



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%

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

MODERATE

60-80%

of max HF

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

VIGOROUS

80-90%

of max HR

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

ACTIVITIES

Yoga Golf Lifting weights Walking at a comfortable pace

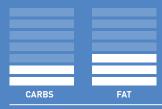
ACTIVITIES

Cycling
Dancing
Fitness games
Jogging at an even pace

ACTIVITIES

Soccer Basketball Swimming Running at an all out pace

FUEL BURNED



FUEL BURNED



FUEL BURNED



BENEFITS

Improves muscle tone, recovery and heart health

BENEFITS

Improves aerobic fitness, stamina and endurance

BENEFITS

Improves performance, speed and power

Fitness Challenge — Results and Goals

IHT	Fitness Challenge – Results	and Goals		
Student:	Period:	Grade:	Semester, Year:	

	Timed Challenges		P	re-Assessment F	esults		Midterm Re	sults		P	ost-Assessr	nent Results	
	Date		Score	Midterm	Post	Score	Midter	m	Post	Score		Met Goal	
Test	Descripti	on	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 Time in YELLOW (mile) Time in RED (mile)		XX	XX		XX	XX					
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 Time in YELLOW (shuttle) Time in RED (shuttle)		XX	XX		XX	XX					
	Assessments Protoc	ol	P	re-Assessment F	esults		Midterm Re	sults		P	ost-Assessr	nent Results	
	Date		Score	Midterm	Post	Score	Met Goal Post		Score		Met Goal		
Test	Descripti	on	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 continuou Fingertips must touch the far side of th (i.e., 4-inch strip).	` , ,											
Push-Ups	The movement should be continuou 90° angle with the elbow on each re Correct body position with a straigh Extend arms fully.	petition.											
Squats	Feet shoulder width apart. Back stra Lower your body bending your legs. Don't allow knees to extend over yo Squat until in a seated position, com	ur toes.											
Sit and Reach	Back straight, head up. Knee on extended leg remains straig Hands should reach forward evenly. Hips remain square to the box.		R L	R L	R L	R L	R L	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 Z	Cone This Week:	
Compare and contrast this week's results with movement and activities in relation to your he		about different types of
What are my goals and intentions for this comi	ing 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

LOW IMPACT MODERATE

VIGOROUS

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.

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

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?

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



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

Measu	ıre	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

LOW IMPACT MODERATE VIGOROUS

Lesson: Seven Wonders of the World

Time	Stage 3 – Learning Plan (Activities)
	Objectives: Perform in collaboration with others toward a common goal Explore and learn about the Seven Wonders of the World
2:00	Inclusion Strategies: Task cards with visuals
5:00	Warm-up - Instant Activity: Dynamic Stretching
	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.
	Chest pass Side pass right and the left Frog pass
7:00	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.
25:00	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:
	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,"

stretching both arms toward feet and pull back toward waist. Do 10 repetitions. Lastly, lift feet and knees again. Balancing on sit bones, extend arms up and legs out for boat pose. Visualize feet and arms are sails catching the wind. Hold for 15 seconds. Can you feel the ocean wind blowing through your hair? Can you describe the surf as it breaks at the shoreline?

- 4. **Mt. Everest "Mountain Climbers to the Summit":** Starting in push-up position, bring right knee into chest, then back to push-up position. Bring left knee into chest and then back to push-up position. Do 20 mountain climbers (each leg counting as one). Stand up, do 20 high knees with "rope climb": arms raised, switching 1 hand on top of the other as if pulling on and climbing up a rope. Repeat exercise rotation 3-5 times. Who was the first person to reach the summit? (Sir Edmund Hillary and Tenzing Norgay in 1953, according to history1900s.about.com, search Mt. Everest.) How would it feel to carry a fully-loaded hiking pack while doing these exercises?
- 5. **Northern Lights "I'm a Star!":** Toe Touches, students are a "star" in nature's most spectacular light show. Start in standing position. Bend at the waist, touch hands to toes and explode up off the ground, outstretching arms and legs into an "x" position. While in the air yell "I'm a Star!" Repeat 5 times. Rest 10 seconds by standing tall and raising arms in a "Y" position to gaze at the beauty above. Can students visualize being there? How does the phenomenon happen? Repeat the sequence 3-5 times.
- 6. Paricutin Volcano "Hot Lava Quick Feet and Hands": While side shuffling between 2 cones 10 meters apart, chest pass a basketball, sand bell or medicine ball between 2 partners. Do 5 repetitions, counting the starting cone as 1 full repetition. Is Paricutin still an active volcano? (No, according to http://www.unmuseum.org/7wonders/mob/paricutin.html) When was its last major eruption? (1952, according to http://www.unmuseum.org/7wonders/mob/paricutin.html. It went dormant in 1952 "after a final, spectacular spasm.")
- 7. Victoria Falls "Boulder Slam at the Bottom": Raise either a sand bell or medicine ball overhead and slam it to the ground as hard as possible. Do 5 slams to the left side, 5 to the middle and 5 to the right side. How far does a boulder travel from the top of Victoria Falls to the bottom? Victoria Falls is 360 feet high, according to http://www.victoriafalls-guide.net/facts-on-victoria-falls.html) What river is at the base? (Zambezi River, http://www.victoriafalls-guide.net/facts-on-victoria-falls.html) How wide is Victoria Falls? (5,603 feet, http://www.victoriafalls-guide.net/facts-on-victoria-falls.html)

3:00 Cool Down (Relaxation of Mind, Body, and Spirit):

Teacher leads stretches

2:00 Closure (Debriefing, Assessment of Lesson, Reflection):

Which wonder did they like the best and why? Upload workouts to IHT.

Materials:

- Spirit System
- Hand weights, Sand Bells or Medicine Balls
- One basketball for every pair of students
- Mats
- 7 small white boards with station activity and "Wonder of the World" details for each station

Sources:

Student Resources: Weekly Wrap Up

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SPIRIT CURRICULUM STUDENT RESOURCES

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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

Concepts and Activities

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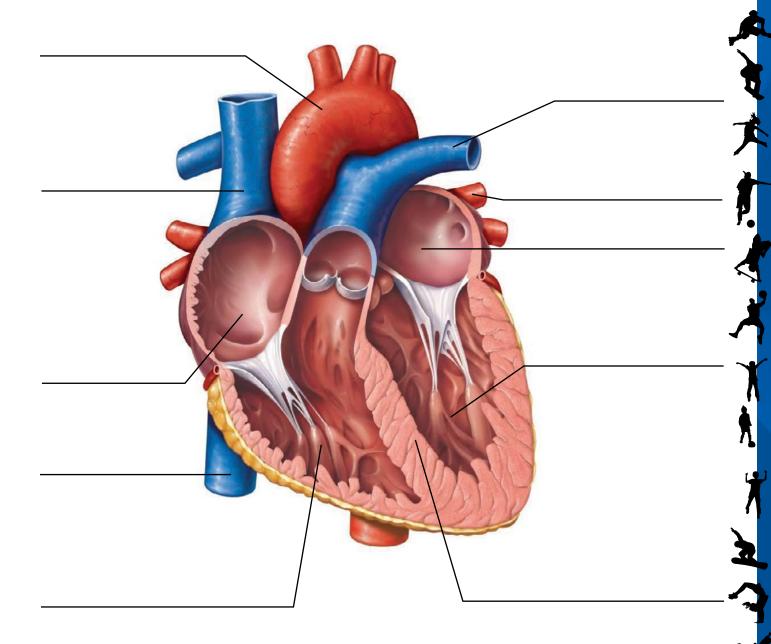
Did You Know?

- 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."

IHT X 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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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."



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?

Inclusion of Others

Valuing Other People

"We need to give each other the space to grow, to be ourselves, to exercise our diversity. We need to give each other space so that we may both give and receive such beautiful things as ideas, openness, dignity, joy, healing, and inclusion."

-Max de Pree

It is important	to recognize everyone in the ro	m. Please reflect	on the activities	s from your pl	hysical education	class for	the first
two questions.	For the third question, reflect	ack on the entire	school day.				

During the activity part of physical education (small-sided game play) how many different classmates passed you the ball or object? Can you name them?

During the skill development activity (toss/catch three and team toss/catch five) how many different classmates did you toss the ball to? Can you name them?

Why is it important to include all classmates during the entire physical education class period?

Describe a situation during your school day when you allowed another individual to become a part of a group situation.

"I Am" Vision Board

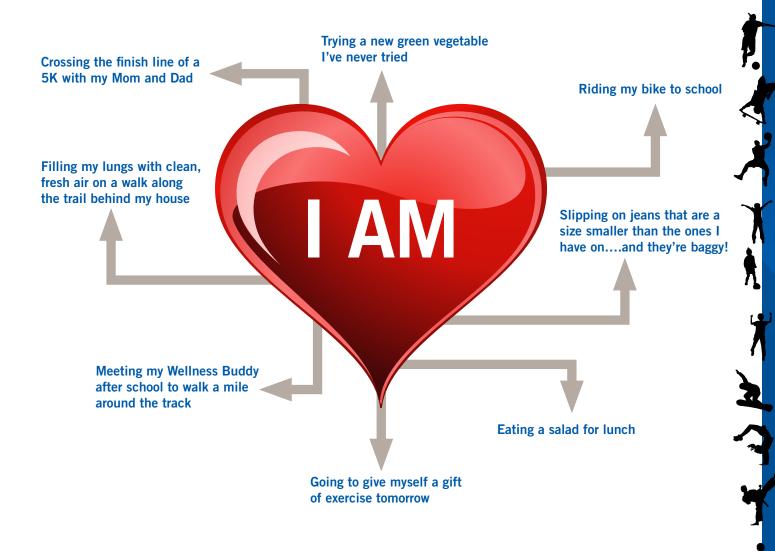
"Every day I visualize the attainment of my goals."



May be 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.

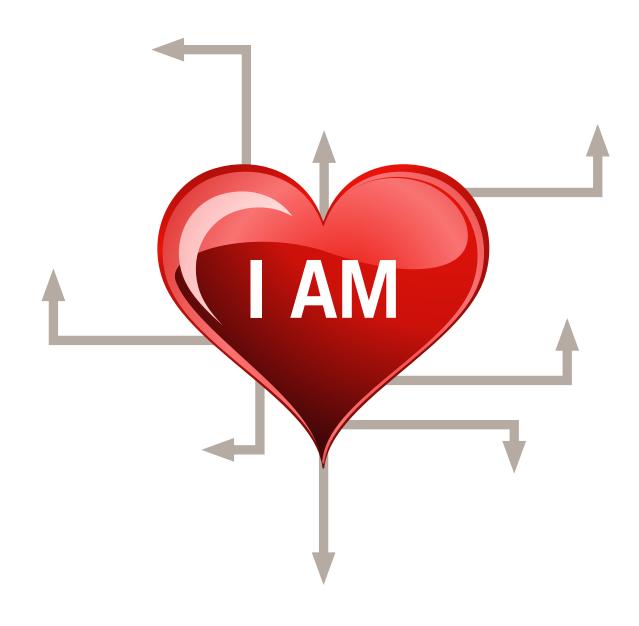
Before you start, point to yourself while saying the words "I am." Now realize where you've placed your finger. If in a group, look around at where everyone has placed their finger. There's a great chance everyone's finger is pointed at the heart and there's good reason why it's there: your heart is where your well-beling, 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..."



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

- focus on your passion and purpose
- sleep eight hours per night
- · surround yourself with good friends

meditiate

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.

The Math of Nutrients

"There is always, always something to be thankful for."



Each food group offers a mix of nutrients essential for a healthy body. The key to a balanced diet is not only eating foods from each food group, but also choosing the most nutritious foods from within each group.

Incorporating nutrient-dense foods into your diet can provide valuable nutrition for your body and help you lose weight. Your body needs certain nutrients to function well. You must get these from the food you eat. The five essential nutrients are **carbohydrates**, **proteins**, **fats**, **vitamins** and **minerals**. Eating nutrient-dense foods will deliver the nutrition you need without additional calories.

The Nutritional Content in the following:

Food Item	Nutritional Content	
1 serving of cereal	24 grams of carbohydrates	
3 cookies	8 grams of fat	
24 pretzels	25 grams of carbohydrates	
1 serving of rice	2 grams of fat	
1 serving of noodles	7 grams of protein	
Nutrients to know:		
1 gram of fat =	9 calories	
1 gram of carbohydrate =	4 calories	
1 gram of protein =	4 calories	
Now, answer the following qu	estions:	
	at are in 3 cookies?	
1. How many calonics from t	at are in a cookies.	
2 How many calories from o	carbohydrates are in 24 pretzels?	
Z. How many calonics from c	sarbonyarates are in 2 i pretzets.	
3 Which is greater the calo	ries from protein in 1 serving of noodles, or the calories from fat in 1 serving of rice?	
or which is greater, the suite		
4 Which is greater the calo	ries from carbohydrates in 1 serving of cereal of calories from fat in 3 cookies?	
or is greater, the suit		