	XX	XX		XX	XX						
		Time in YELLOW (mile)											
		Time in RED (mile)											
Practice Shuttle Run	Two parallel lines 30 ft. apart. On "Go" run to the far line, touch it, run back to start point, touch start line, run to the far line again, touch it, run to start point. Do as many as you can in 4 minutes. (count ½ reps)	# Complete											
		Peak Heart Rate	XX	XX		XX	XX						
		Time in YELLOW (shuttle)											
		Time in RED (shuttle)											
Assessments Protocol		Pre-Assessment Results			Midterm Results			Post-Assessment Results					
Date		Score	Midterm	Post	Score	Met Goal	Post	Score	Met Goal				
Test	Description	Result	Goal	Goal	Result	Yes	No	Goal	Result	No	Yes	Exceeded	
Curl Ups	Heels must remain on the mat. Head must return to the mat. The movement should be continuous (every 3 seconds). Fingertips must touch the far side of the measuring strip (i.e., 4-inch strip).												
Push-Ups	The movement should be continuous (every 3 seconds). 90° angle with the elbow on each repetition. Correct body position with a straight back. Extend arms fully.												
Squats	Feet shoulder width apart. Back straight, head forward. Lower your body bending your legs. Don't allow knees to extend over your toes. Squat until in a seated position, come back to starting position.												
Sit and Reach	Back straight, head up. Knee on extended leg remains straight. Hands should reach forward evenly. Hips remain square to the box.	R	L	R	L	R	L	R	L	R	L	R	L

Weekly Wrap Up

Day of Week	Date	Activity	BLUE Zone Minutes	YELLOW Zone Minutes	RED Zone Minutes	YELLOW+RED Total Minutes	Calories Burned
TOTALS							

Based On The Time Wearing Your Heart Rate Monitor:

Week's Total Minutes of Exercise: _____ Daily Average Minutes of Exercise: _____ (Total Min/# of Entries)

Daily Average Calories Burned During Class: _____ (Total Calories/# of Entries)

Average Number of Minutes Per Day Spent in Fitness Zone: _____ (Total Min in Y+R/# of Entries)

Percentage of Overall Time Spent in Fitness Zone This Week: _____

Compare and contrast this week's results with last week's results: (Include information about different types of movement and activities in relation to your heart rate and calories burned.)

What are my goals and intentions for this coming week?

UNIT ONE

FITNESS CATEGORY

Cardiovascular Unit Plan High School

Cardiovascular Unit Plan Middle School

- Putting on a Heart Rate Monitor – adidas ZONE Wrist Monitor
- Putting on a Heart Rate Monitor - Spirit Chest Monitor
- Understanding the Zones
- Sustaining the YELLOW Zone
- Reaching the RED Zone
- Understanding the BLUE Zone
- Taking Your Pulse
- Estimating Maximum Heart Rate
- Recovery Rate

Muscular Strength and Muscular Endurance Unit Plan High School

Muscular Strength and Muscular Endurance Unit Plan Middle School

- Body Alignment - Peer Assessment - Stations
- Wheel of Fortune
- Seven Wonders of the World:
- Decoding Fitness

Flexibility-Mobility-Balance Unit Plan High School

Flexibility-Mobility-Balance Unit Plan Middle School

- Body Alignment - Peer Assessment - Amazing Race
- Sun Salutation
- Student Design Fitness Unit Plan High School



CATEGORY: FITNESS ACTIVITIES

Unit: Cardiovascular | Lessons 1 - 8

Topic(s): Cardiorespiratory Endurance

Grade Level: 9-12

Stage 1 – Desired Results

Content Standards and Outcomes:

FOCUS-

- S3.H10.L1- Calculates target heart rate and applies that information to personal fitness plan.
- S3.H10.L2- Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor, pedometer) to self-monitor aerobic intensity.

SUPPORT-

- S1.H3.L1- Demonstrates competency in 1 or more specialized skills in health-related fitness activities.
- S2.H1.L1- Appropriately applies the terminology associated with exercise and participation in selected individual performance activities.
- S4.H1.L1- Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.
- S5.H4.L1- Identifies the opportunity for social support in a self-selected physical activity or dance.

Enduring Understandings:

- How to use heart rate monitors to adjust pacing and keep heart rate in the desired zone based on the activity.
- The importance of target heart rate as part of cardiorespiratory fitness.
- The activities to use to build fitness components.
- The importance of regular physical activity for good health.

Essential Questions / Provocative Questions:

- What does personal fitness look like?
- Why would you use a heart rate monitor as a tool in your fitness development?

Knowledge - Students will know:

- The purpose of using heart rate monitors
- The proper procedures and protocols of the heart rate monitor system
- The benefits of the low, moderate and vigorous zones
- How to explain perceived exertion.
- The parts and functions of the cardiorespiratory system biomechanics of the heart
- The formula of target heart rate zones

Skill - Students will be able to (do):

- Demonstrate how to use the checkout system and complete the pickup process by tapping their HRM to the reader
- Analyze their heart rate report and discuss the time in the heart rate zones
- Demonstrate how to adjust the intensity of an activity to raise or lower heart rate properly based on desired target heart rate zone
- Demonstrate competency in 1 or more specialized skills in health-related fitness activities
- Apply appropriate terminology associated with exercise



Stage 2 – Assessment Evidence

Performance Tasks:

- 1- Understanding the benefits of heart rate monitor tracking.
- 2- Students select activity (jump rope, run/walk, dance, etc...). The goal is for each student to perform the self-selected activity and stay in the YELLOW zone for 5 minutes, cool down in the BLUE zone for 1 minute. After 5 minutes, discuss (or write/journal) if students were able to meet the goal and how they adjusted their intensity to stay in the desired zone. Students can choose a second activity and either repeat the previous goal or adjust to 5 minutes in RED zone, 2 in YELLOW and 1 in BLUE. If increasing intensity, discussion can include a compare/contrast physiological effects from goal 1 and goal 2.
- 3- Student will record and set goals for the health-related component of cardiovascular endurance.

Key Criteria:

Task 1A - (adjust according to the number of questions on the written assessment)

Physical Education Written Common Summative Assessment

- Level 4: The student scores 15 out of 15 correct
- Level 3: The student scores 12-14 out of 15 correct
- Level 2: The student scores 9-11 out of 15 correct
- Level 1: The student scores 8 out of 15 correct

Task 1B - Weekly Wrap-up Chart (Minutes and Calories) Student Resources

Day of Week	Date	Activity	BLUE Zone Minutes	YELLOW Zone Minutes	RED Zone Minutes	YELLOW+RED Total Minutes	Calories Burned
TOTALS							

Task 2 - Rubric for students' ability to adjust intensity to meet goal

Measure	Record which level
1- Minimally able to maintain heart rate in proper zones (unable to adjust intensity/pacing)	
2- Able to maintain heart rate in proper zones (able to adjust intensity/pacing)	
3- Able to maintain heart rate in proper zone and discuss how to adjust pacing to meet each goal	



UNIT: MUSCULAR STRENGTH & MUSCULAR ENDURANCE

Lesson: Seven Wonders of the World



Time	Stage 3 – Learning Plan (Activities)
	<p>Objectives: Perform in collaboration with others toward a common goal Explore and learn about the Seven Wonders of the World</p>
2:00	<p>Inclusion Strategies: Task cards with visuals</p>
5:00	<p>Warm-up - Instant Activity: Dynamic Stretching</p> <p>Fitness Development - Sandbell Relays: Emphasize proper form, build the body, do not unintentionally tear down the body. Groups of 2 or 3 students. Distance can be end line to end line of basketball floor or sideline to sideline. First person performs the teacher instructed pass, second person sprints to sandbell and continues to perform the same desired teacher pass toward the endline then sprints to high five teammate, that individual sprints to the sandbell. Continue until the sandbell is across the end line. Then both member must hold on to a string and sprint to the opposite side of the gym.</p> <p>Chest pass Side pass right and the left Frog pass</p>
7:00	<p>Skill Development: Teacher explain and/or demonstrate each station Students will be in 7 groups Each station has a white board with the activity, reps, and the “Wonder of the World” associated with that activity. There is a picture of the wonder or some interesting facts.</p>
25:00	<p>Activity - Seven Wonders of the World: Student will have 3 minutes for each station 15 seconds rotation time Students complete various movements associated with the 7 “Natural Wonders” and measure and reflect at the end of class which is the most to least strenuous. The 7 “wonder” stations and the correlating activities are:</p> <ol style="list-style-type: none"> 1. Grand Canyon - “Run the Rim”: Every year people attempt to run the rim of the Grand Canyon. Its 20.6 miles from the south to the north rim. Have students run for 3 minutes, visualizing what they would see, how they would feel if they were there. Who is their support crew? Would they ever want to accomplish the feat? How would they need to prepare for the goal? How old is the Grand Canyon? How was it formed? 2. Great Barrier Reef - “Snorkel, Swim and Float”: Lying flat on stomach, lift feet and arms in the air to “superman” pose. Do 3 air breast strokes followed by 6 air “free style” swimming strokes: one arm stretches forward while the other reaches back toward knees. This is 1 stroke. Lower down, turn onto back and “float” by lying still for a count of 10. Turn back onto stomach to repeat the full rotation 5-10 times. How do they feel? What do they see? How is climate change affecting the reef? 3. The Harbor at Rio de Janeiro - “Kayak, Row and Set Sail”: Sitting with knees bent, lift feet so legs are at a 90-degree angle, balancing on sit bones. Hold a hand weight, visualizing it’s a kayak paddle. Take both hands across the body together, brushing by side body (Russian Twist). Take hands to the other side as if paddling in a kayak. Do 10 long count repetitions. Next, raise feet and legs to a 90-degree angle, balancing on sit bones and “skull row,”



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“When just starting out on a

new journey it’s only natural to feel vulnerable.

After all, it may seem that you have much to lose. But may I remind you that never again, at any other point in the same journey, will you have so much to gain?”

—Mike Dooley,
entrepreneur, author, adventurer

UNIT TWO

FITNESS

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Did You Know?

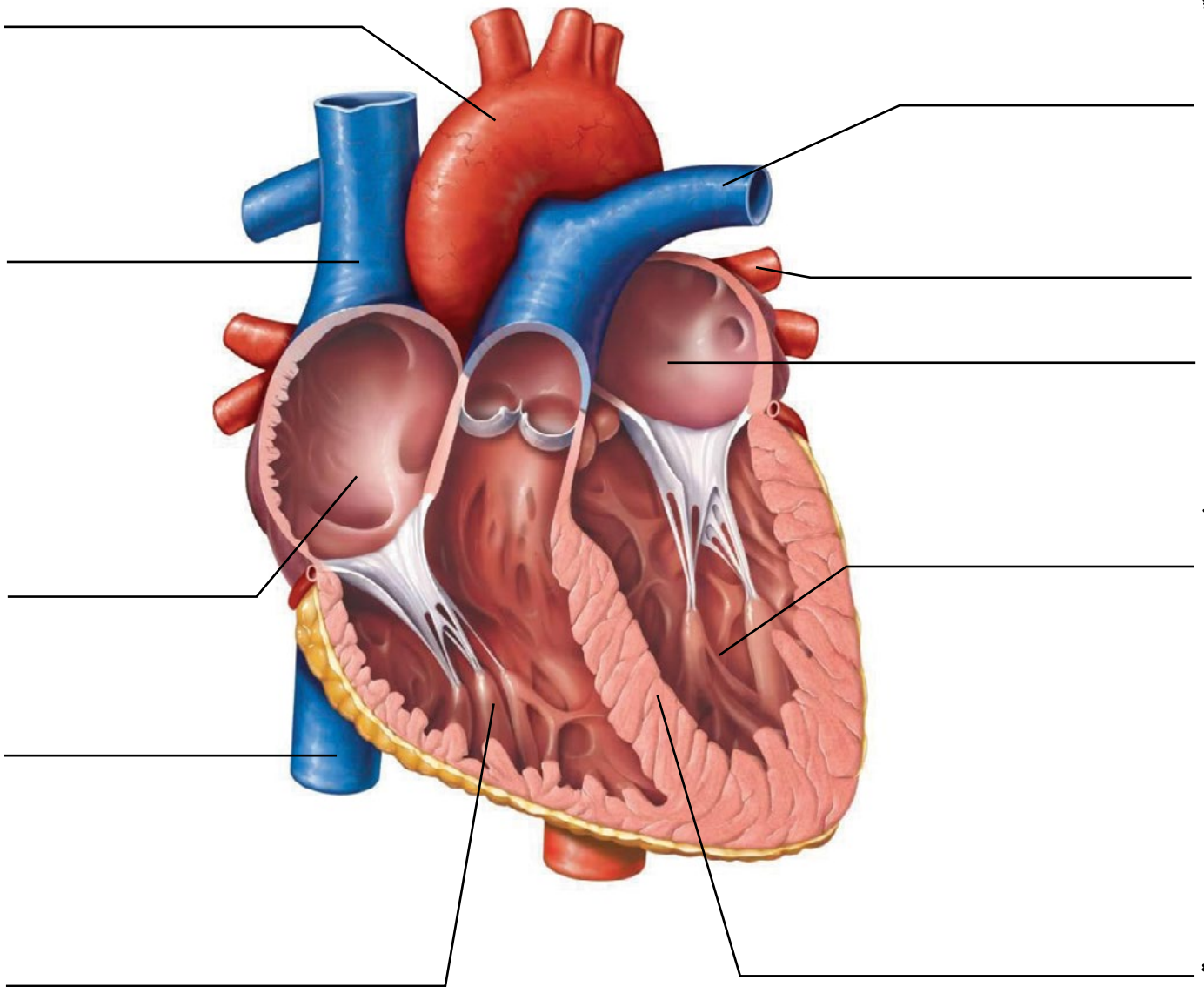
- On average, it takes about 12 weeks after beginning to exercise to see measurable changes in your body.
- No matter how poor your current level of fitness, you can start an exercise routine and become fitter and healthier at anytime.
- Muscle is three times more efficient at burning calories than fat, even when at rest.
- Consistent exercise teaches your body to burn fat rather than store it.
- No one ever drowned in sweat.

Labeling the Components of the Heart

“Exercise is good for my heart, health, and lungs.”



You've worked hard to reach your heart rate zone levels and improve the health and fitness of your heart. In the beginning of your journal. You also learned about the anatomy of the heart - what each part looks like and how each part works. you also learned the role of your heart in your overall health. Go online and further research the components of the heart and label the diagram below.



UNIT THREE

SELF-AWARENESS

Concepts and Activities

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Fast Forward: Today’s Choices in the Future	p.39

Did You Know?

- To lose one pound of fat, a person has to burn roughly 3,500 calories.
- Your tongue is the only muscle in your body that is attached at only one end.
- Crunches don’t give you a 6-pack alone. You need to see your abs first, so reduce your calories and increase your cardio to remove the layer of fat on top.
- There is the same amount of sugar in a McDonald’s fruit smoothie as in four Reese’s Peanut Butter Cups.

Becoming Aware of My Passion

“My written goals are helping me to live my life’s passion and purpose.”

IHT One of the most important aspects of self-awareness is to become cognizant of what you are passionate about. What do you love to do? Who do you want to be in life? What keeps you up late or what gets you up early? While getting a good education and finding a good job are important, being passionate about what you’re doing is the key to a life well lived. Finding and living that passion can unlock your true happiness.

To find your passion you have to FEEL what excites you. When you’re passionate about something, others can see it and they can be inspired by it as well. Living your passion is one of the most effective ways to change the world: each heart, living through their own passion and inspiring others to do the same!

What are you passionate about?

Are you living your passion, or just dreaming about it?

How will you find something to get passionate about?

“I Am” Vision Board

“Every day I visualize the attainment of my goals.”

IHT Now that you have your goals, your plan to achieve them and you know what you’re passionate about, it helps to think of yourself already “being” there, living those dreams and your passion right now. This visualization is the best way to turn your dreams and intentions into your reality.

Before you start, point to yourself while saying the words “I am.” Now realize where you’ve placed your finger. If in a group, look around at where everyone has placed their finger. There’s a great chance everyone’s finger is pointed at the heart and there’s good reason why it’s there: your heart is where your well-being, health, moral compass and consciousness are created and centered.

Use the example below to create your own “I Am” Vision Board on the next page. Be creative and put as many “spokes” around your heart as you can think of. Write things you can envision yourself doing as they relate to achieving your goals. Place your vision board somewhere you can look at it often. Each time you read a “spoke,” point to your heart and start with “I am...”



Date: _____

My "I Am" Vision Board

Health and Wellness





“How do you say ‘thank you’ for

sunshine or health... for clear days or gentle
rains... for happiness, joy or love? You say it
by sharing what you have. You say it by making
the world a better place in which to live.”

—**Thomas D. Willhite, 1940-1983**
Awareness Instructor and Novelist

UNIT FOUR

NUTRITION

Concepts and Activities

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Did You Know?

Water is one of the easiest, cheapest and best de-stressors around. Your body is about two-thirds water. When you get dehydrated, it means the amount of water in your body has dropped below the level the body needs to function normally. Small decreases don't cause problems, and in most cases, they go completely unnoticed. But not drinking enough to keep up with the loss of fluid can sometimes make a person feel quite sick. You can get dehydrated from playing sports. If you don't replace the fluid you lose through sweat as you go, you can become dehydrated from lots of physical activity, especially on a hot day. Even mild dehydration can affect an athlete's physical and mental performance.

Something to Think About:

Young people often worry about what others are doing rather than building their own identity and appreciating who they are. Take action to fulfill your potential without undue stress on what others are doing. A few ways to accomplish this are:

- have positive role models
- exercise regularly
- make new friends
- meditate
- focus on your passion and purpose
- sleep eight hours per night
- surround yourself with good friends

Taking 10 to 30 minutes a few times a week to be present and clear your mind of anxiety can be one of the best exercises you can ever do to relieve stress. Sit quietly in a comfortable place, ideally in nature, and let stress flow out of the body as the mind calms and the body relaxes.

