Grade Level: High School

Unit: Cardiorespiratory Moderate and Vigorous Physical Activity

Lesson 2: Speed Walking-Dance-Cycle

Objectives
● Students will be able to use correct form in speed walking.
● Students will be able to use correctly perform steps and sequences in a variety of dances.
● Students will be able to use correct form in cycling.

Standards
● Describes how moving competently in a physical activity setting creates enjoyment (S5.M4.6)
● Identifies why self-selected physical activities create enjoyment (S5.M4.7)
● Demonstrates competency in dance forms used in cultural and social situations (e.g., weddings, parties), or demonstrates competency in 1 form of dance (e.g., ballet, modern, hip hop, tap). (S1.H2)
● Discusses how enjoyment could be increased in self-selected physical activities (S5.M4.8)
● Identifies and participates in an enjoyable activity that prompts individual self-expression (S5.M5.8)

Key Vocabulary
● Speed walking
● Aerobic Dance
● Cycling
● Cadence
● Beat
● Rhythm
● Brakes
● Helmet
● Gear

Equipment Needs
● Bicycles
● Helmets for bicycles
● Spare tires / air pump
● Sound system with speaker
● Various music for aerobic dance (these links are for learning the steps)
  ○ Hustle - https://www.youtube.com/watch?v=O742R9XhBow
  ○ Electric Slide - https://www.youtube.com/watch?v=0pF9PN8UpqI
  ○ Waka Waka - https://www.youtube.com/watch?v=p3JLdyRe1IU
  ○ Cupid Shuffle - https://www.youtube.com/watch?v=5_srg-18Fz0
  ○ selections from Hip Hop Public Health (https://hhph.org)
● Open activity space for walking

Set-up
• Have three separate activity areas with appropriate equipment. One with Bicycles (could be outside), one with open space to walk, and one with open space to dance (with a sound system).
• Have a predetermined course to ride bicycles
  o Keep off streets as much as possible
• Have a predetermined course for speed walking
  o Could be marked with cones or poly spots
• Have sound system set-up with appropriate music for each dance. Could use iPads with videos of dances or dance step cards.

Safety
• Check activity area for obstacles or holes
• Make sure all students have helmets for the bicycles
• Instruct students on general safety instructions for the activities
• Choose appropriate routes to avoid cars and other vehicles as much as possible
  o Use sidewalks or grass areas when appropriate

Warm Up
• Students will dance the macarena with music
  o https://www.youtube.com/watch?v=anzzNp8HIvQ (do not show video - only play music if using this link or choose another video)

Description
1. Speed walking - Speed walking includes walking at a fast pace, always have a foot in contact with the ground (never completely in the air - as in running)
   a. Teach the students to speed walk. Practice on a small part of the gym or other area.
   b. Have the students speed walk on a pre-designated course (maybe 100-200 yard circle) for 3-5 minutes at the fastest pace they can maintain.
2. Aerobic Dance - Have the students dance any of the following dances with music (or any other aerobic dance that is appropriate). (These links are for music)
   a. Hustle - https://www.youtube.com/watch?v=wj23_nDFSfE
   b. Electric Slide - https://www.youtube.com/watch?v=CTGySsNSvEs
   c. Waka Waka - https://www.youtube.com/watch?v=pRpeEdMmmQ0
   d. Cupid Shuffle - https://www.youtube.com/watch?v=fAhXfcm_v40
3. Cycling - Explain the safety aspects of riding a bicycle, including helmets, hand signals, and stability. Also explain how to change a tire on a bicycle.
   a. Safety - https://www.youtube.com/watch?v=A_iJlq5vTcA
   b. Change a tire - https://www.youtube.com/watch?v=fwwfV99VV8I
   c. Hand signals - https://www.youtube.com/watch?v=7VqxBptV1fk
   d. Teach the students how to ride a bicycle.
     i. https://www.youtube.com/watch?v=mO1Qg5THqhE
   e. Take the students on a short bicycle ride on a predetermined course, such as around the parking lot, or on the track.
More Challenging
- Students can walk or cycle at a faster (but controlled) speed
- Increase the length of the routes
- Students will create your own dance to the music while keeping the moves appropriate and safe.

Less Challenging
- Students can walk or cycle at a slower speed
- Decrease the length of the routes

Assessment
- Written - Have students write a 1 page essay on why they liked one of the three activities the best. They must explain why, including the physical benefits. (place in portfolio)
- Have students complete portfolio journal prompts:
  - My favorite activity from today's lesson was…
  - This activity was my favorite because…
  - One activity I will commit to exploring further on my own time is...
- Physical - students will work hard enough to get their heart rates into the moderate zone in a minimum of 2 of the 3 activities (chart will be placed in their portfolio)

Cool Down/Review/Closure
- Review the three skills introduced today.
  - Discuss steps to each activity
  - Discuss physical fitness levels and intensity levels for each
  - Discuss when and why each type is performed (example answers)
    - Speed walk - burning calories, but can't / don't like to run
    - Aerobic dance - social aspect and burning calories
    - Cycling - Burning calories, easier on knees
Sample heart rate zone log

**Day 1**

- Speed walking - _________ BPM   This places me in my _____________ Heart rate zone.
- Aerobic Dance - _________ BPM   This places me in my _____________ Heart rate zone.
- Cycling - _________ BPM          This places me in my _____________ Heart rate zone.

**Day 2**

- Running - _________ BPM          This places me in my _____________ Heart rate zone.
- Aerobic Circuits - _________ BPM This places me in my _____________ Heart rate zone.
- Aerobic Games - _________ BPM    This places me in my _____________ Heart rate zone.

**Day 3 (if access to a pool)**

- Swimming - _________ BPM          This places me in my _____________ Heart rate zone.
- Water aerobics - _________ BPM    This places me in my _____________ Heart rate zone.
- Water Polo - _________ BPM        This places me in my _____________ Heart rate zone.