

LESSON TITLE:	FUNCTIONAL FITNESS
BACKGROUND INFORMATION:	
CREATED BY:	JULI WESTRICH, 2023 IDITAROD TEACHER ON THE TRAIL™
GRADE LEVEL/ SUBJECT:	KINDERGARTEN – 5TH GRADE PHYSICAL EDUCATION/CLASSROOM/MATH
ESSENTIAL QUESTION:	HOW CAN I CONNECT REAL LIFE EVENTS TO CLASSROOM LEARNING?
LEARNING OBJECTIVES:	<p>I CAN:</p> <ul style="list-style-type: none"> *IDENTIFY PHYSICAL TASKS REQUIRED TO RUN A DOGSLED KENNEL *PARTICIPATE IN A PE CIRCUIT THAT MIRRORS KENNEL TASKS *EXPLAIN HOW THESE TASKS BUILD PHYSICAL FITNESS – CARDIO AND MUSCULAR
STANDARDS ADDRESSED:	<p>NEW YORK STATE PHYSICAL EDUCATION STANDARDS (2020)</p> <p>STANDARD 1. DEMONSTRATES COMPETENCY IN A VARIETY OF MOTOR SKILLS AND MOVEMENT PATTERNS.</p> <ul style="list-style-type: none"> ● FITNESS ACTIVITIES NY.S1.3 ● LIFETIME ACTIVITIES NY.S1.4 <ul style="list-style-type: none"> ○ DEMONSTRATES, IN ISOLATION, MATURE PATTERNS OF LOCOMOTOR, NONLOCOMOTOR AND MANIPULATIVE MOVEMENT SKILLS. (NY.S1.4.2) <p>STANDARD 2. APPLIES KNOWLEDGE OF CONCEPTS, PRINCIPLES, STRATEGIES AND TACTICS RELATED TO MOVEMENT AND PERFORMANCE.</p> <ul style="list-style-type: none"> ● MOVEMENT CONCEPTS NY.S2.1 <ul style="list-style-type: none"> ○ DEMONSTRATES MOVEMENT CONCEPTS IN A VARIETY OF PHYSICAL ACTIVITIES. (NY.S2.1.3) <p>STANDARD 3. DEMONSTRATES THE KNOWLEDGE AND SKILLS TO ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL ACTIVITY AND FITNESS.</p> <ul style="list-style-type: none"> ● FITNESS PLANNING NY.S3.1

- ADDITIONAL HEALTH ENHANCING BEHAVIORS NY.S3.2
 - EXPLAINS EFFECTS OF PHYSICAL ACTIVITY ON THE BODY. (NY.S3.1.2)
 - EXPLAINS HOW HEALTH ENHANCING BEHAVIORS INFLUENCE OVERALL WELLNESS. (NY.S3.2.2)

STANDARD 4. EXHIBITS RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR THAT RESPECTS SELF AND OTHERS.

- SELF AWARENESS AND MANAGEMENT NY.S4.1
- SOCIAL AWARENESS AND RELATIONSHIP SKILLS NY.S4.2
- RESPONSIBLE DECISION MAKING NY.S4.3
 - DEMONSTRATES RESPONSIBLE PERSONAL BEHAVIOR WITH MINIMAL TEACHING PROMPTS IN PHYSICAL ACTIVITY SETTINGS. (NY.S4.1.3)
 - RECOGNIZES AND FOLLOWS DIRECTIONS IN PHYSICAL ACTIVITY SETTINGS. (E.G., TAKING TURNS, SHARING) (NY.S4.2.1)
 - IDENTIFIES STRATEGIES TO REINFORCE POSITIVE DECISIONS IN PHYSICAL ACTIVITY SETTINGS. (NY.S4.3.2)

STANDARD 5. RECOGNIZES THE VALUE OF PHYSICAL ACTIVITY FOR OVERALL WELLNESS, ENJOYMENT, CHALLENGE, AND/OR SELF-EXPRESSION

- OVERALL WELLNESS NY.S5.1
- SELF EXPRESSION/ ENJOYMENT NY.S5.3
 - IDENTIFIES THE RELATIONSHIP BETWEEN PHYSICAL ACTIVITY AND OVERALL WELLNESS. (NY.S5.1.3)
 - IDENTIFIES PHYSICAL ACTIVITIES THAT PROVIDE OPPORTUNITIES FOR SELF-EXPRESSION. (NY.S5.3.2)

MATERIALS
NEEDED:

*WEIGHT USED DEPENDS ON AGE/ABILITY OF STUDENTS
 5 GALLON BUCKETS (FILLED WITH "DOGFOOD" – SAND OR PEBBLES)
 5 GALLON BUCKETS (EMPTY)
 BEAN BAGS
 SHOVELS OR SCOOPS
 MEDICINE BALLS (4-6 OF VARYING WEIGHTS)
 SCOOTERS
 CONES

PROCEDURE:

ENGAGEMENT:
2-5 MINUTES

SET THE INTENTION: ASK STUDENTS "HOW DO YOU STAY PHYSICALLY FIT?" BRAINSTORM WAYS TO STAY PHYSICALLY STRONG.

SHARE QUOTES AND IMAGES FROM IDITARODEDU TEACHER ON THE TRAIL BLOG POST -IT'S ALL ABOUT FUNCTIONAL FITNESS - RELATING TO THE TASKS BRENT SASS DOES AROUND HIS HOMESTEAD THAT CONTRIBUTE TO HIS OVERALL FITNESS LEVEL.

LESSON:
20-30 MINUTES

DIVIDE STUDENTS INTO FOUR GROUPS.

INTRODUCE CIRCUITS:

1. DOG SLED MUSHERS NEED TO CARE FOR THEIR DOGS. THIS CIRCUIT WILL COPY WHAT IT IS LIKE TO HAVE TO CARRY FOOD TO ALL THEIR DOGS.

1. STUDENTS STAND BEHIND A START LINE. WHEN INSTRUCTED TO BEGIN STUDENTS WILL PICK UP THE BUCKET AND WALK ACROSS THE GYM, AROUND A CONE, AND WALK BACK TO THE START.
2. STUDENT WILL HAND OFF THE BUCKET TO THE NEXT CLASSMATE IN LINE AND GO TO THE END OF THE LINE.
3. ON STUDENTS SECOND TURN THEY MUST CARRY THE BUCKET IN THE OTHER HAND.
4. CIRCUIT IS COMPLETE WHEN EACH PERSON ON THE TEAM HAS CARRIED THE BUCKET 4 TIMES (TWICE ON EACH SIDE).

2. THIS CIRCUIT WILL COPY WHAT IT IS LIKE TO LIFT OBJECTS SUCH AS TRAIL BRUSH, DOG HOUSE MATERIALS, AND EVEN DOGS.

1. STUDENTS STAND ON A LINE WITH FEET SHOULDER DISTANCE APART.
2. BEND TO A SQUAT POSITION.
3. LIFT THE MEDICINE BALL TO WAIST HEIGHT.
4. BEND TO A SQUAT POSITION.
5. RETURN THE BALL TO THE FLOOR.
6. STUDENTS THEN ROTATE TO THE NEXT MEDICINE BALL.
7. STUDENTS REPEAT UNTIL THEY HAVE LIFTED EACH MEDICINE BALL TWICE.

3. ONE OF THE MOST IMPORTANT JOBS IS SCOOPING POOP!
1. LINE UP TEAM BEHIND A PILE OF BEANBAGS AND A BUCKET.
 2. THE FIRST STUDENT WILL SCOOP ONE BEANBAG AT A TIME INTO A 5 GALLON BUCKET, UNTIL ALL BEANBAGS ARE SCOOPED (APPROX 5)
 3. STUDENT WILL HAND THE SHOVEL TO THE PERSON BEHIND THEM.
 4. THE FIRST STUDENT WILL THEN PICK UP THE BUCKET, CARRY IT ACROSS THE GYM, AROUND A CONE, AND BACK TO THE START.
 5. THEY WILL THEN DUMP THE BEANBAGS OUT OF THE BUCKET INTO A PILE..
 6. THE NEXT STUDENT IN LINE (THE ONE WITH THE SHOVEL) CAN NOW BEGIN SHOVELING BEANBAGS, REPEATING WHAT STUDENT 1 DID.
 7. STUDENT 1 WILL GO TO THE END OF THE LINE.
 8. STUDENTS MAY STOP WHEN EACH PERSON HAS SHOVELED, CARRIED, AND DUMPED 2 BUCKETS OF "POOP".

4. A MUSER NEEDS TO BE PHYSICALLY STRONG, BUT ALSO HAVE THE ENDURANCE AND CARDIO FITNESS TO WORK WITH THE DOG TEAM TO MUSH FORWARD. SOMETIMES THIS MEANS RUNNING ALONGSIDE THE SLED, OR PEDALING WITH ONE LEG. THIS ACTIVITY WILL MIMIC PEDALING ALONGSIDE THE DOG SLED.

1. STUDENTS WILL MAKE A LINE HERE AT A DESIGNATED START.
2. THE FIRST STUDENT "MUSER" WILL PICK UP THE SCOOTER AND MOVE ACROSS THE GYM TO A CONE AND BACK PUSHING ONLY WITH THE RIGHT LEG.
3. STUDENT WILL PASS THE SCOOTER TO THE NEXT "MUSER".
4. STUDENT 1 WILL GO TO THE END OF THE LINE.
5. THE NEXT "MUSER" WILL REPEAT THE ACTIVITY OF STUDENT 1.
6. WHEN STUDENT 1 GETS THE SCOOTER AGAIN THEY MUST MUSH WITH ONLY THE LEFT LEG.
7. STUDENTS REPEAT UNTIL THEY HAVE TAKEN 2 TURNS ON THE RIGHT AND 2 TURNS ON THE LEFT.

*SCOOTERS MAY NOT BE APPROPRIATE FOR ALL AGES, OR SAFE TO USE IN ALL CLASSES. THIS ACTIVITY CAN BE ADAPTED

	<p>AS RUNNING, SKIPPING, SIDE STEP, OR ANY OTHER TYPE OF MOVEMENT ACTIVITY THAT PROMOTES CARDIO*</p> <p>ROTATE EACH GROUP OF STUDENTS THROUGH ALL 4 STATIONS. (APPROXIMATELY 5 MINUTES PER STATION)</p>
CONCLUSION: 5 MINUTES	BRING GROUP TOGETHER TO DISCUSS EACH CIRCUIT. ASK STUDENTS TO SHARE WHICH PARTS OF THEIR BODY WERE WORKING TO COMPLETE EACH ACTIVITY (LEGS, ARMS, HEART, ETC).
ASSESSMENT:	<ol style="list-style-type: none"> 1. OBSERVATION OF STUDENT ENGAGEMENT AND INTEREST 2. PARTICIPATION IN SHARE-OUT
NOTES:	
ENRICHMENT/ REINFORCEMENT SUGGESTIONS:	<p>THIS LESSON WAS CREATED FOR PE, BUT CAN BE USED IN THE CLASSROOM TO INTEGRATE PHYSICAL ACTIVITY INTO MATH LESSONS. TAKE EACH CIRCUIT AND MULTIPLY BY THE NUMBER OF DOGS (APPROX 55) A MUSER HAS AT THEIR KENNEL. EXTEND THE CIRCUIT TO INCLUDE MEASUREMENT OF TIME, WEIGHT, DISTANCE. HOW LONG WOULD IT TAKE TO CARRY FOOD, SHOVEL POOP, FEED DOGS? HOW MANY DOG BOWLS WOULD ONE BUCKET OF FOOD/WATER FEED? HOW FAR WOULD YOU BE PEDALING/RUNNING IF YOU DID THIS $\frac{1}{4}$ OF THE WAY BETWEEN CHECKPOINTS? HOW MANY PEDALS WOULD IT TAKE TO GO ONE MILE? THE EXTENSIONS ARE ENDLESS AND THE INTERACTIVE NATURE OF THE PHYSICAL COMPONENT MAKES MATH ENGAGING.</p>
OTHER:	<p>READ: <i>KAMIK: AN INUIT PUPPY STORY</i> BY DONALD ULUADLUAK TO EXTEND THE DISCUSSION TO DOG TRAINING AND CARE BEYOND THE PHYSICAL TASKS.</p>