

UPSIDE DOWN

STUDENT TARGETS

- **Skill:** I will pace activity based on my target heart rate zone.
- **Cognitive:** I will calculate my target heart rate and identify my target zone.
- **Fitness:** I will discuss the benefits of an active lifestyle.
- **Personal & Social Responsibility:** I will participate safely with attention to exercise form and injury prevention.

TEACHING CUES

- Pace for the Zone
- Move Safely
- Dive for Deeper Discussion

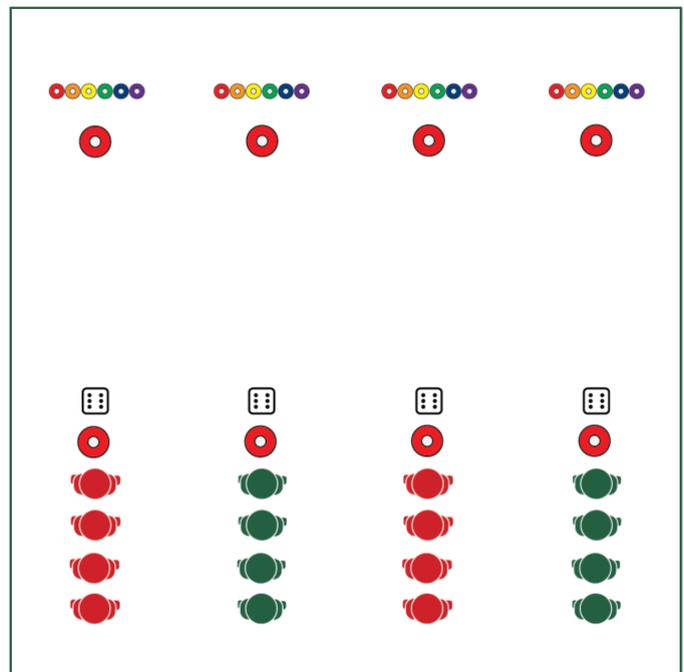
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 2 large cones per team of 2–4 players
- 6 low-profile cones per team of 2–4 players
- 1 six-sided die per team of 2–4 players

Set-Up:

1. Use large cones to create start and finish lines 20 meters apart.
2. Place the dice at each starting cone and 6 low-profile cones at each finish cone. Number each low-profile cone 1 through 6, going from left to right.
3. Create teams of 2–4 players, each team at a starting cone.



Activity Procedures:

1. Let's work on our 20-meter pacer running with the game Upside Down. The object of the game is to get all of your team's cones upside down.
2. On the start signal, the first person in line rolls the die and then runs down to flip the cone that corresponds to the number rolled.
3. As soon as that player returns to the line, the next player rolls the die and runs down to flip the appropriate cone.
4. If a number is rolled again, corresponding cones are flipped back right-side up.
5. Play the game until one team gets all cones upside down, or time runs out (set an appropriate amount of time based on your lesson).

Grade Level Progression:

L1: Use a debrief session to discuss how routine physical activity impacts student productivity and effectiveness in the classroom and/or work environment.

L2: Using heart rate monitor technology, challenge students to identify and then work toward their Heart Health Zone with a focus on either basic endurance and fat burning or building aerobic fitness and performance capacity.

UPSIDE DOWN

UNIVERSAL
DESIGN
ADAPTATIONS

- Modify the distance students travel to meet the needs of all participants.
- Use scooters to move through the 20-meter distance between dice and low-profile cones.

ACADEMIC
LANGUAGE

Active Lifestyle, Benefit, Fitness, Heart Rate Zone

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 3 [H1.L1]:** Discusses the benefits of a physically active lifestyle as it relates to college/career productivity (L1).
- **Standard 3 [H10.L1-2]:** Calculates target heart rate and applies HR information to personal fitness plan (L1); Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor) to self-monitor aerobic intensity (L2).
- **Standard 4 [H5.L1]** Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (L1).

DEBRIEF
QUESTIONS

- **DOK 1:** What would you include on a list about the benefits of an active lifestyle?
- **DOK 2:** How can an active lifestyle affect a person’s social life?
- **DOK 3:** How is an active lifestyle related to a person’s social and emotional well-being?

TEACHING
STRATEGY
FOCUS

Help students examine their reasoning: By the time students get to high school, they have developed reasoning that either promotes or diminishes their desire to be physically active. While personal health is an important reason to be active, students are often focused more on peer interactions and social consequences. Discussing how regular physical activity can enhance their social and emotional well-being is important for guiding students toward a more complete understanding of physical activity and personal fitness.