**North East School Division**



**Unpacking Outcomes**

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| **Outcome (stated in its entirety) to be unpacked** | | |
| **4.1 Health-related Fitness -** Make decisions about and apply, with guidance, strategies (including fitness appraisals) and principles related to fitness improvement to determine own level of health-related fitness (cardiovascular endurance, flexibility, muscular endurance, and muscular strength) and to positively affect own level of health-related fitness**.** | | |
| **Outcome Unpacked** (circle the verb and underline the Nouns/Qualifiers) | | |
| **Make decisions about strategies and principles to determine own level of health related fitness.**  **Make decisions about strategies and principles to positively affect own level of health related fitness.**  **Apply strategies and principles to determine own level of health related fitness.**  **Apply strategies and principles to positively affect own level of health related fitness.** | | |
| **KNOW** | **UNDERSTAND/ QUESTION** | **BE ABLE TO DO** |
| **KNOW:**   * **Personal** performance level of Health Related Fitness. * **Personal** daily levels of participation in movement activities. * **Health-related fitness standards.** * **Factors** that affect personal motivation to stay active. * **Cardiovascular Endurance (C.E.)** * the ability of the heart to provide oxygen to muscles during physical activity for a prolonged period of time. * **Heart Rate** * # of heart beats per minute (bpm) * **Resting Heart Rate** * a person's heart rate when they are at rest: awake but lying down, and not having immediately exerted themselves. Typical healthy resting heart rate in adults is 60–80 bpm * **Maximum Heart Rate** * Your true MHR is the highest pulse rate you can attain during all-out effort. To estimate your MHR is to subtract your age from 220. * **Target Heart Rate Zone** * a desired range of heart rate reached during [aerobic exercise](http://en.wikipedia.org/wiki/Aerobic_exercise) which enables one's [heart](http://en.wikipedia.org/wiki/Heart) and [lungs](http://en.wikipedia.org/wiki/Lungs) to receive the most benefit from a workout. The THR can be calculated as a range of 65%–85% intensity of your maximum heart rate. * **Intrinsic Benefits of C.E.** * Enjoyment * enhanced health * level of success * increased energy level * reduced stress level * Connection to others * **Aerobic Exercise -** physical [exercise](http://en.wikipedia.org/wiki/Exercise) that intends to improve the oxygen system. Aerobic means "with [oxygen](http://en.wikipedia.org/wiki/Oxygen)", and refers to the use of oxygen in the body's metabolic or [energy](http://en.wikipedia.org/wiki/Adenosine_triphosphate)-generating process. Many types of exercise are aerobic, and by definition are performed at moderate levels of intensity for extended periods of time and can include: * Walking * Snowshoeing * Running * Skipping * Hiking * Cycling * Swimming * Dancing * paddling   **HOW TO:**   * **Research** and **report** on recommended level of activity * **Use** fitness grams and activity grams * **Monitor** personal performance on fitness appraisal. * **Create** and **Implement** a plan to improve cardiovascular endurance according to **F.I.T.T. Principle:** * **Frequency** * 3-5 days a week * **Intensity** * 65%-85% MHR * **Time** * 20-30 min. * **Type** * Aerobic * **Find a Pulse (Neck and Wrist)** * **Carotid Artery (Neck)**. Your carotid artery runs vertically along both sides of your neck. To find your carotid pulse, place your fingers at the top of your neck, just under your jaw at about the mid-point between your earlobe and chin. * **Radial Artery**. The radial artery is the pulse point most commonly used to determine someone's heart rate. Face either hand palm up and use the fingers from your other hand to locate your pulse. Your radial artery is on the thumb's side (or outside) of your wrist when the palm of your hand is facing you. Place your fingers half way between the tendons that run down the center of your forearm and the edge of your arm, on the thumb side, right at your wrist. Make sure one finger is closer to your palm than the other, so they appear "stacked"; your fingers should be vertical on your wrist, not side-by-side. You should feel a strong pulse here. * **Determine Heart Rate** * Count beats per 6 seconds and multiply by 10. * **Perform Sit-ups**   bulletHands/Fingertips touch your shoulders  bulletKeep knees together with feet flat on ground  bulletDon't bounce off the mat-keep a steady pace  bulletDon't hold your breath  bulletElbows go to thighs counts as one  bulletHolders-put hands across arches of your partners feet and DON'T sit on partner's feet   * **Perform Push-ups**   bulletPalms on floor with fingers spread and pointed straight ahead.  bulletToes and balls of feet on floor at all times.  bulletStraight and flat back and body.  bulletBend arms until your nose is about 2 inches from floor and return to starting position.  bulletKeep a slow and steady pace.  bulletTo perform a "modified push up" have knees touch the floor.   * **Perform Distance Run**   bulletRun at a pace that you can have a conversation with a friend.  bulletTry NOT to stop. If you have to slow down, do a fast walk.  bulletDon't eat right before the test.  bulletUpon finishing the test, keep walking so your heart can get back to a normal beat.  bulletDon't compare your time with others-worry about yourself.  bulletIf you finish early, look for others to encourage.   * **Flexibility Test**   bulletWarm up your hamstring muscles by jogging and then doing the proper leg stretches  bulletTake test with your shoes OFF!  bulletKeep knees slightly bent-don't lock them  bulletReach forward slowly  bulletKeep fingertips and hands together (shortest reaching fingertip is the score recorded)  bulletStart with a straight back and lean forward from the hips-don't slouch from shoulders | 1. **How is assessing personal fitness levels valuable?**  * Assessing and tracking our fitness levels gives us valuable information that better informs us on how we can improve our personal health related components of fitness levels.  1. **Why is it important to monitor and track fitness performance?**  * Monitoring and tracking performance keeps one informed about their progress so that they know if they are on the right track or need to make the decision to change strategies.  1. **How does the use of proven strategies positively affect one’s level of health related fitness?**  * The use of proven strategies gives you confidence that what you are doing is right and will produce the results you desire | a. Engage, on a consistent basis, in a variety of individual and group activities that support health-related fitness and that support perceptions of physical activity as being fun (e.g., games that require moderate to vigorous movement, dance, relay races, cross-country skiing, aerobics, lead-up games, cooperative games).  b. Research and report on the recommended level of activity required in order to achieve and maintain personal fitness using resources such as the Canada Physical Activity Guide for Children.  c. Use resources (e.g., Fitnessgrams, Activitygrams) and other supports to appraise health-related components of fitness.  d. Determine own performance level for health-related components of fitness using simple appraisals that are specific to cardiovascular endurance, muscular endurance, and flexibility (e.g., eight minute run, pedometer counts, flexed arm hang, push-ups, sit and reach).  e. Sustain participation in moderate to vigorous movement activities (e.g., walking, running, skipping, cycling, swimming, snowshoeing, dancing) that increase heart rate and respiration rate, for eight consecutive minutes on a consistent basis.  f. Monitor, throughout the year, and record (e.g., charts, journal, portfolio, Fitnessgrams program) personal performance on fitness appraisals.  g. Discuss the reason for health-related fitness standards (e.g., Fitnessgrams healthy fitness zones) that focus on cardiovascular endurance, muscular endurance, and flexibility, and correctly associate the connection between these and overall physical fitness and personal well-  h. Describe factors (e.g., success/failure, attitude, support from others, commitment, intrinsic and extrinsic rewards) that affect personal motivation to stay physically active.  i. Engage in fitness sequences, such as circuits, that include cardiovascular endurance, muscular endurance, and flexibility exercises.  j. Identify, implement, and monitor personal changes that can be made in daily levels of participation in movement activities after determining how much personal time is spent in active and sedentary activity for a set period of time (e.g., daily, weekly).  k. Create and implement, with guidance, a class plan to improve cardiovascular fitness that follows the principles of F.I.T.T. (Frequency – at least every 48 hours, Intensity – gets the heart rate up, Type – cardiovascular activity, Time – at least 10 consecutive minutes) and encourages everyone to be active, both in and out of school (e.g., class walk at recess, class dance for 8 minutes every other day). |