

P.E. Diaries
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Overview

Between the ages of newborn through the teen years, approximately two to five thousand new children's books are published in America each year. (Mass 11) Without the imaginations of its authors, children's literature would not exist as it does today. They pushed the limits, added new focus and changed the format throughout the ages. Various authors in their own uniqueness created ways of making story-telling desirable reading. Through the years they ventured into new literacy territory, braved criticism, and pushed past their fears of rejection to develop a continuum of literature.

P.E. Diaries will be an educational unit that inspires students to write about their physical educational experiences. It will not only benefit the student, but the physical education teacher as well. Through individual student writings, the teacher will be able to get an understanding of how the student personally views physical education. This will allow for better teacher-student communication about the physical education program. These weekly journal entries will help students communicate important information about the way they feel about themselves, their bodies and how they see physical fitness in their future. They will also serve to make a strong connection about maintaining a healthy body.

P.E. diaries will challenge the students to look at the reasons for physical education, and how it relates to their overall health status. It will also explain why it is so important for them to stay active and involved in physical fitness once they have graduated or moved onto higher learning. Through a series of educational prompts and sentence tips, the students will be able to increase their writing skills, thus increasing their literacy skills. This unit will also spill over into the health classroom. Since health and physical education are partners in education, students will be made keenly aware of the connection between Health and Physical Education.

To be physically active, means to be healthier and stronger. Stress management, disease prevention, and weight management are key factors to longevity for teens these days. Students need to have a much greater understanding of these facts and how fitness in the P.E. class plays a role in management and prevention. P.E. diaries will allow the students the ability to write about their P.E. experiences. It will enhance the students' awareness of just how important P.E. class is to their overall development physically, and emotionally.

Longevity will be another of the key points in the unit. Not only is it the responsibility of the students to participate in P.E. class, but also to create physical fitness routine for life after graduation. Post high school graduation is a critical time when many students are no longer as active as they were when they were involved in a P.E. class. Years can slip by for many young adults without proper fitness until a disease or weight issue develops so students need to be constantly reminded about keeping fit for life.

Most students do not equate physical education with writing. With the changes in many school districts and the emphasis being placed on writing across the curriculum, it is crucial that physical educators become more involved with the writing process in their classes (<http://www.pps.12.pa.us/districtreformagenda.asp>). The gym is not the ideal place for writing, or is it? At first glance one would not think so, but students can also be inspired by the atmosphere in a gym setting. Many students are unaware of their writing ability until they actually start to write. They view it in the traditional sense, a desk and classroom with English format, computers, etc. about. Writing in a gym setting can not only be inspiring, but also less intimidating and more motivating.

Rationale

Sports and recreation is one area that has developed over the ages. From the time of the Greeks and Romans people have steadily developed ways to physically empower themselves.

According to historians around 700's BC, the ancient Greeks had developed the most modern forms of physical education. (World Book Encyclopedia, 433) Males would gather in gymnasiums and practice running, jumping and wrestling types of moves to gain strength, agility, speed, and endurance. They also practiced throwing the discuss and javelin.

The Romans used similar practices with the primary purpose of preparing them militarily for battle. This continued until about the Middle Ages around A.D. 400s. During this period, historians tell us that there was a substantial decline in all formal schooling, including Physical Education because it was thought to be sinful.

Around 1300 physical education was revived once again by the Greeks and Romans and included boxing and swimming programs. This made way for increased popularity in body building activities which spread across Europe to countries such as Sweden, Germany, and England.

With the steady flow of immigration, physical education made its way to the United States during the mid-1800s. With increased European influence, team sports such as baseball and football gave an added interest to physical education.

By the 1900s, physical education included both males and females. More sports became available to females as years went by. By 1970 Federal laws specified further that physical education classes include students with disabilities.

With improved scientific methods by the late 1900s, scientific research proved that exercising helped a person's health status. Finally health and physical education were connected. Frequent reports were broadcasted through various media about health and physical activity. Reports of heart disease, cancer, and diabetes were also made available. Lack of exercise also became a concern for youths twelve to twenty-one years of age. The Centers for Disease Control initiated a major push for more physical education and activities. They cited that more than fifty percent of adults were not active enough during their leisure time, and twenty-five percent were not active at all. Women were not as active as men and the level of activity further decreased with age especially among the poor and less educated. (www.cdc.org)

Today, physical education's emphasis is on staying healthy for life. In order for students to gain a greater perspective on the value of exercise, many physical education instructors are combining health issues such as stress management, weight management, and disease prevention with physical education and applying them throughout their curriculum. This gives the students a broader perspective of the whole life-cycle picture and their present health status. It allows them to make better longevity choices based upon the physical fitness-body connection.

This unit has been chosen to lessen the gap between physical education class and other curriculums within the school. More and more the students are asked to develop writing skills across the curriculum. Writing is also an essential part of most standardized tests these days. (<http://www.phillyburbs.com/pb-dyn/news/103-03092004-261368.html>) The more versed in writing skills, the better students' chances of increasing their testing scores. This unit will basically assist the students to become more creative and proficient writers using their experiences from physical education class.

When students think of physical education or gym class, they do not automatically equate writing skills with it. They automatically assume that it is just what its title suggests, physical. They are hard-pressed to include any type of writing connection. To them it is all about running, jumping, and physical skill development.

Teachers in all curriculum areas are asked as a faculty to help in any way they can with increasing our students' writing skills. P.E. diaries can increase students' literacy by having them write a diary entry at least once a week. As the weeks go by the students will be surprised at the number of written entries they have created. They will also be able to use these entries as proof of their learning and literacy within a P.E. setting. These journal entries will be the rough draft to the P.E. Diaries final project.

Since most students are not really aware of their writing talents, they think that because they may not spell well or know how to use big words, they are not candidates for being authors. This is just not true. In this unit the student will be given the unique opportunity to become an author. He/she will be asked to keep a written journal about things that are related to physical education, such as what their favorite gym activity is, how gym class is related to their health maintenance, how to keep a healthy body, hydration, disease prevention, stress management, physical education, etc. They will be required to enter these writings in their journal once a week.

Strategies

I will begin this unit by explaining to the students the journaling technique that they will be using in the gym. They will be given instruction on the prompt of the week. The journal writings will be contained in small composition notebooks in a file. At the end of each week, the students will be instructed to journal about participating in the gym, and how this connects with living a longer and fuller life, by lessening their risk of disease and maintaining a healthy desirable weight. A sentence tips sheet will be provided and can be posted in the gym for students who are hard-pressed to think of something to write. The tips sheet, along with a helpful word list, will assist the students to be focused and directed for writing about their gym experience that week. This will also make the diaries activity suitable for everyone in the class, even the students with special needs.

In this curriculum unit the students will demonstrate their knowledge and understanding of the importance of being physically active by dialoging through journal writing for the first ten minutes of class. This will allow them to concentrate on some important health concepts and answer questions such as, what am I getting out of physical education class, and why am I asked to do certain physical activities? It will also serve to increase their writing ability and complete a journal collection of reflective thoughts.

At the end of seven weeks, the students should have at least six entries in their journals. The students will use the next two weeks to re-read and type their journal entries, making grammatical corrections and spelling checks. They will put together a book of entries. They will also create a book cover design that depicts the central theme of their journal entries. They may use sports equipment designs, gym designs, etc. This will allow room for them to be creative. The primary focal points of the unit will be optimum health status, creativity and increasing literacy.

While I feel that any increase in our students' abilities is important, I, like many other physical education teachers, was hard-pressed to find a way to satisfy both curriculum needs and the expectations of the students. I began exploring the idea of a ten minute writing session prior to physical education classes once a week on Fridays. The students at first were bewildered with the idea, but as time went on, and with the use of the sentence tips sheets, and helpful word list, they grew to expect the ten minute writing session and became comfortable with it. Most walked in and grabbed their journals, looked at the prompt for the week posted on various gym walls, and began writing. I always included individual handouts with physical fitness tips and words for students who requested them to help them focused.

A word wall will be developing during this time so that the students become more acquainted with physical education-related terms they can use over and over again. This word-wall can be posted on any wall or bulletin board in the gym. It also serves as a constant reminder of the purpose of physical activity and prepares the students for a final examination at the end of term.

Overall Objectives

1. The student will be able to increase their writing ability that will assist in the improvement in writing across the curriculum.
2. The student will be able to create a series of P.E. class writings in a journal to increase their writing exposure
3. The student will be invited to gain a new appreciation for physical education class and writing.
4. The student will gain insight to the importance of physical fitness and its connection with health and P.E. classes.
5. The student will be better able to make the connection between P.E. class and longevity of life.
6. The student will be able to equate gym activity with journal writing.
7. The student will be able to increase his/her computer technology skills by designing a book from journal writings.

Classroom Activities

Week One

The students will be made keenly aware of the physical fitness for life information by the instructor. He/she will remind the students of the importance of physical education in their daily lives. This will compel the students to make the connection in their journal writings. The instructor can give helpful hints to get students started.

Activity # 1 How Important is Physical Education for Our Total Health? Give at least 3 examples to support your writing.

Objectives: The student will be able to:

1. explore their writing ability in an unrestrictive classroom environment, the gym

2. express their opinion about physical education and being fit
3. make a connection between their gym class activity and stress management
4. understand the importance of being healthy for life

Procedure

The students will enter the gym and receive a composition notebook and pencil. The instructor will explain what the students are to write about, why they are writing for some of their gym class, and the benefits of writing. They will then select a place in the gym for their creative writing experience. They will begin journaling in their composition books for ten-fifteen minutes. At the end of the minutes the students should have at least one page of writing completed. This can be modified by the instructor for students with special needs. The instructor will collect all composition books. Regular gym warm-ups and class will then begin.

Teacher Note: The journaling can be done once a week or as many times as the class instructor thinks necessary. An instructor can also vary the time and amount of writing. Included in the appendices are sentence tips and words to help students get started with their writings. The instructor will collect, read and evaluate each journal entry based upon a general rubric which will also be located in the appendices. This rubric can be tailored to meet a particular standard(s).

Week Two

Activity # 2 How Does This Particular P.E. Unit Help With Stress Management? Support your writing with at least 3 examples.

Objectives: The student will be able to:

1. further explore their writing ability
2. further their health literacy
3. increase their focus on staying healthy for life
4. further connect their P.E. Unit to increased body fitness

Procedure

The students will enter the gym and pick up their composition notebooks and a pencil. They will write a second entry in their journals about the connection between stress management and physical fitness for ten minutes. The student will be given a prompt along with a tips sheet with P.E. terms to stimulate their thinking. They will begin journaling for ten minutes. The instructor may move around the gym and give hints to help individual students focus. At the end of the minutes the students should have at least one page of writing completed. This can be modified by the instructor for students with special needs. The instructor will collect all composition books. Regular gym warm-ups and class will then begin.

Teacher Note: The students may write about the current unit in gym class such as volleyball, swimming, weight room activities, etc. and connect physical fitness with their ability to better manage stress in their lives.

Week Three

Hydration is extremely important for any exercise program. It stimulates body functions and rids the body of waste while maintaining body temperature. This should be one of the focal points of physical education classes.

Activity # 3 What is the Importance of Drinking Water During Gym Class? Support your writing with at least three facts or examples.

Objectives: The student will be able to:

1. relate healthy practices before, during, and after exercise
2. further their health/P.E. literacy
3. continue their focus on healthy for life practices

Procedure

The students will enter the gym and pick up their composition notebooks and a pencil. They will write a third entry in their journals about the importance of hydration and physical fitness for ten minutes. The student will be given a prompt along with a tips sheet with P.E. terms to stimulate their thinking. They will begin journaling for ten minutes. The instructor may move around the gym and give hints to help individual students focus. At the end of the minutes the students should have at least one page of writing completed. This can be modified by the instructor for students with special needs. The instructor will collect all composition books. Regular gym warm-ups and class will then begin.

Week Four

Activity # 4 What Are Some Weight Management Benefits From This Week's Classes? Support your writing with at least three examples.

Objectives: The student will be able to:

1. understand the importance of P.E. class and maintaining a desirable weight
2. increase their health focus on weight management
3. recognize the importance of performing physical fitness skills for lifetime weight management

Procedure

The students will enter the gym and pick up their composition notebooks and a pencil. They will write a fourth entry in their journals for ten minutes about the importance of maintaining a desirable weight by participating in P.E. class. The student will be given a prompt along with a tips sheet with P.E. terms to stimulate their thinking. They will begin journaling for ten minutes. The instructor may move around the gym and give hints to help individual students focus. At the end of the minutes the students should have at least one page of writing completed. This can be modified by the instructor for students with special needs. The instructor will collect all composition books. Regular gym warm-ups and class will then begin.

Week Five

It is important for the students to recognize the major body organs that are involved with their favorite gym activity. They will soon discover that the body functions as a whole unit. One part affects the function of another.

Activity # 5 Talk about your favorite gym class activity specifically. What major body parts are involved? What happens to them as a result of being exercised? Give three facts to support your writing.

Objectives: The student will be able to:

1. recognize major body parts
2. connect specific movements/exercises involved in their gym activity to the body parts

3. begin to realize the holistic effect of being active through exercise, and body maintenance

Procedure

The students will enter the gym and pick up their composition notebooks and a pencil. They will write a fifth entry in their journals about their favorite gym class activity and how it affects their major body parts for ten minutes. The student will be given a prompt along with a tips sheet with P.E. terms to stimulate their thinking. They will begin journaling for ten minutes. The instructor may move around the gym and give hints to help individual students focus. At the end of the minutes the students should have at least one page of writing completed. This can be modified by the instructor for students with special needs. The instructor will collect all composition books. Regular gym warm-ups and class will then begin.

Teacher Note: It would be a good idea to have a sample of journal pages on display for students to view. A completed journal book would also be great at this time so that the students are able see what the final project will look like. Students should also be reminded that their journal book can be used as an English class writing piece for their portfolio.

Week # 6

Activity # 6 In Terms of Heart Attacks, Strokes, Diabetes, etc., how does exercise save lives and extend longevity? Give at least three supporting details in your writing.

Objectives: The student will be able to:

1. make a connection between heart attacks, strokes, and diabetes prevention and regular exercise
2. recognize the benefits of exercising regularly that lead to longevity
3. increase their Health/P.E. literacy focus on disease prevention
4. further connection between P.E. and future health issues

Procedure

The students will enter the gym and pick up their composition notebooks and a pencil. They will write a sixth entry in their journals connecting major preventable diseases to regular exercise, for ten minutes. The student will be given a prompt along with a tips sheet with P.E. terms to stimulate their thinking. They will begin journaling for ten minutes. The instructor may move around the gym and give hints to help individual students focus. At the end of the minutes the students should have at least one page of writing completed. This can be modified by the instructor for students with special needs. The instructor will collect all composition books. Regular gym warm-ups and class will then begin.

Week Seven and Eight

Activity # 7 and 8 P.E. Diaries Final Copy in Book Form

Objectives: The student will be able to:

1. increase their Health/P.E. literacy focus
2. proof-read their journal entries and make corrections
3. develop an order to their entries
4. increase their technology skills by organizing a book for their P.E. journal entries

Procedure

The students will go to the library with their journals. They will design and shape a cover sheet for their journal entries. This sheet can be the standard square shape like most books or take the shape of the sport or activity piece that they particularly enjoyed. It could be a picture of him or herself participating in the activity or sport also. They can be as creative as they want to entice other readers to read their journals. It should be colorful and attractive to the reader's eye. At this point they should also consider a title for their journal. Again, the title should captivate the reader's curiosity and lure them to read further.

The students will then type their journal entries in the following pages. Since the typing will not take up a full page, the students will be able to insert pictures from clip art on each journal page to further enhance their journal entries and make it more attractive to the reader. They should be encouraged to explore and use different font sizes, bold, italics, and scripts to further invite the outside world in to read their writings.

If the students want to do an image behind the text book, I would encourage them to use the following directions.

Procedure for title page

1. Create a document in Microsoft word.
2. Go to insert on menu bar.
3. Select picture from clip art/internet image source, example: appendices, basketball taken from www.google.com (images).
4. Resize the image to your preference by clicking on it and enlarging it.
5. Center your cursor by clicking center on the tool bar.
6. Type your title.
7. Go into Word Art and select the image of your choice and click it.
8. Resize it to your liking.
9. Finish the title page by adding the author's (your) name.
10. Repeat steps one through five for the remaining pages of the book.
11. Go back to your first page. Position your cursor on "center" from the tool bar and begin typing your first journal entry.
12. Go back to your second page and repeat step 11. Do this with each consecutive page until the pages are all typed.
13. Proof read the entire journal book for spelling, grammar, and punctuation errors.

When the journals are complete, the teacher can evaluate them based upon the rubric located in the appendices. He/she can also laminate the journals and display them inside or outside the gym for others to read. This project can also be used by the student as a credited writing piece in most students' English class portfolios. It is a win-win situation for the student.

Teacher Note: A sample cover sheet and journal is located in the appendices. The cover page does not have to be designed first. It can be done last or worked on as the writer types his/her journal entry pages. Many students will get an idea for the cover sheet as they go along. Samples of other cover sheets are also available in the appendices.

Week Nine

Activity # 9 **Final Journal Copy Reading to an Audience**

Objectives: The student will be able to:

1. have a finished P.E. Diaries project

2. be mindful of his/her accomplishment
3. have increased their writing experience
4. have a greater sense of their writing capabilities

Procedure

The student may elect to read his/her journal book aloud to the class, have a fellow student, or the teacher read it for the class. The teacher will each P.E. finished book according to the rubric located in the appendix. The teacher will then enter a grade in the grade book. The teacher will then ask the students for permission to display the books in the school library for others to read for a period of time. After the books have been on display for a while, the P.E. teacher will give the books to the students' English teacher for a credited writing piece to add to the students' English portfolio.

Teacher Note: Any variation of this unit is acceptable. The point of this unit is to get the students to value themselves in terms of longevity, and what they do in the P.E. class, and be able to write across curriculums proficiently. It may also inspire them to become published writers.

Bibliography

Carpenter, Humphrey. Secret Gardens. Massachusetts: Houghton Mifflin, 1985. This book was instrumental in providing information about children's literature, and many authors and their contributions to children's literature.

Fortin, Francois. Sports: The Complete Visual Reference. New York: Firefly Books, 2000. This book was valuable for its illustrations of different sports and sports equipment

Gibbons, Gail. My Football Book. New York: Harpaer Collins, 2000. This book was instrumental for ideas to design journal shapes and covers.

"History of Physical Education." World Book. 2005th ed. Chicago: World Book Inc., 2005. This book was valuable for its history of physical education facts.

Mass, Wendy. Children's Literature. California: Greenhaven Press, 2001. This book was helpful in defining children's literature and growth throughout the ages.

Meeks, Linda. Philip Heit, and Randy Page. Health and Wellness. Ohio: Meek Heit Company, 1999.

This textbook was helpful for its information about physical fitness.

Mullin, Chris. Superguides Basketball. New York: Dorling Kindersley, 2000.

This book gives instrumental ideas to help students design journal book shapes and covers.

Silvey, Anita. The Essential Guide to Children's Books and Their Creators. New York: Houghton Mifflin, 2002.

This book was valuable for its overall general information about children's literature and the authors that created it. It was also valuable for its information on African-American children's literature beginnings.

Townsend, John R. Written For Children. New York: Harper-Collins, 1990.

This book was valuable in obtaining the historical facts about children's literature.

Internet Resources

The following internet sites were valuable for their general and specific information.

www.cdc.org Available as of March 19, 2006

This site was valuable for its information about physical fitness and education.

<http://www.pde.state.pa.us> Available as of March 19, 2006

This website gives information about Academic Standards for Health, Safety and Physical Education for the state.

<http://www.pps.12.pa.us/districtreformagenda.asp> Available as of June 3, 2006

This website was instrumental for information on the Pittsburgh Public Schools District Reform Plan. Its plan included "Writing across the Curriculum."

<http://www.phillyburbs.com/pb-dyn/news/103-03092004-261368.html>

Available as of June 3, 2006

This website was helpful in disclosing the testing of students and how they would be graded.

www.google.com Available as of April 23, 2006

This search engine was instrumental in gathering fitness images. Just click on images and type in sports or fitness and all types of images relating to those topics will appear.

*The graphics used in this unit were taken from **Microsoft Word on-line Clip Art and Word Art.**

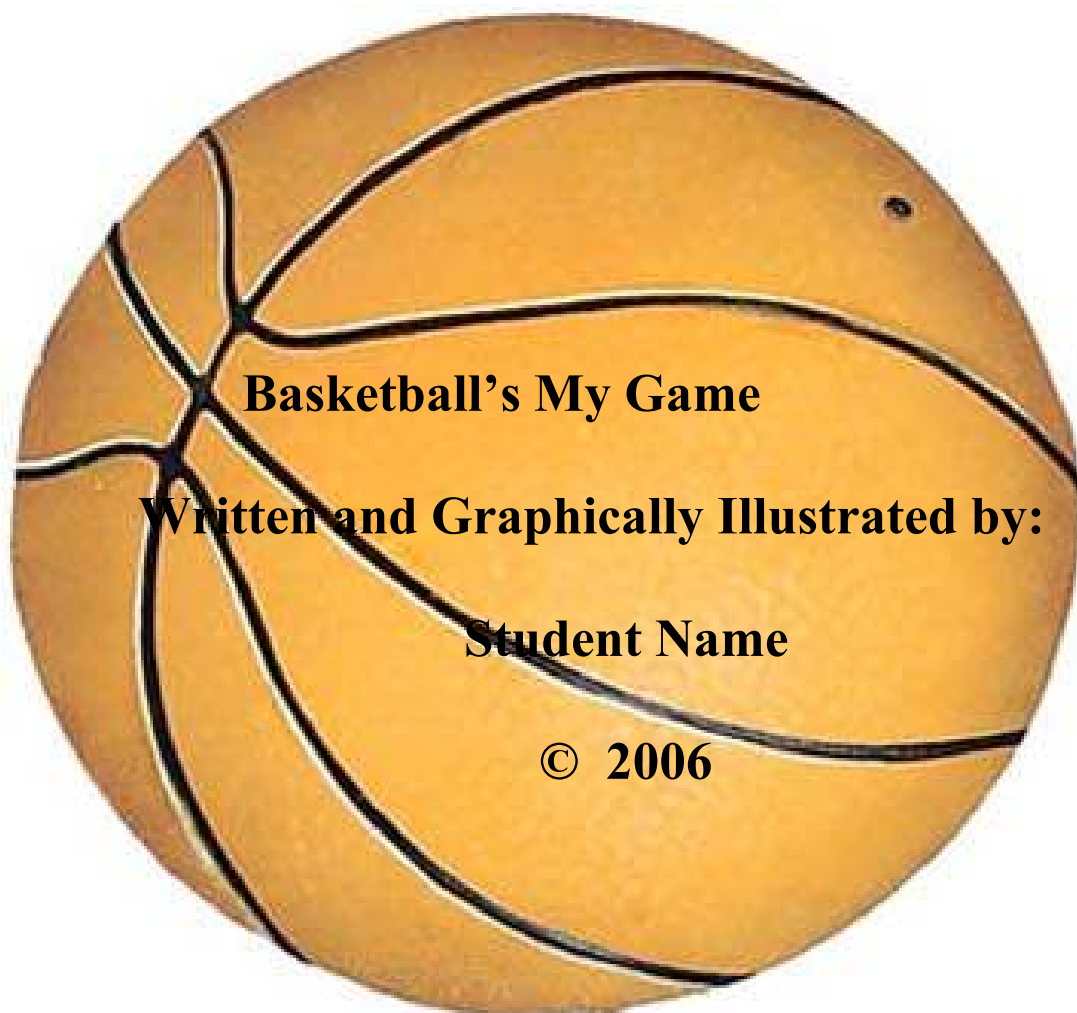
Appendices



Basketball's My Game

By

Student's Name

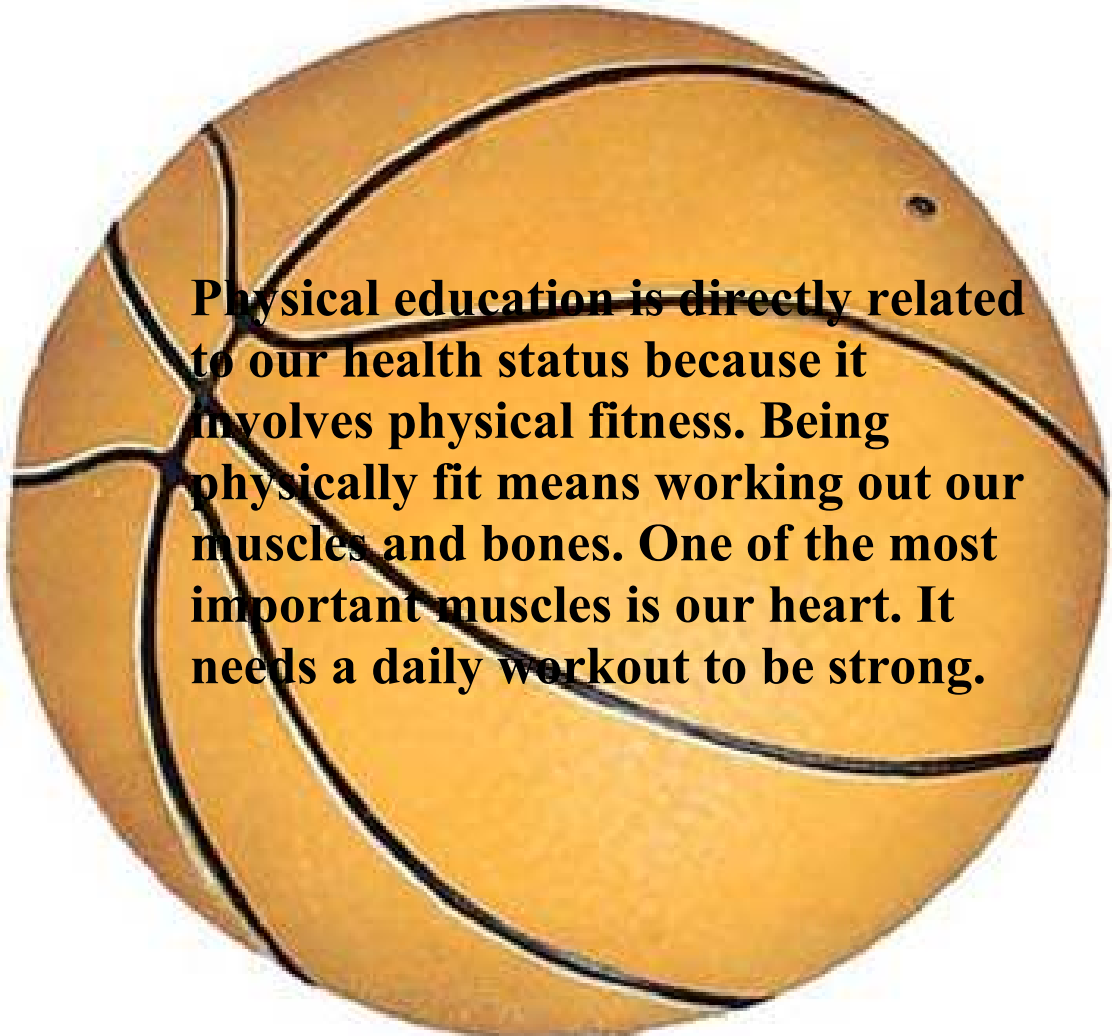


Basketball's My Game


Written and Graphically Illustrated by:

Student Name

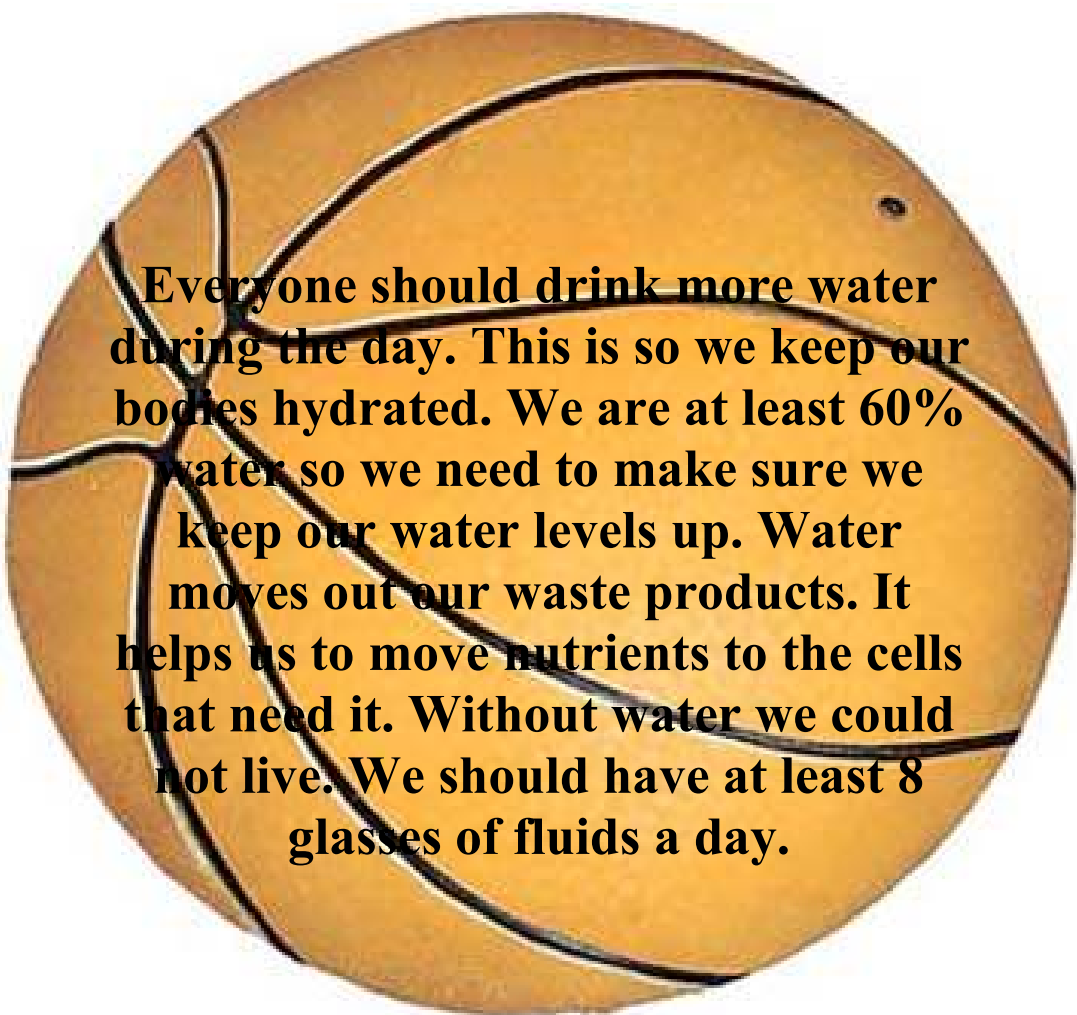
© 2006

A basketball is shown in the background, centered on the page. The text is overlaid on the basketball. The text is in a bold, black, sans-serif font and reads:

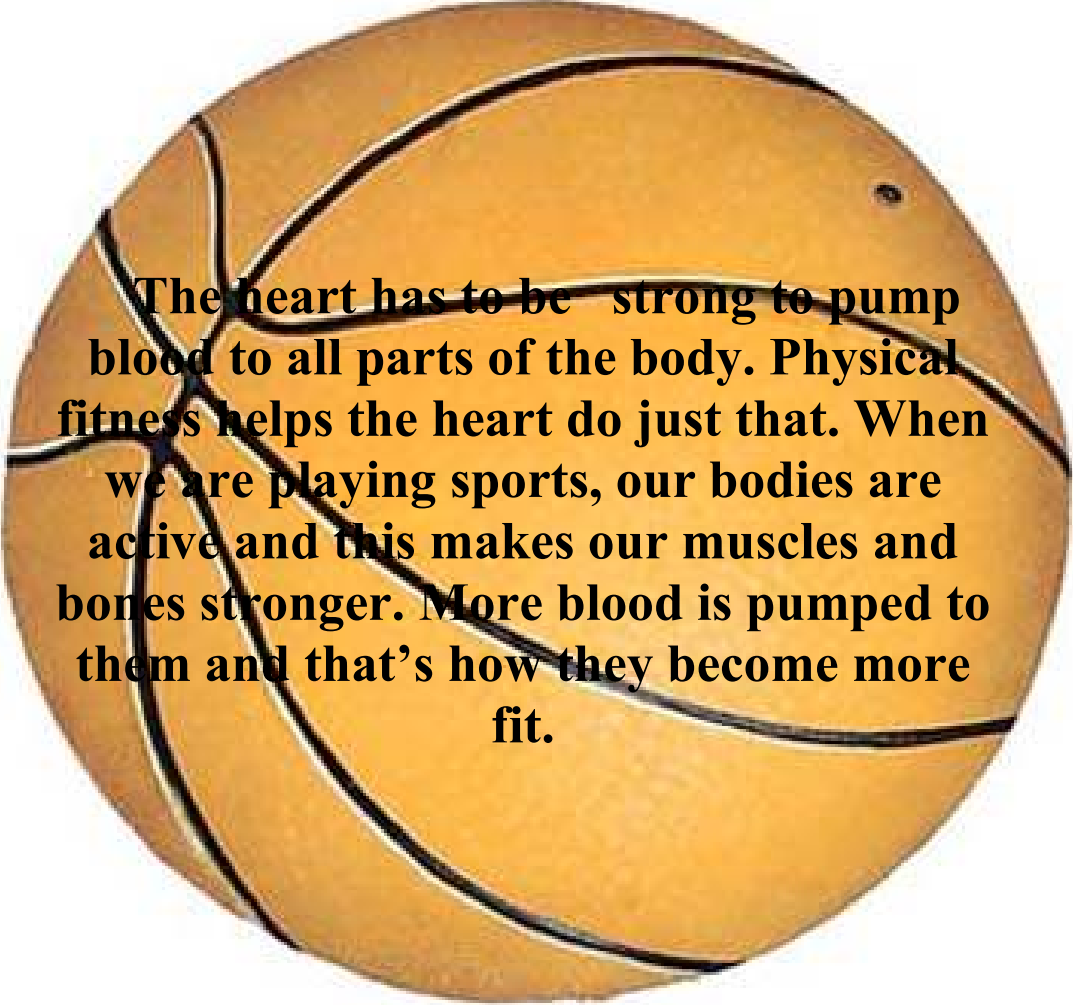
Physical education is directly related to our health status because it involves physical fitness. Being physically fit means working out our muscles and bones. One of the most important muscles is our heart. It needs a daily workout to be strong.

A close-up, slightly angled view of a standard orange basketball. The ball is centered in the frame against a plain white background. It features the characteristic black lines of a basketball, including the curved lines that define the panels and the straight lines that form the seams. The lighting is even, highlighting the texture of the ball's surface.

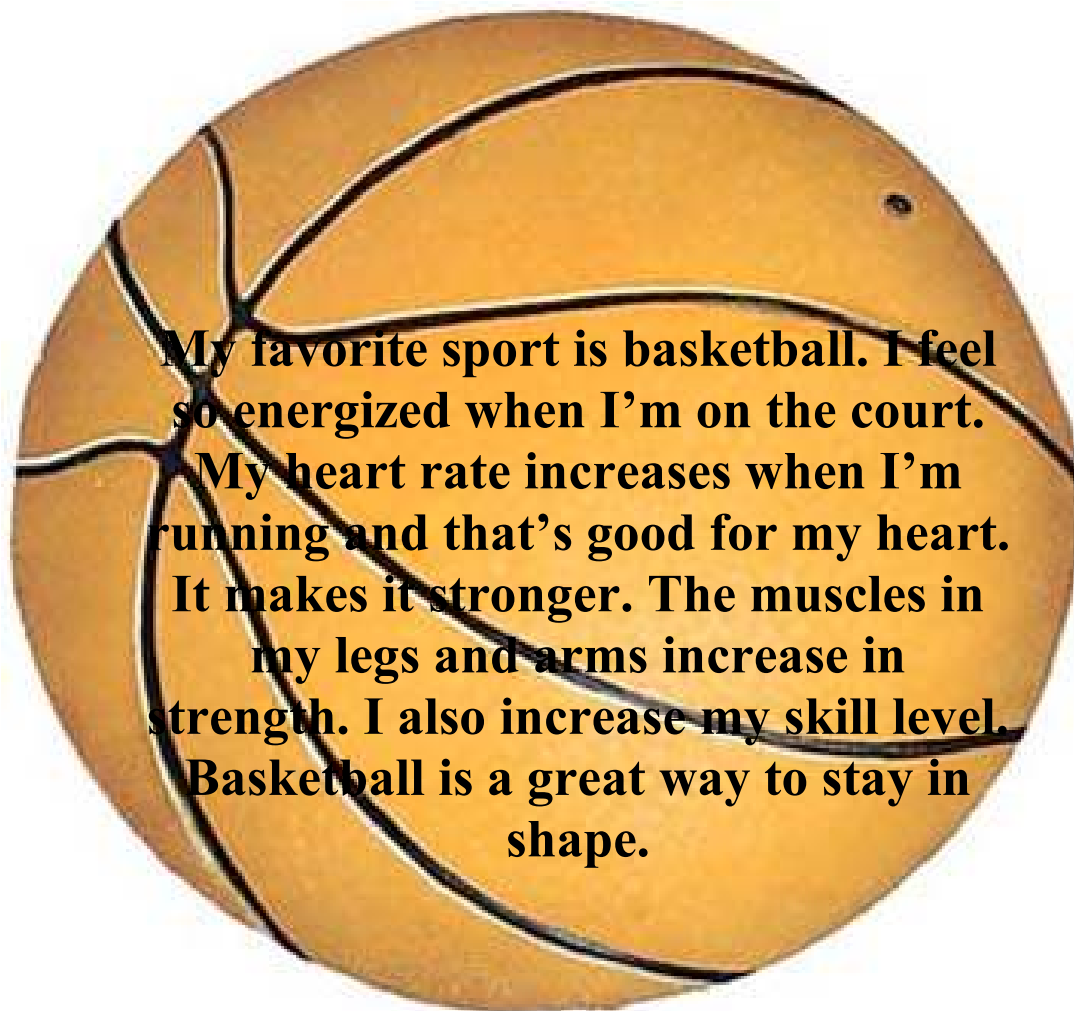
Basketball helps me to release a lot of stress. When I feel tense I hit the court and begin to play. I feel all the tension start to leave because I am working my muscles. More oxygen is circulating in my body and energizing my organs. I can perform better which makes me feel better.

A basketball is centered in the image. Overlaid on the basketball is a paragraph of text in a bold, black, sans-serif font. The text discusses the importance of hydration, stating that the human body is at least 60% water and that we should drink at least 8 glasses of fluids a day.

Everyone should drink more water during the day. This is so we keep our bodies hydrated. We are at least 60% water so we need to make sure we keep our water levels up. Water moves out our waste products. It helps us to move nutrients to the cells that need it. Without water we could not live. We should have at least 8 glasses of fluids a day.

A basketball is shown in the center of the page. The text is overlaid on the basketball, centered horizontally and vertically. The text is in a bold, black, sans-serif font. The basketball is orange with black lines representing the seams.

The heart has to be strong to pump blood to all parts of the body. Physical fitness helps the heart do just that. When we are playing sports, our bodies are active and this makes our muscles and bones stronger. More blood is pumped to them and that's how they become more fit.

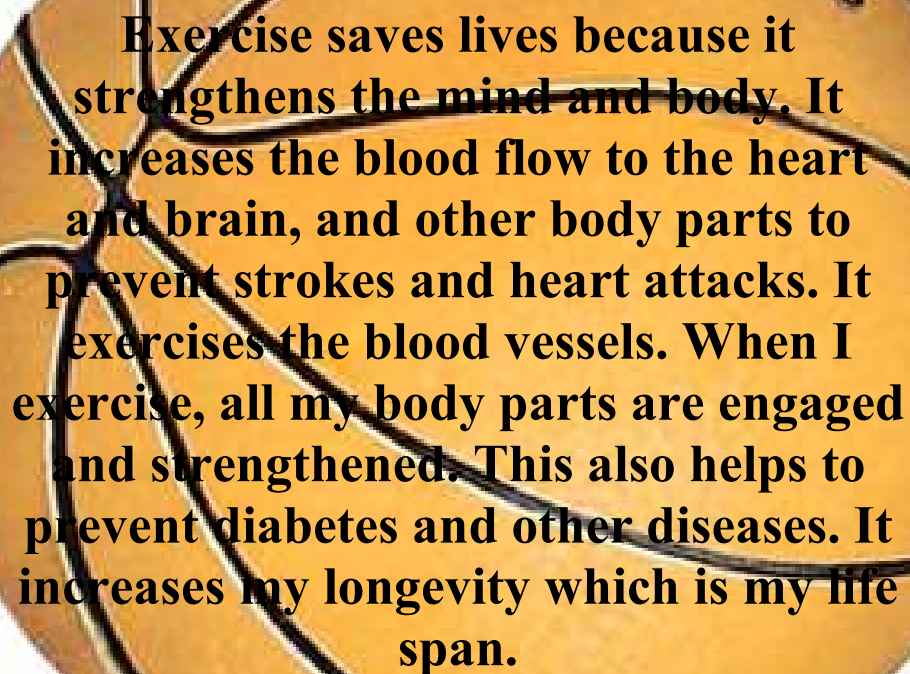


My favorite sport is basketball. I feel so energized when I'm on the court.

My heart rate increases when I'm running and that's good for my heart.

It makes it stronger. The muscles in my legs and arms increase in strength. I also increase my skill level.

Basketball is a great way to stay in shape.

A basketball is shown in the center of the page, with a paragraph of text overlaid on it. The text is in a bold, black, sans-serif font. The basketball is orange with black lines representing the seams. The text is centered on the basketball and reads: "Exercise saves lives because it strengthens the mind and body. It increases the blood flow to the heart and brain, and other body parts to prevent strokes and heart attacks. It exercises the blood vessels. When I exercise, all my body parts are engaged and strengthened. This also helps to prevent diabetes and other diseases. It increases my longevity which is my life span."

Exercise saves lives because it strengthens the mind and body. It increases the blood flow to the heart and brain, and other body parts to prevent strokes and heart attacks. It exercises the blood vessels. When I exercise, all my body parts are engaged and strengthened. This also helps to prevent diabetes and other diseases. It increases my longevity which is my life span.

Sample Cover Sheet

Fitness

For

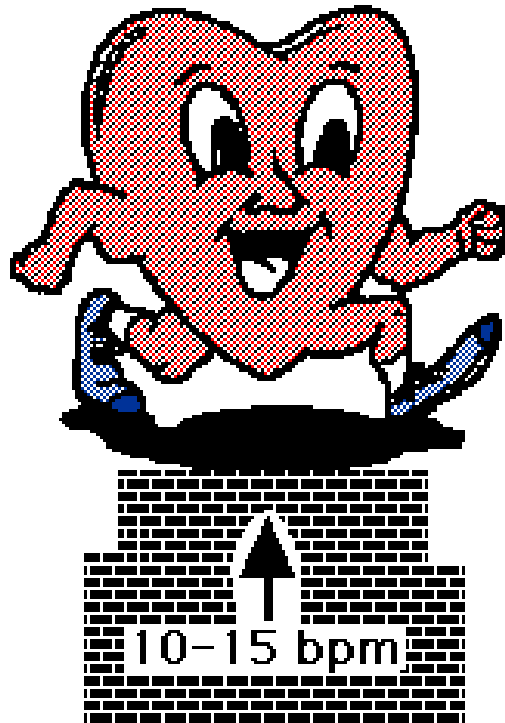


Life

By: Student's Name
© 2006

Sample Cover Sheet

The Value in Fitness



By: Student's Name
© 2006

Sample Cover Sheet

Fitness is Fundamental



By: Student's Name
© 2006

Health/P.E. Journal Sentence Tips

Participating in gym class helps...

Physical education increases...

Longevity means

Drinking water helps...

My health depends on...

I can stay healthy if...

Exercise strengthens...

I can prevent...

To stay healthy in the future I...

Through physical activity I can...

Being active allows me to...

To maintain a desirable weight...

Stress can be managed by...

It is important to...

Water is...

This week's class will help...

Certain diseases can be prevented by...

When I exercise...

My body needs...

Helpful Words

| | |
|----------------|----------------|
| muscles | weight |
| heart rate | management |
| cardiovascular | longevity |
| heart | prevention |
| blood pressure | disease |
| body parts | hydration |
| bones | stamina |
| lungs | diabetes |
| exercise | heart attack |
| agility | stroke |
| power | aging |
| strength | fitness |
| body | increases |
| oxygen | decreases |
| joints | active |
| balance | healthy |
| speed | brain |
| teens | weight lifting |
| body fat | sports |
| stress | important |

Activity # 1 Prompt: How Important is Physical Education for Our Total Health? (Give at least 3 examples to support your writing.)



Think in terms of **overall health** of the body.

Use the **terms below** to help you write.

Use the **P.E Sentence Tips Sheet** to help you.

muscles

weight

bones

strengthens

cardiovascular

longevity

heart

prevention

blood pressure

disease

blood flow

healthy

brain

feeling good

**Activity # 2 How Does This Particular P.E. Unit
Help With Stress Management?
(Support your writing with at least 3 examples.)**



Think in terms of **overall health** of the body.

Use the **terms below** to help you write.

Use the **P.E Sentence Tips Sheet** to help you.

- | | |
|------------|--------------|
| brain | feeling good |
| oxygen | decreases |
| blood flow | healthy |
| endorphins | hormones |
| exercise | increases |
| positive | thinking |
| attitude | focus |
| fun | laughing |
| teamwork | success |

Activity # 3 What is the Importance of Drinking Water During Gym Class? (Support your writing with at least three facts or examples.)



Think in terms of **overall health** of the body.

Use the **terms below** to help you write.

Use the **P.E Sentence Tips Sheet** to help you.

brain

feeling good

oxygen

increases

blood flow

cools body

hydrates

heart rate

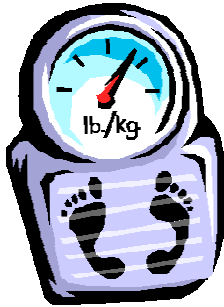
energizes

body cells

removes

waste

Activity # 4 What Are Some Weight Management Benefits From This Week's Classes?
(Support your writing with at least three examples.)



Think in terms of **overall health** of the body.

Use the **terms below** to help you write.

Use the P.E **Sentence Tips Sheet** to help you.

balance

healthy

muscles

calories

burns

strengthens

trims

inches

decreases

fat

increases

muscle tone

energized

metabolism

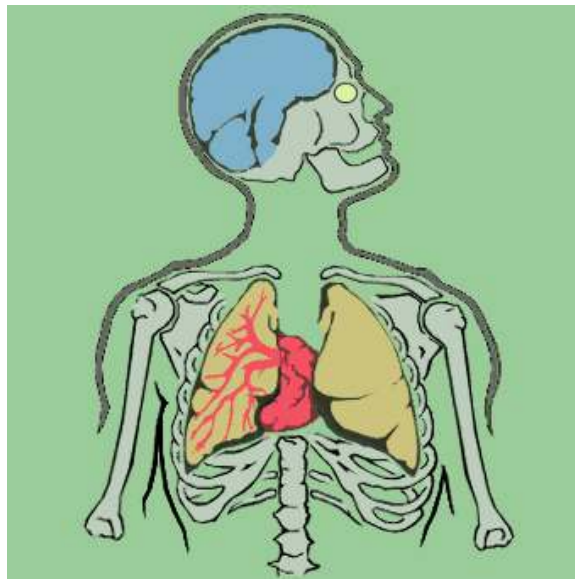
eat less

healthy

blood flow

feel good

Activity # 5 **Talk about your favorite gym class activity specifically. What major body parts are involved? What happens to them as a result of being exercised? (Give three facts to support your writing.)**



Think in terms of **overall health** of the body.

Use the **terms below** to help you write.

Use the P.E **Sentence Tips Sheet** to help you.

brain

heart

lungs

bones

muscles

liver

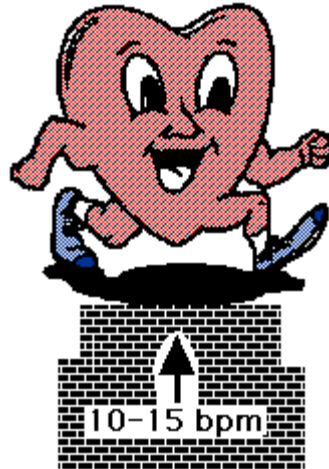
blood

stomach

intestines

skin

Activity # 6 In Terms of Heart Attacks, Strokes, Diabetes, etc., How Does Exercise Save Lives and extend longevity? (Give at least three supporting details in your writing.)



Think in terms of **overall health** of the body.

Use the **terms below** to help you write.

Use the **P.E Sentence Tips Sheet** to help you.

strengthens

protects

blood flow

stamina

conditions

decreases fat

lung capacity

healthier

think clearly

muscular

General Writing Rubric

Focus/Purpose **Content/Organization**
Word/Choice

- 4** **Advanced Level** – Sophisticated arrangement of content in logical order. The main point(s) is made about the specific topic. The sentences were well constructed. The grammar/spelling/punctuation is all correct. The response exceeded the prompt requirements.
- 3** **Proficient Level** – clear arrangement of content in a logical order. Proficient use of a variety of words was evident. Correct sentence structure with minimal spelling and grammar errors. The response met the prompt requirements.
- 2** **Basic Level** – inconsistent arrangement of content. The focus may be unclear. There is generic word choice and limited control of sentence structure. The response may only partially fulfill the prompt requirements.
- 1** **Below Basic Level** – severely limited content and little evidence of logical arrangement. There was minimal word usage and sentence structure. The response did not meet the prompt requirements.

The following are some of the content standards used in this unit.

Academic Standards for Health, Safety and Physical Education

- 10.4.6. Grade 6
- A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
 - B. Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
- 10.4.9. Grade 9
- A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.
 - B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
 - Stress management
 - Disease prevention
 - Weight management
- 10.4.12. Grade 12
- A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.
 - B. Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.
 - C. Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.
 - aging
 - injury
 - disease

Unit Vocabulary Word Wall

Agility – to move in different direction with speed

Balance – the ability to keep from falling

Blood pressure – pressure of the blood against the arterial walls

Bones – makes up the skeletal frame of the body

Brain – central controlling organ of the body

Breathing – the intake of oxygen and output of carbon dioxide

Cardio – heart related

Circulation – the movement of blood throughout the body

Communicating – getting a message from one person to another

Coordination – the ability to use body parts together for movement

Depression – chemical changes in the brain that causes a person to feel sad, or unhappy

Endorphins – feel-good hormones secreted by the brain

Endurance – physical activity for an extended period of time

Exercise – to condition the body through physical activity

Flexibility – the ability to bend body parts throughout a range of motion

Heart attacks – when the heart goes into fibrillation or stops working properly

Hydration – the act of filling with liquid

Journaling – a series of writings kept in a book

Literacy – the ability to read

Literature - different writing, publications, etc.

Longevity - lifespan

Lungs – respiratory system/organ that transfers oxygen and carbon dioxide

Muscles – move the skeletal frame

Oxygen – element necessary to sustain life

Physical fitness – condition of the body from regular physical activity

Prevention – to keep from happening

Strength – ability to lift, push, pull, kick, or throw with force

Weight Maintenance – to keep within a certain weight over a period of time