

# Physical Activity

## 1. Question & Research Task

Part of living and promoting a healthy lifestyle includes exercising. It is important for individuals to be introduced to a variety of exercises so that they can choose what they like the best! Knowledge is power when individuals understand different types of exercise as well as the benefits of physical fitness. What are my favorite activities? How many calories am I burning during each activity? What are the benefits of exercising? How long should I exercise daily?

### Caution:

**Exercising can benefit the body in a variety of ways. However, not building in rest time can over-stress the body and cause injuries.**

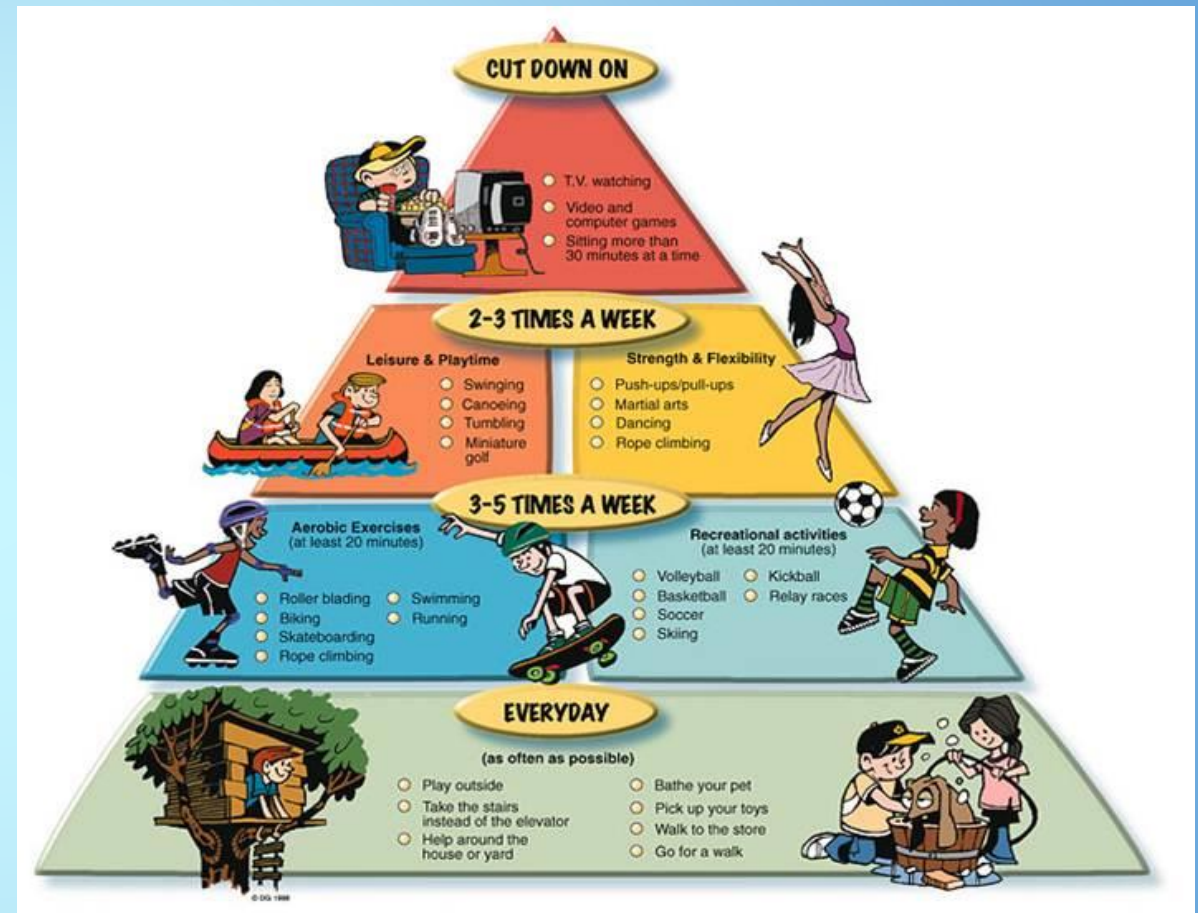


Image Source: [www.wordpress.com](http://www.wordpress.com)

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How can you evaluate physical activities in order to determine which exercises/activities benefit your body the most?

## 2. Information Sources

Choose several of the information sources linked here to complete the Student Activity on Slide 3. You will use the following resources to gather information about physical activity and exercise.

*When required, see your teacher/librarian for login information*

- [Physical Fitness](#)
- [Exercises for Teens](#)
- [Strength Training Exercises](#)
- [Choosing the Right Sport](#)
- [Physical Fitness](#)
- [Fitness](#)
- [Ways to be Active](#)
- [The Struggle Is Real](#)
- [Resolve to Get Healthier](#)



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Image Source: [Wikispaces.com](http://Wikispaces.com)

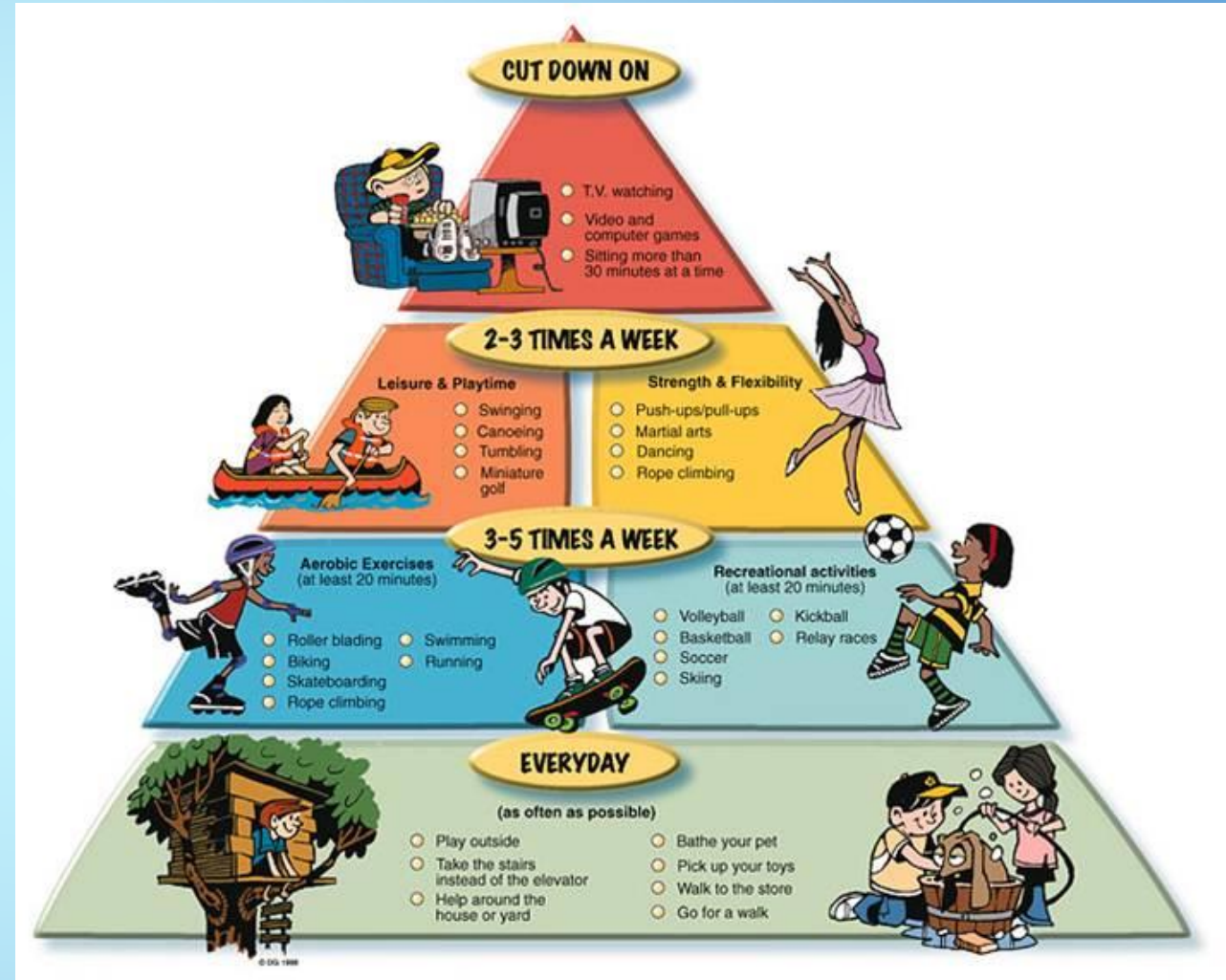


# 3. Student Activity

Now based on what you learned on slide 2 about exercise please complete your own Activity Pyramid outlining what you like to do!

Personal Activity Pyramid

Scoring Tool for Physical Activity Pyramid



## 4. Assessment Activity

How can you evaluate physical activities in order to determine which exercises/activities benefit your body the most?

First, using the information you have learned about types of exercise, benefits of exercise, and how often to exercise, collaborate with a partner or small group to create a multimedia presentation. Your presentation should demonstrate an evaluation of physical activities while educating others about the importance of exercise. Consider *Fitness Gram* results and the My Activity Pyramid.

Then, complete this [reflection](#).



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## 5. Enrichment Activities



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- According to the [U.S. Department of Health and Human Services](#) May is National Physical Fitness and Sports Month. Become a fitness ambassador for our school by creating a calendar of exercises to share around the building.
- Write a proposal/ persuasive letter to the administration and Physical Education department chair to propose a new intramural for the school following the [MyActivity Pyramid](#).
- Does your school participate in the NFL's [Play 60 Program](#)? Get out and earn some points by completing some of the activities you researched!
- Not part of the Play 60 program? Write a persuasive letter to your school's administration and Physical Education department chair to get your school involved.

# 6. Teacher Resources

## Learning Standards Alignment

### Content Learning Standards

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 2.8.10 Explain how school and public health polices can influence health promotion and disease prevention.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 6.8.1 Assess personal health practices.

### [MCCR ELA Standards for Grades 6-8](#)

**Reading: 1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**AASL Standards Framework for Learners** Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

### [P21 Framework: 21<sup>st</sup> Century Student Outcomes](#)

**3. Information, Media & Technology Skills: Information Literacy:** Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

**ICT Literacy:** Use technology as a tool to research, organize, evaluate and communicate information.

## SLIDE NAVIGATION

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### Grades 6-8 Health: Nutrition and Fitness Units

**Objective:** Students will conduct brief, focused research about exercise in order to determine which activities/exercises benefit the body the most.

**Time Frame:** Two 45-minutes class periods or one 90-minute class period

### Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

### Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)