

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=p3JLdyRc1IU>
 - 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
 - Keep off streets as much as possible
- Have a predetermined course for speed walking
 - 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
 - Use sidewalks or grass areas when appropriate

Warm Up

- Students will dance the macarena with music
 - <https://www.youtube.com/watch?v=anzzNp8HlVQ> (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_iJlq5yTcA
 - 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=mOlQg5THqhE>
 - 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 cant / dont 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.