A Lesson in Adaptive PE

An Honors Thesis

By

Robin N. Martin

Thesis Advisor
Cathy Siebert

Ball State University
Muncie, Indiana
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Abstract
During my student teaching experience at Highland High School in Anderson, Indiana, I took on a schedule of four health classes and two physical education classes. One of these PE classes, entitled Adaptive PE, enrolled 9th grade students who suffered from conditions that prevented them from participating in the physical activity required of a typical PE class.

The class roster was comprised of eleven students. The limiting conditions of the students are listed as follows:

- Asthma
- Atrial/septal hole in the heart
- Deformation in left hip
- Impaired muscles surrounding knee
- Orthopedically impaired due to cerebral palsy; uses a walker
- Orthopedically impaired due to polio; uses crutches
- Poor circulation in lower extremities
- Pregnant
- Scoliosis
- Special Education
- Water on the brain

As a college student, I had rarely interacted with physically limited students. And although I had some idea of the activities in which they could participate, as therapist and doctor notes and records were provided, I concluded that it would still be impossible for the class, as a whole, to be active for an entire class period.

Upon sorting through the information regarding the students that was given to us, my cooperating teacher, Mrs. Vicky Hildebrand, and I began contemplating a structure for the course. Anderson Community Schools revolve on a block schedule, meaning each class is 85 minutes. I thus concluded that it would be nearly impossible for our students to participate in any physical activity for up to 60 minutes, counting in for adequate break time. We finally decided on the idea of incorporating a classroom section into the PE course.

The classroom portion of Adaptive PE would be the same as any other class – Math, Science, or English. We would hold discussions, learn new material, and the students would participate in class work and continuous assessments. The content, however, would not portray the normal content of a physical education class. I would introduce an in-depth look at factors in the students' lives that they had control over. This is how I came to divide the class portion into three content areas – nutrition, physical activity, and games/scorekeeping – to coincide with the three 6-week grading periods.

Each class would consist of a 20-30 minute lesson over content, which I would research, plan, and lead. The approximately 40 minutes remaining could be used for any questions and the physical activity portion of the class. Thus, students would be learning about what they could do throughout their lives to improve their nutritional and physical health in addition to receiving physical benefits, as opposed to simply using the time for physical activity and not receiving any needed knowledge form the course.

The methods, structure, and presentation of each Adaptive PE class period are what constitute this thesis. Due to the calendar differences between Highland High School and Ball State University, the final six weeks of this class have been planned in a manner that is similar to the first twelve weeks that were actually taught. Therefore, the last grading period – games and scorekeeping – will include lesson plans and worksheets given, but no actual student work.
I. THE COMMUNITY AND THE SCHOOL
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   - Student records from doctors and therapists
III. THE CALENDAR
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   - February
   - March
   - April
   - May
   - June
IV. CLASSROOM TACTICS
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   - Grading Policy
   - Parent Letter
   - Assessments
   - Journals
   - Student Passes
V. NUTRITION
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   - Outline
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   - Breakdown of assessment grades
   - Journals
   - Gradebook
   - Reflection
VI. PHYSICAL ACTIVITY
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VII. GAMES AND SCOREKEEPING
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VIII. COURSE REFLECTION
IX. ACKNOWLEDGEMENTS
The Community and the School
The City of Anderson

According to the U.S. Census Bureau, in 1996 the population of the city of Anderson, Indiana, was 59,131. This indicates a continuing decline from the 1990 census, which reported the population at 59,459. The city of Anderson continues to experience change with the downsizing and sale of the General Motors facilities. Once viewed as a city supported primarily by the automobile industry throughout the 1980's and before, there are now less than 15,000 people employed in manufacturing jobs with a growing number of former automotive employees now living on fixed retirement incomes. However, there has been a large growth of service businesses on the south side of Anderson, which indicates a change from manufacturing to service employment. The income from these types of employment opportunities may not adequately support families. If the city of Anderson continues to experience a decline in population and a lack of additional manufacturing jobs, the living index may continue to diminish with a subsequent increase in the poverty level. This will increase the responsibilities and demands on the city and the school system to prepare the youth for a changing job market in the 21st century.

The Anderson Community Schools

In response to the diminishing city population and the subsequent decline in school enrollment, ACS and its Board of School Trustees began in 1992 considering the need to reduce the number of high schools. Finally, in 1996 a decision was made to merge three city high schools to the present two – Anderson and Highland. In addition, ACS reconstructed the Ebbertt Education Center, moved the sixth grade students to the existing three middle schools, and maintained the present fifteen elementary schools.

The Anderson Community Schools has an organizational hierarchy including a seven-member elected Board of School Trustees, a superintendent, two academic assistant superintendents, a business manager, and an executive director for corporate development. Highland links to this structure through the academic assistant superintendent for secondary education and then to the building principal and assistant principal.

Highland High School

Highland High School is an urban public school with approximately 1,466 students in grades nine through twelve. Twenty-five percent of the population is minority. The attendance rate at Highland is 93.3%, while the dropout rate is 2%. The school revolves on a block 8 schedule.

My 8th period Adaptive Physical Education enrolled 11 students ranging across all grade levels – six girls, five boys, and 27% minority.
The Students
STUDENT A  
Caucasian Male  
Severe asthma and some Scoliosis

STUDENT B  
Caucasian Female  
Heart conditions: Atrial/septal hole

STUDENT C  
African-American Female  
Pregnant

STUDENT D  
Caucasian Female  
Poor circulation in the lower extremities

STUDENT E  
Caucasian Female  
Asthma

STUDENT F  
Caucasian Male  
Deformation in left hip

STUDENT G  
Caucasian Female  
Impaired muscles surrounding the knee; special education

STUDENT H  
African-American Male  
Special Education

STUDENT I  
Caucasian Female  
Asthma and water on the brain

STUDENT J  
Caucasian Male  
Orthopedically impaired due to cerebral palsy; uses a walker

STUDENT K  
African-American Male  
Orthopedically impaired due to polio; uses crutches
I checked with Nancy Catto. She only knows 3 on the list... will check to see if they are Spec Ed. He is currently homeschooled and may revert next year. He has cerebral palsy and is on permanent crutches that attach under his elbows.

4 Students are Spec Ed: 30000017 (Nancy Ake), 50000065 (Carrie Hill), 500000291 (Carrie Jones). I will email them and see what the physical problems are. He doesn't think he should be in there. We don't have any info on

- We don't really have any info. There is a note in her file saying she could participate in gym at her own pace, it's an old note.
January 15, 2002

Re: [Redacted]

SHC #: 32276

To Whom It May Concern:

This letter is in reference to my patient [Redacted]. He's a young man with polio who underwent posterior and anterior spinal fusion here at Shriners Hospital. The surgery was done in February, 2000.

Regarding his activities, he may do modified mild activities such as swimming, weight lifting for the upper extremities, walking, simple stretching and games such as bowling and modified volleyball and racquetball. To be avoided are trunk twisting or bending or anything of high impact or that would give sudden shock or jolt to his spine.

If you have any further questions, please feel free to contact me.

Sincerely,

Jeffrey D. Ackman, M.D., F.A.A.O.S.
Assistant Chief of Staff
JDA/Ar
Adapted prescription

Refill

NR 1 2 3 4 5

May substitute

Prescription is void more than (1) prescription is written per blank

29th

ROBERT BEESON, M.D.

FAMILY MEDICINE/ADDICTION

1210 Medical Arts Byd. Suite 208
Anderson, Indiana 46011

(765) 286-4100

AGE

Refill

NR 1 2 3 4 5

May substitute

Prescription is void more than (1) prescription is written per blank

29th
ADAPTATIONS/MODIFICATIONS Checklist

**Student:**

**Date:** 11/20/02

Modifications needed for this student to assure participation in regular and supportive programs including participation in extracurricular activities are specified below.

### Paging
- [ ] Extend time requirement for assignments
- [ ] Vary activity often
- [ ] Allow breaks
- [ ] Modify assignments requiring time limitations
- [ ] Home set of texts/materials for preview/review
- [ ] Other:

### Environment
- [ ] Preferential seating
- [ ] Planned seating (circle all that apply):
  - Classroom
  - Cafeteria
  - Auditorium
  - Hallway
  - Restroom
- [ ] Alter physical room arrangement
- [ ] Define areas concretely
- [ ] Reduce/minimize distractions (circle all that apply):
  - Visual
  - Auditory
  - Spatial
  - Tactile
  - Experiential
- [ ] Teach positive rules for use of space
- [ ] Other:

### Presentation of Subject Matter
- [ ] Teach to student's learning style (circle all that apply):
  - Visual
  - Auditory
  - Tactile
  - Multimodal
- [ ] Experiential learning
- [ ] Individual/Small group instruction
- [ ] Utilize specialized curriculum
- [ ] Tape lectures/discussion for replay
- [ ] Present demonstrations (model)
- [ ] Utilize manipulative
- [ ] Emphasize critical information
- [ ] Pre-teach vocabulary
- [ ] Make/Use vocabulary files
- [ ] Reduce language level or reading level of assignment
- [ ] Use total communication
- [ ] Use facilitated communication
- [ ] Share activities
- [ ] Use visual sequences
- [ ] Other:

### Materials
- [ ] Arrangement of material on page
- [ ] Taped texts and/or other class materials
- [ ] Highlighted texts/study guides
- [ ] Use supplementary materials
- [ ] Notetaking assistance: carbonless or copy of notes of a general education student
- [ ] Large print
- [ ] School texts sent home
- [ ] Special Equipment:
  - Electric typewriter
  - Video recorder
  - Calculator
  - AAC device
  - Computer
  - Telephone adaptations
- [ ] Other:

### Assignments
- [ ] Give directions in small, distinct steps (written/picture/verbal)
- [ ] Use written backup for oral directions
- [ ] Lower difficulty level
- [ ] Shorten assignment
- [ ] Reduce paper and pencil tasks
- [ ] Other:

### Self Management/Follow Through
- [ ] Visual daily schedule
- [ ] Calendars
- [ ] Check often for understanding/review
- [ ] Request parent reinforcement
- [ ] Have student repeat directions
- [ ] Teach study skills
- [ ] Plan for generalization
- [ ] Use study sheets to organize material
- [ ] Design/write/use long-term assignment timelines
- [ ] Review and practice in real situations
- [ ] Teach skill in several settings/environment
- [ ] Other:

### Testing Adaptations, including local and statewide assessments
- [ ] Oral responses
- [ ] Short Answer
- [ ] Taped
- [ ] Multiple Choice
- [ ] Read test to student
- [ ] Modify format
- [ ] Responses dictated
- [ ] Shorten length
- [ ] Preview language of test questions
- [ ] Read test to student, except reading comprehension
- [ ] Other:

### Social Interaction Supports
- [ ] Peer advocacy
- [ ] Peer tutoring
- [ ] Structure activities to create opportunities of social interaction
- [ ] Focus on social process rather than activity/and product
- [ ] Structural shared experiences in school, extracurricular, and Partial participation
- [ ] Cooperative learning groups
- [ ] Use multiple/rotating peers
- [ ] Teach friendship skills/sharing negotiation
- [ ] Teach social communication skills
  - Greetings
  - Conversation
  - Sharing
  - Negotiation
- [ ] Other:

### Motivation and Reinforcement
- [ ] Verbal
- [ ] Non-verbal
- [ ] Positive reinforcement
- [ ] Concrete reinforcement, e.g.,
- [ ] Planned motivating sequence of activities
- [ ] Reinforce initiative
- [ ] Offer choice
- [ ] Use strengths/interests often
- [ ] Other:

*Adapted from North East Independent School District of San Antonio, TX, by IRCA 1092.*
Modifications needed for this student to assure participation in regular and supportive programs including participation in extracurricular activities are specified below.

Pacing
- ✔ Extend time requirement for assignments
  - Vary activity often
  - Allow breaks
  - Modify assignments requiring time limitations
  - School texts sent home for summer preview
- ✔ Home set of texts/materials for preview/review
  - Other:

Environment
- Preferred seating
  - Planned seating (circle all that apply):
    - ✔ Classroom
    - ✔ Cafeteria
    - ✔ Auditorium
  - Alter physical room arrangement
  - Define areas clearly
  - Reduce/minimize distractions (circle all that apply):
    - Visual
    - Auditory
    - Tactile
    - Movement
  - Teach positive rules for use of space
  - Other:

Presentation of Subject Matter
- Teach to student's learning style (circle all that apply):
  - Visual
  - Auditory
  - Tactile
  - Multi
  - Model

Experiential learning
- Individual/Small group instruction
- Utilize specialized curriculum
- Tape lectures/discussion for replay
- Present demonstrations (model)
- Utilize manipulative
- Emphasize critical information
- Pre-teach vocabulary
- Make/Use vocabulary files
  - Reduce language level or reading level of assignment
  - Use total communication
  - Use facilitated communication
  - Share activities
  - Use visual sequences
  - Other:

Materials
- Arrangement of material on page
  - Taped texts and/or other class materials
  - Highlighted texts/study guides
  - Use supplementary materials
  - Notetaking assistance: carbonless or copy of notes of a general education student
  - Type teacher material
  - Large print
  - School texts sent home
- Special Equipment:
  - Electric typewriter
  - Video recorder
  - Calculator
  - AAC device
  - Computer
  - Telephone adaptations
  - Other:

Assignments
- ✔ Give directions in small, distinct steps (written/picture/verbal)
  - Use written backup for oral directions
  - Lower difficulty level
  - Shorten assignment
  - Reduce paper and pencil tasks

Read or tape record directions to student
- ✔ Allow student to record or type assignment
  - Adapt worksheets, packets
  - Utilize compensatory procedures by providing alternate assignment and/or strategy when demands of class conflict with student capabilities
  - Avoid penalizing for spelling errors/sloppy papers/penmanship
  - Other:

Self Management/Follow Through
- ✔ Visual daily schedule
  - Calendars
  - ✔ Check often for understanding/review
  - Request parent reinforcement
  - Have student repeat directions
  - Teach study skills
  - Plan for generalization
  - Use study sheets to organize material
  - Design/write/use long-term assignment timelines
  - Review and practice in real situations
  - Teach skill in several settings/environment
  - Other:

Testing Adaptations, including local and statewide assessments
- Oral responses
  - ✔ Short Answer
  - Taped
  - ✔ Read test to student
  - Multiple Choice
  - Responses dictated
  - Shorten length
  - ✔ Preview language of test questions
  - ✔ Read test to student, except reading comprehension
  - ✔ Calculator + add extended

Social Interaction Supports
- ✔ Peer advocacy
  - Peer tutoring
  - Structure activities to create opportunities of social interaction
  - Focus on social process rather than activity/end product
  - Structural, shared experiences in school, extracurricular
  - Partial participation
  - Cooperative learning groups
  - Use multiple/rotating peers
  - Teach friendship skills/sharing negotiation
  - Teach social communication skills
    - ✔ Greetings
    - ✔ Conversation
    - ✔ Sharing
    - ✔ Negotiation
  - Other:

Motivation and Reinforcement
- verbal
- ✔ Non-verbal
  - Positive reinforcement
  - Concrete reinforcement, e.g.,
  - Planned motivating sequence of activities
  - Reinforce initiation
  - ✔ Offer choice
  - Use strengths/interests often
  - Other:

*Adapted from North East Independent School District of San Antonio, TX, by IRA 10/92.

White: Sp.Ed. Director's copy
Yellow: Student's School File copy
Pink: Parent's copy
## Individualized Education Program (IEP) Goals and Objectives

<table>
<thead>
<tr>
<th>Student:</th>
<th></th>
<th>Date:</th>
<th>1-8-02</th>
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<tbody>
<tr>
<td>Present Level of Performance:</td>
<td></td>
<td>Location of Services:</td>
<td>school campus</td>
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<td></td>
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<td>Frequency and Length of Services:</td>
<td>1x week, 20 min</td>
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<tr>
<td>Annual Goal:</td>
<td></td>
<td>Anticipated Date of Initiating Services (specify Mo./Yr.):</td>
<td>4/1/02</td>
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<td>Person(s) Responsible:</td>
<td>school staff, TOP</td>
<td>Duration of Services:</td>
<td>4/1/02 - 11/7/03</td>
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</table>

### Measurable, Short-term Instructional Objectives or Benchmarks, Including Objective Criteria

<table>
<thead>
<tr>
<th>Measurable, Short-term Instructional Objectives or Benchmarks, Including Objective Criteria</th>
<th>Anticipated Date Instruction Will Begin</th>
<th>Methods of Evaluation</th>
<th>Date/Report of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will multiply/divide numbers on a given assignment</td>
<td>1/9/02</td>
<td>A, B, C</td>
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<td>Will be able to identify correctly the value of a digit in a multidigit number 100% of the time</td>
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<td>A, I</td>
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<tr>
<td>Will be able to add/subtract money on paper or in a calculator with 100% accuracy</td>
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<td>A, I</td>
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### Methods of Evaluation:
- **A** Teacher Observation
- **B** Written Performance
- **C** Oral Performance
- **D** Criterion-referenced test
- **E** Standard tests
- **F** Parent Report
- **G** Time Sample
- **H** Pre-Post test
- **I** Other (specify): TOP observation

### Report of Progress:
- **J** Objective met
- **K** Progress made, but objective not yet met
- **L** Little or no progress due to lack of prerequisite skills
- **M** No progress made due to needing more time
- **N** No progress made due to excessive absences/tardiness
- **O** Do not anticipate meeting goals by IEP end
- **P** Not applicable during this grading period
- **Q** Other (specify):--

White: Sp.Ed. Director's copy  Yellow: Student's School File copy  Pink: Parent's copy
The Calendar
1ST 6 WEEKS: JANUARY 7 – MARCH 1

Nutrition
- Cooking Methods
- Fast Food
- Healthy Meal Planning
- Regular vs. Light Foods
- Self-assessments
- Snacking
- The Food Pyramid
- The Six Nutrients
- U.S. Dietary Guidelines

2ND 6 WEEKS: MARCH 4 – APRIL 19

Physical Activity
- Basal Metabolic Rate
- Benefits of Physical Activity
- Components of Physical Fitness
- Cooldown/RICE method
- Exercise and Weight Control
- Planning Effective Workouts
- Self-assessments
- Stretching/Warm-up

3RD 6 WEEKS: APRIL 22 – JUNE 4

Games-Scorekeeping
- Adaptive PE Olympics
- Awards Ceremony
- Creation of own game
- Olympics
- Self-assessments
- (4) Student-decided sports – scorekeeping

* Breakdown of Semester
  - Content of each section
<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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- **MONDAY**: Pre-Assessment for Nutrition Unit
- **TUESDAY**: The Six Nutrients
- **WEDNESDAY**: Review and Exam
- **THURSDAY**: The Food Pyramid
- **FRIDAY**: Review and Exam
<table>
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<tr>
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<td>Consumer Health - Taste Test</td>
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<td>Condiment Consumption (i.e. butter)</td>
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<td>Snacking</td>
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<td>Healthy Meal Planning</td>
<td>Cooking Methods</td>
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<td>Final Assessment for Nutrition Unit 1</td>
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<td>Benefits of Physical Activity 7</td>
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<td>How Food Germs Spread 11</td>
<td>Video – Skin Cancer 13</td>
<td>Free Period</td>
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<td>~ ABSENT DUE TO BSU SOFTBALL COMMITMENT ~</td>
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<td></td>
<td>Physical, Mental, &amp; Social Benefits of Activity 19</td>
<td>Stretching &amp; warming up 21</td>
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<tr>
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<td>SPRING BREAK</td>
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<td>Cooldown &amp; RICE Method</td>
<td>Components of Physical Fitness</td>
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<td>Exercise and Weight Control - Midterm Assessment</td>
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<td>Muscular Strength</td>
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<td>Planning an Effective Workout</td>
<td>Question Session</td>
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<td>Pre-assessment of scorekeeping...</td>
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<td>students decided upon sports</td>
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<td>Scorekeeping Assessment of first sport</td>
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<table>
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<tr>
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<th>FRIDAY</th>
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<td>Scorekeeping Assessment of second sport 3</td>
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<td>7</td>
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<td>Third Sport</td>
<td>Scorekeeping Assessment of third sport</td>
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<td>13</td>
<td>Fourth Sport</td>
<td>Scorekeeping Assessment of fourth sport</td>
<td>Final Assessment of Scorekeeping</td>
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<td>21</td>
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<td>Students create their own games</td>
<td>Students create/play their own games</td>
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<td>28</td>
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<td>Students play their own games</td>
<td>Awards Ceremony</td>
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<td>30</td>
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Students play their own games.
<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Free Day 3</td>
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</table>
Classroom Tactics
ADAPTIVE P.E. RULES

1. Be in your seat when the bell rings.

2. Any homework and something to write with should be on your desk at the beginning of class.

3. Backpacks should be placed on the bookshelves in the back, front, or on the side of the classroom.

4. Always have first and last names on any paper you turn, along with the date and Adaptive PE.

5. Raise your hand if you have a question or need to get out of your seat.

6. We will be respectful of each other!

7. Be sure to bring an old T-shirt and shorts or sweatpants if you like, for the physical activity part of class. Be prepared to bring a swimsuit to class when needed.

8. You will need: A journal or notebook
   A folder with your name and Adaptive PE written on it.
   (These will be kept in the classroom.)

GRADING POLICY:

100 – 93 (A)  92 – 85 (B)  84 – 78 (C)  77 – 70 (D)

Grading will be based on class assignments, tests, daily participation, and attitude.

Upon completion of 6 weeks, if you have participated every day, you will receive 100 points. Not participating in either the class portion or the activity portion of class will result in a 10-point deduction per day, unless you have a valid excuse (requires a doctor’s note or one from the school nurse).

HOMEWORK/ABSENCE:

It is your responsibility to make up homework if you are absent. You have one class session to do this. (For example, if you are absent on Monday, you should ASK what you have missed on Wednesday and it is then DUE by Friday’s class.)
For each of the three grading periods, I created a visual chart representing the record-keeping sheets each student had in their Adaptive PE folders. The record-keeping sheets were handed out as a method to help students keep track of their grades, in addition to keeping them in my gradebook. All work handed back — whether worksheets, tests, etc. — was worth 100 points. The logic for this manner of grading is that some students are not good readers, some are not good at memorizing, and others are not good at test taking. This way of grading allowed for students to not undergo any penalties because of problem areas in studying.

Each paper handed back had a number in the upper left-hand corner, corresponding with the numbers on the big chart. Students wrote their grade in on their own record-keeping sheets. The big chart made a good visual for students to follow along with, especially when they missed a day of school or had work to make up.

At the conclusion of the grading period, each student turned in all their work and their record-keeping sheet. The grades on their sheets should have matched mine from the gradebook. These points, in addition to participation and attitude points, comprised their grade for the grading period and eventually the semester.
<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>MY POINTS</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Pyramid Worksheet</td>
<td>92</td>
<td>B</td>
</tr>
<tr>
<td>Nutrient Notes</td>
<td>100</td>
<td>A</td>
</tr>
<tr>
<td>Saturated Word Search</td>
<td>100</td>
<td>A</td>
</tr>
<tr>
<td>Snacking Notes</td>
<td>100</td>
<td>A</td>
</tr>
<tr>
<td>Food Facts</td>
<td>100</td>
<td>A</td>
</tr>
<tr>
<td>Assessment</td>
<td>87%</td>
<td>C+</td>
</tr>
</tbody>
</table>

**TOTAL POINTS = 577**  
100 - 95 = A  
94 - 88 = B  
87 - 77 = C  
76 - 70 = D

**TOTAL PERCENT = 97%**  
**LETTER GRADE = A**
At the commencement of the semester, I sent home a parent letter with each student. This letter was written to introduce myself as a student teacher in the student's physical education class. Another intention of sending this letter home was to establish contact and familiarity with the parents or guardians. I wanted them to feel comfortable enough to approach me with any concerns they had regarding their student.

To ensure that the parents received the letter, I used an incentive of two extra credit points (to be used toward the semester grade) for a letter signed by a parent and returned. I do not believe in extra credit, however for the sole purpose of my student teaching – as I would not have the opportunity to hold parent-teacher conferences – I wanted to be sure the parents received the letter.
January 28, 2002

Dear Parent or Guardian,

This letter is to introduce myself as a future educator in your student's adaptive physical education class at Highland High School. My name is Robin Martin and I will be student teaching for the duration of the spring term.

I have met and look forward to working with the students during each class period, and I hope to foster a relationship with each student, as they will help my experience as much as I hope to enhance theirs. I plan to work closely with Mrs. Hildebrand to ensure that your child receives adequate nutritional knowledge as well as the activity needed to benefit their experience in PE.

Throughout my time here, I would like you to feel free to contact me with any questions or concerns you may have regarding your student. You can contact me through the school, at 641-2059.

Thank you, and I look forward to your cooperation in providing your student with the best education possible throughout this semester.

Sincerely,

Miss Robin Martin
Three times during each grading period/unit, students completed an assessment. This assessment consisted of true/false questions regarding the content to be discussed throughout the upcoming unit.

The first assessment was simply a method to discover what background information my students already knew. This first assessment was not to be counted as a grade, but rather as a way to evaluate what topics I would need to discuss in further detail, as opposed to the topics with which the students were fairly familiar.

The second, or midterm, assessment was an exact copy of the first assessment. Students completed this second assessment to show me what they were learning. It was taken three weeks, or halfway, into the grading period. This assessment was also not graded but used as a method to evaluate the effectiveness of my teaching. It allowed me to re-discuss any information the students did not understand and again gave me an idea of what topics I needed to emphasize in the next few weeks.

The last and final assessment was also an exact copy of the first assessment, however it counted as a grade. By this point in the grading period (sixth and final week), had discussed all the topics for the unit and all the information presented on the assessment. By this last assessment, students should have been familiar enough with the statements to do well and know the content of the assessment.
The journals were used as a way for students to develop critical thinking skills. They were also used for self-assessment and for creating goals. For each grading period, the content written in the journals changed with the unit.

Throughout the first unit, nutrition, students wrote down goals of how they wanted to improve their nutritional habits. They came to class and wrote down what foods they ate in the previous day or two. This was a good way for the students to visualize if they were meeting their goals. We then assessed our eating habits as a class (myself included) to see if we were on the path toward healthy eating habits.

Throughout the second grading period, discussing physical activity, students were given a certain situation (i.e. Sunday afternoon, sunny, 72°, warm winds). They then used this information to think about what types of activity they personally could participate in, given their conditions. My intention here was to get students thinking about what activities they could do, regardless of the situation – wind, rain, snow, little time, no people present, etc.

Throughout the last grading period, scorekeeping, students would be given certain number totals from a particular sport (one of the four they decided upon), and they would calculate statistics from those numbers. As these students would rarely have the opportunity to participate in such demanding sports, it would be beneficial for them to learn the ways of scorekeeping and how to keep statistics. This also allowed for the students to integrate some math skills in a physical education course.
As students would be walking the halls, riding bikes and scooters, and participating in other activities that would be challenging to their conditions, I created passes for each student using Microsoft Word. These passes were then printed, signed, and laminated. At the beginning of each class, students picked up their passes and when we left for the activity portion of the period, students used their equipment in the school hallways without the interruption of teachers asking questions about why they were not in class.
Nutrition

~ the first six weeks ~
During the first six weeks of the semester, the students learned a vast range of information regarding nutrition. Topics for this unit included everything from the food pyramid, to assessing their own diets, to planning healthy meals at fast food restaurants, to taste-testing different foods.

The main intention for learning about nutrition – at a pace slower and in greater detail than the typical health class – was because many of these students had physical limitations that prohibited them from participating in much activity. Therefore, I educated them about one factor in their lives that they had absolute control over – the food they consumed. Although they could not run great distances, they could eat from every group in the food pyramid that comprised a healthy diet. Although they could not swim the fastest, lift the most, or jog the farthest, they could consume the foods that would improve their chances for a healthier, longer life – free from cardiovascular disease, obesity, or other nutritionally-related health problems.
01/23/02 – Introduction to the class, pre-assessment, create goals
01/25/02 – The Food Pyramid
01/29/02 – The Six Nutrients
01/31/02 – Review and Exam (over Pyramid and Nutrients)
02/04/02 – The U.S. Dietary Guidelines
02/06/02 – Review the Exams, assess goals
02/08/02 – Midterm assessment
02/12/02 – Consumer health, taste-test between regular and light foods
02/14/02 – Condiment consumption (i.e. butter, jelly, peanut butter)
02/19/02 – Snacking
02/21/02 – Fast food restaurants
02/25/02 – Healthy meal planning at fast food restaurants
02/27/02 – Cooking methods (i.e. ways to cook, oils to use, etc.)
03/01/02 – Final assessment, assess goals
DAILY LESSON PLAN

Date: 01-23-02          Grade Level: 9th grade          Teacher: Miss Martin

Subject: Adaptive PE          Unit Topic: Nutrition

Topic for this lesson: Introduction and Self-Assessment Pretest

1. Behavioral Objectives:
   1. The students will analyze why it is important to write in a journal.
   2. The students will apply the information they already know to a nutrition assessment pretest.
   3. The students will distinguish between what they already know and what they do not understand about nutrition.
   4. The students will formulate goals for themselves for the first 6 weeks of the semester.

2. Contents:
   1. Introduction
   2. Nutrition
   3. Journals
   4. Folders
   5. Self-Assessment Pretest

3. Procedure:
   1. Teacher and student introductions. Have students pick a question out of a hat to answer something about themselves.
   2. Explain semester plan and reasoning behind why we will be having actual class lessons during a P.E. class. Nutrition and exercise are very important to our lives, and one of the main aspects of our lives that we can control – not just to keep us healthy today, but to make our lives tomorrow better. Explain all three sections (6 weeks each) of the class. Use transparency.
   3. Define rules. Explain that we all come from different backgrounds. We all live in different houses and have different things that we like. We may be different, but we will respect each other. Define efforts expected.
   4. Explain health folders and record sheets. They are to be brought to class every day, and everything handed in and back should be kept in them.
   5. Explain purpose of journals. Ask students why it would be important to keep a journal. They should keep track of what they eat and also what activities they do. We will write in our journals every day we meet for a few minutes. We will use the
journals to assess our habits, so we will know how to improve ourselves. We will be checking our journals and the goals we make to evaluate how well we are doing.

6. Hand out and have students take assessment to check and see how much they know. We will be taking the same assessment at the middle of the semester and at the end of the semester to see if we have improved. Participation in all three assessments will be worth 100 points towards their grades.

7. Close with asking students to begin thinking of goals they have. Explain that a goal can be long-term or short-term, and give some examples. Students must have at least 2 goals, to be written in the journals. (I will write mine along with the students).

8. Walk around the corridors for the remainder of the period.

4. Instructional materials and aids:
   1. Hat
   2. Questions on paper
   3. Transparency of the breakdown of class
   4. Record sheets
   5. Notepads for journals
   6. Assessment worksheets

5. Assessment:
   1. Did the students participate in class introductions and discussion?
   2. Did the students do the assessment?
   3. Did the students formulate and write goals in their journals?
Self-Assessment – True or False

1. There are 5 basic food groups.  
   Answer: False

2. Fiber is one of the six nutrients.  
   Answer: True

3. It is important to eat a balanced diet made up of food from each of the food groups.  
   Answer: True

4. Sodium is another name for salt.  
   Answer: True

5. Saturated fat comes from plants, while unsaturated fat comes from animal products.  
   Answer: True

6. The U.S. Dietary Guidelines provide us with ways to eat healthy.  
   Answer: True

7. Carbohydrates make up most of our food intake.  
   Answer: True

8. A good way to lose weight is to eat a lot less and exercise a lot more.  
   Answer: False

9. Vitamins and minerals help our body work properly.  
   Answer: True

10. The media has a lot of influence over our society’s eating habits.  
    Answer: True

11. Magazine advertisements claiming that you can lose up to 20 pounds in one week are reliable sources of information.  
    Answer: False

12. What we eat today does not influence our health in the future.  
    Answer: False

13. It is recommended that we should snack throughout the day.  
    Answer: True

14. There are not any ways to eat healthy when eating fast food or at a restaurant.  
    Answer: False

Why are you in adaptive PE?

I have problems with asthma.
What do you expect in this class? (What do you want to get out of this class?)

try to do better in activities.

On a scale of 1-10 (10 being the highest), how strong are you? Could you walk 1 mile? I would say 7. Yes I can walk a mile but I couldn't run.

Do you work anywhere?

no

What is your favorite food? Do you drink a lot of liquids? Like what?

anything my grandma makes.

yes I drink water.

What do you do during your free time?

hang out with friends.

What is your favorite sport?

don't really have one.

Do you play board games? What is your favorite board game?

I played checkers the other day.

What are the Olympics? Are there one or two kinds?

a sport.
DAILY LESSON PLAN

Date: 01-25-02  Grade Level: 9th grade  Teacher: Miss Martin

Subject: Adaptive PE  Unit Topic: Nutrition

Topic for this lesson: The Food Pyramid

1. Behavioral Objectives:
   1. The students will write in their journals.
   2. The students will identify the 6(+) food groups on the food pyramid.
   3. The students will explain what each group is needed for.
   4. The students will participate in an activity to help them identify the food groups.

2. Contents:
   1. Nutrition
   2. Journals
   3. Food Pyramid

3. Procedure:
   1. Ask students to write in journals, what activities they have done and what food they have eaten in the past two days.
   2. Opening thought: True or False – Water does not belong to any of the food groups, therefore we do not need it (False, we will discuss this in today’s lesson).
   3. Use transparency, poster, and handouts of the food pyramid. Ask students to take out paper on which to take notes for their health folders.
   4. Explain the food pyramid using the poster and transparencies as visuals. Check to make sure students are taking notes.
   5. Explain what each group does for our bodies.
   6. Close with group activity…use magnetic headings of food groups and hand out magnetic food to all students. Using notes, ask one student to place their food under its correct group and explain how it helps us.
   7. Ask students to hand in notes and worksheets.
   8. Walk around the corridors for the remainder of the period.

4. Instructional materials and aids:
   1. Journals
   2. Transparencies of food groups
   3. Food Pyramid Poster
   4. Food Pyramid transparency and worksheets
5. Magnetic headings and images

5. Assessment:
   1. Did the students take notes and fill in their worksheets?
   2. Did students successfully place the food with its corresponding group and explain why our bodies need certain groups?

6. Evaluation:
   1. Food Pyramid notes and worksheet = 100 points
   2. Test questions corresponding to the food groups
Health Awareness

Food Guide Pyramid

- Fats, Oils, and Sweets
  Use sparingly

- Meat, Poultry, Legumes, Fish, Eggs, and Nuts
  2-3 Servings Daily

- Milk, Yogurt, and Cheese
  2-3 Servings Daily

- Vegetables
  3-5 Servings Daily

- Fruits
  2-4 Servings Daily

- Bread, Cereal, Rice, and Pasta
  6-11 Servings Daily
1. What foods are included in the group on the bottom portion of the Food Guide Pyramid?
   Bread, cereal, rice, pasta

2. Why is the group mentioned in question one located on the bottom of the pyramid?
   We need more of them. 6 - 11 servings.

3. What does the small size of the fat/oil/sweet group at the top of the pyramid indicate?
   We shouldn't have it very often.

4. Indicate the number of daily servings necessary in each of the following food groups: milk, yogurt, cheese; vegetable; meat, poultry, fish, beans, eggs; fruit.
   Milk: 2 - 3, Meat: 2 - 3, Veg: 3 - 5, Fruit: 2 - 4

5. Identify three items from the vegetable group and three from the fruit group.
   Veg: potato, pea pods, green beans
   Fruit: strawberry, banana, cantaloupe

6. Which has more sugar symbols, the vegetable or the fruit group? Why is this so?
   Fruit. They have natural sugars.

---

**Label the pyramid**

- Fats, oils, sweets: use sparingly
- Milk, yogurt, cheese: 2 - 3
- Veggies: 3 - 5
- Fruits: 2 - 4
- Bread, cereal, rice, pasta: 6 - 11

**Water**
DAILY LESSON PLAN

Date: 01-29-02 Grade Level: 9th grade Teacher: Miss Martin

Subject: Adaptive PE Unit Topic: Nutrition

Topic for this lesson: Nutrients and their functions

1. Behavioral Objectives:
   1. The students will write in their journals.
   2. The students will identify the six nutrient classes.
   3. The students will explain the functions of nutrient classes.
   4. The students will draw a meal with one food from each nutrient class.

2. Contents:
   1. Nutrition
   2. Journals
   3. Nutrients
   4. Art

3. Procedure:
   1. Ask students to write in journals, what activities they have done and what food they have eaten in the past two days.
   2. Opening thought: How do we get the “stuff” we need (nutrients), out of the food we eat into our bodies? *Absorption – show transparency of digestive system and briefly explain the breakdown of foods and the absorption of nutrients in the intestines.
   3. Discuss the six nutrient classes and what they each do. Include examples of food for each. Refer to the food pyramid poster.
   4. Hand out drawing paper and crayons to each student. Ask them to create a meal consisting of one piece of food from each of the nutrient classes. Draw my example on the board.
   5. Close with asking students to share their meal with the class (or I can show it and they can tell us about it from their seats). Ask them to explain why each food (nutrient) is so important.
   6. Walk around the corridors for the remainder of the class period. Time students and their laps, each lap to beat the time of the previous lap.

4. Instructional materials and aids:
   1. Journals
   2. Transparency of digestive system
   3. Food Pyramid Poster
4. Chalk/Chalkboard
5. Drawing paper
6. Crayons

5. Assessment:
1. Did the students successfully complete a meal consisting of one food from each nutrient group?
2. Did volunteering students correctly explain the functions of their foods in our bodies.

6. Evaluation:
1. Nutrient meal = 100 points
2. Test questions corresponding to nutrient groups
Day's Menu

Breakfast: Cereal (1 bowl) (grain/milk)
           Toast (2) (grain)
           Bacon (2) (meat)
           Orange juice (fruit)

Lunch: Turkey sandwich (grain/meat)
        (cheese, lettuce, tomato) dairy/vegetable
        Chips (grain/fat)
        Apple juice (fruit)
        Water

Dinner: Tacos (meat/vegetable/dairy)
        (meat, lettuce, sour cream, tomato)
        Corn (vegetable)
        Water

B     E     V     D     M     Fa     H2O

III   III   III   IIII   IIII   I     III

Period: 8

2/6/02
DAILY LESSON PLAN

Date: 01-31-02 Grade Level: 9th grade Teacher: Miss Martin

Subject: Adaptive PE Unit Topic: Nutrition

Topic for this lesson: Review and Exam

1. Behavioral Objectives:
   1. The students will apply knowledge learned on an exam.

2. Contents:
   1. Nutrition
   2. Journals
   3. Review
   4. Exam

3. Procedure:
   1. Ask students to write in journals, what activities they have done and what food they have eaten in the past two days.
   2. Opening thought: Who controls your education? You do! Participate in this class and you will do well on the test. I do not give grades, I simply determine what you have earned.
   3. Ask questions as a review for the students.
   4. Have students take the exam – not a typical exam, but a wordfind. They may use their notes from the previous two classes.
   5. Walk around the corridors at a medium pace for the remaining time. Allow adequate rest periods.

4. Instructional materials and aids:
   1. Journals
   2. Exams

5. Assessment:
   1. Did the students participate in the review game?
   2. Did the students take the exam?

6. Evaluation:
   1. Nutrition exam = 100 points
**A SATURATED WORD SEARCH**

This word search is completely *saturated* with terms from our Food Pyramid and the Nutrients lessons!!! Use the word bank provided to match answers to the questions. Then, find those same terms from the word bank in the attached word search. Have fun 😊

<table>
<thead>
<tr>
<th>AMINO ACIDS</th>
<th>FIBER</th>
<th>PROCESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANIMAL</td>
<td>FRUITS</td>
<td>FEN</td>
</tr>
<tr>
<td>BREAD, CEREAL, PASTA</td>
<td>INCOMPLETE MEAT</td>
<td>LASSUE</td>
</tr>
<tr>
<td>CALCIUM</td>
<td>NUTRIENTS</td>
<td>TOXIC</td>
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<tr>
<td>ENERGY</td>
<td></td>
<td>VEGETABLES</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What group makes up most of our daily intake?</th>
<th>Bread, Cereal, Pasta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which group do we need 3-5 servings daily?</td>
<td>Vegetables</td>
</tr>
<tr>
<td>Which group has more added sugars, fruits or vegetables?</td>
<td>Fruits</td>
</tr>
<tr>
<td>Which kinds of proteins need to be combined when eaten?</td>
<td>Incomplete</td>
</tr>
<tr>
<td>Carbohydrates are a primary source of what?</td>
<td>Energy</td>
</tr>
<tr>
<td>What do we eat that helps food move along our digestive tracts?</td>
<td>Fibers</td>
</tr>
<tr>
<td>Protein helps build and maintain what?</td>
<td>Tissue</td>
</tr>
<tr>
<td>Complete proteins contain all what?</td>
<td>Amino acids</td>
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</table>

<table>
<thead>
<tr>
<th>Saturated fats come from what types of products?</th>
<th>Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vitamins and minerals help regulate body processes</td>
<td></td>
</tr>
<tr>
<td>An excess of fat-soluble vitamins A, D, E, and K is Toxic</td>
<td></td>
</tr>
<tr>
<td>An important mineral that keeps bones strong is Calcium</td>
<td></td>
</tr>
<tr>
<td>Water transports these to cells Nutrients</td>
<td></td>
</tr>
<tr>
<td>How many cups of water do our bodies use per day, on average?</td>
<td>Ten</td>
</tr>
<tr>
<td>In what food group do we find mostly protein? Meat</td>
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</tbody>
</table>

Good luck!
DAILY LESSON PLAN

Date: 02-04-02 Grade Level: 9th grade Teacher: Miss Martin

Subject: Health Unit Topic: Nutrition

Topic for this lesson: U.S. Dietary Guidelines

1. Behavioral Objectives:
   1. The students will identify the Dietary Guidelines for Americans.
   2. The students will form groups and construct a day's menu, employing what they know of food groups, nutrients needed, and the U.S. Dietary Guidelines.

2. Contents:
   1. Nutrition
   2. Journals
   3. Dietary Guidelines
   4. Class Menu

3. Procedure:
   1. Ask students to write in journals, what activities they have done and what food they have eaten in the past two days.
   2. Opening thought: Who tells us what to eat? We tell ourselves, sometimes our parents do. But the U.S. government (USDA) has come up with some guidelines to help us.
   3. Ask students to copy down Dietary Guidelines for Americans, as shown on the overhead.
   4. Go through and explain the six guidelines, why it is a guideline, and what it is important.
   5. Divide class into three groups. Ask students to use guidelines and the food pyramid to create a day's menu of balanced meals and snacks.
   6. Have groups pick slip out of hat (breakfast, lunch, dinner, or snack). Share this meal with the class, to be written on the big class menu. Emphasize the guidelines in relation to the meal.
   7. Walk around the corridors for the remainder of the period. Have Craig get on his bike and have Justin get on his scooter.

4. Instructional materials and aids:
   1. Journals
   2. Transparency of U.S. Dietary Guidelines
   3. Big Class Menu
   4. Whiteboard Marker
5. **Assessment:**
   1. Did the students work together in groups?
   2. Did the students create balanced menus, attempting to follow guidelines?
DAILY LESSON PLAN

Date: 02-06-02       Grade Level: 9th grade       Teacher: Miss Martin

Subject: Adaptive PE       Unit Topic: Nutrition

Topic for this lesson: Exam Review

1. Behavioral Objectives:
   1. The students will identify what information they knew at the time of the exam, as compared to the information they did not know.
   2. The students will use their health folder papers to correct the questions on the exam that they missed.

2. Contents:
   1. Nutrition
   2. Journals
   3. Exam Review

3. Procedure:
   1. Ask students to write in journals, what activities they have done and what food they have eaten in the past two days.
   2. Hand back tests. Ask students to use their health folder papers to correct the answers they missed, for extra credit points.
   3. When done, go over the exam answers.
   4. Ask students to take out their journals and look through their entries. Are there any reoccurring habits? Make a list on the chalkboard.
   5. Ask students to assess their nutrition and activity levels to determine what they need to add or take out. Write a brief summary of what they think in their journals.
   6. Introduce the koosh ball game – students circle up and toss koosh balls in a star formation. This game demands that students use hand-eye coordination, bend down to pick up balls not caught, and introduces teamwork and communication.

4. Instructional materials and aids:
   1. Journals
   2. Graded Exams

5. Assessment:
   1. Did the students perform well on the exam?
   2. Did the students correctly fix answers missed on their tests?
   3. Did the students take time to assess their nutrition and activity levels?
DAILY LESSON PLAN

Date: 02-08-02  Grade Level: 9th grade  Teacher: Miss Martin

Subject: Adaptive PE  Unit Topic: Nutrition

Topic for this lesson: Midterm assessment and assessment of goals

1. Behavioral Objectives:
   1. The students will apply knowledge learned thus far on a midterm assessment
   2. The students will look at their journal entries and assess how they are doing in meeting their goals.

2. Contents:
   1. Nutrition
   2. Journals
   3. Midterm assessment
   4. Goals assessment

3. Procedure:
   1. Ask students to write in journals, what activities they have done and what food they have eaten in the past two days.
   2. Hand out midterm assessments.
   3. When finished, students may look in their journals and assess how well they are meeting their goals.
   4. Ask students to assess their nutrition and activity levels to determine what they need to add or take out - write a brief summary of what they think in their journals.
   5. Play the koosh ball game – play some rounds forward, then switch directions. This option allows students to use thinking skills to determine where they will be throwing the koosh and from where they will be catching the koosh.

4. Instructional materials and aids:
   1. Journals
   2. Midterm assessments

5. Assessment:
   1. Did the students perform well on the midterm assessment?
   2. Did the students assess their goals and nutrition habits, being three weeks into the semester?
Self-Assessment – True or False

1. There are 6 basic food groups.  
   **False**

2. Fiber is one of the six nutrients.  
   **True**

3. It is important to eat a balanced diet made up of food from each of the food groups.  
   **True**

4. Sodium is another name for salt.  
   **False**

5. Saturated fat comes from plants, while unsaturated fat comes from animal products.  
   **False**

6. The U.S. Dietary Guidelines provide us with ways to eat healthy.  
   **True**

7. Carbohydrates make up most of our food intake.  
   **False**

8. A good way to lose weight is to eat a lot less and exercise a lot more.  
   **True**

9. Vitamins and minerals help our body work properly.  
   **True**

10. The media has a lot of influence over our society’s eating habits.  
    **False**

11. Magazine advertisements claiming that you can lose up to 20 pounds in one week are reliable sources of information.  
    **False**

12. What we eat today does not influence our health in the future.  
    **False**

13. It is recommended that we should snack throughout the day.  
    **True**

14. There are not any ways to eat healthy when eating fast food or at a restaurant.  
    **False**
DAILY LESSON PLAN

Date: 02-12-02 Grade Level: 9th grade Teacher: Miss Martin

Subject: Health Unit Topic: Nutrition

Topic for this lesson: Consumer Health

1. Behavioral Objectives:
   1. The students will write in their journals
   2. The students will apply participate in a taste-test to see if they can differentiate between light and regular foods.

2. Contents:
   1. Nutrition
   2. Journals
   3. Taste test

3. Procedure:
   1. Ask students to write in journals, what activities they have done and what food they have eaten in the past two days.
   2. As a class, write what foods we have eaten on the board, under the corresponding food groups.
   3. Assess how well the class is doing as a whole.
   4. Have students participate in a taste test. I will have 5 different foods – soda, yogurt, cookies, ranch dressing, and chips – both regular and light or fat-free. Each student will get a sample of each. After taste-testing, they must write in a provided chart which they believe to be the light sample of the food and which is the regular sample.
   5. Discuss the answers when finished. Emphasize that some students may actually like the lighter samples by taste, even though not by simply saying they like light foods better. Emphasize that rarely are their cost differences (except for meat), and for those who could not tell a difference, why not purchase the foods that will improve their health?
   6. Walk the corridors at a high pace for about 20 minutes. Finish by playing the koosh ball game – play it as a hot potato game (whoever drops the ball is out, until there is a winner left). Involve Craig and Justin in the throwing and catching, as opposed to them getting on their equipment.

4. Instructional materials and aids:
   1. Journals
2. Foods – Dr. Pepper, Diet Dr. Pepper, Regular strawberry yogurt, Light strawberry yogurt, Regular Ranch dressing, Fat-free Ranch dressing, Chips Ahoy, Reduced Fat Chips Ahoy, Pringles, Fat-free Pringles

5. Assessment:
   1. Did the students participate in the taste-test?
   2. Did the students offer their opinions of what foods they liked better?
Directions: You will be given two samples of food or beverage. This is to test your ability to distinguish between regular food and fat-free or light food. For the first sample, place a 1 in the box which you think the food or beverage is - regular or light. For the second sample, place a 2 in the box which you think the second sample is.

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DR. PEPPER
CHIPS AHOY
RANCH DRESSING
PRINGLES
YOGURT

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Date: 02-14-02  Grade Level: 9th grade  Teacher: Miss Martin

Subject: Adaptive PE  Unit Topic: Nutrition

Topic for this lesson: Condiment Consumption

1. Behavioral Objectives:
   1. The students will write in their journals
   2. The students will participate in a hands-on activity where they discover how much butter, jelly, and other condiments are typically used.

2. Contents:
   1. Nutrition
   2. Journals
   3. Condiments

3. Procedure:
   1. Ask students to write in journals, what activities they have done and what food they have eaten in the past two days.
   2. As a class, write what foods we have eaten on the board, under the corresponding food groups.
   3. Assess how well the class is doing as a whole.
   4. Prepare English Muffins for students. Have them use whatever type of spread they choose – butter, jelly, peanut butter, etc.
   5. Discuss how they use more spread than what is needed. Show how as you spread butter on a piece of hot toast, it melts into the toast and you end up spreading more on.
   6. Explain to students to be aware of the amounts of spread they use, as the excess simply equals extra calories and storage of fat.
   7. Go down to the commons area - bring Frisbees, koosh balls, basketballs, etc.

4. Instructional materials and aids:
   1. Journals
   2. Toaster
   3. English Muffins
   4. Spreads – Butter, Jelly, Peanut Butter

5. Assessment:
   1. Did the students participate in the activity?
DAILY LESSON PLAN

Date: 02-19-02  Grade Level: 9th grade  Teacher: Miss Martin

Subject: Adaptive PE  Unit Topic: Nutrition

Topic for this lesson: Snacking

1. Behavioral Objectives:
   1. The students will write in their journals
   2. The students will write down notes regarding good ways of snacking.

2. Contents:
   1. Nutrition
   2. Journals
   3. Snacking
   4. Overhead Notes

3. Procedure:
   1. Ask students to write in journals, what activities they have done and what food they have eaten in the past two days.
   2. As a class, write what foods we have eaten on the board, under the corresponding food groups.
   3. Assess how well the class is doing as a whole.
   4. Use the overhead to write down snacking notes. Have students copy down notes to be used as a grade.
   5. Explain through the notes how snacking is essential for good nutrition – to keep one’s metabolism high. However, it is the way one snacks that can be harmful to health.
   6. Go down to the commons area – have Craig ride his bike. Introduce games to the students, such as 500 with the Frisbees.

4. Instructional materials and aids:
   1. Journals
   2. Overhead transparency
   3. Vis-à-vis pen

5. Assessment:
   1. Did the students write down notes about snacking?
   2. Did the students ask any questions about snacking and their present habits?

6. Evaluation:
   1. Snacking notes = 100 points
Snacking

- Keeps up metabolism
  - Metabolism is the process through which your body gets energy from food.

Guidelines for Snacking

① Snack for energy
  - 2-3 times per day
② Juice Counts
③ Snack w/ a friend
  - Healthy
  - You will snack
  - Reminder
④ Stash Snacks
  - Backpack
  - Car
⑤ Quick Breakfast
⑥ Treat Yourself
DAILY LESSON PLAN

Date: 02-21-02 Grade Level: 9th grade Teacher: Miss Martin

Subject: Adaptive PE Unit Topic: Nutrition

Topic for this lesson: Fast food restaurants

1. Behavioral Objectives:
   1. The students will write in their journals
   2. The students will assess the typical meals they consume when at a fast food restaurant.

2. Contents:
   1. Nutrition
   2. Journals
   3. Fast food restaurants
   4. Assessment of meals

3. Procedure:
   1. Ask students to write in journals, what activities they have done and what food they have eaten in the past two days.
   2. As a class, write what foods we have eaten on the board, under the corresponding food groups.
   3. Assess how well the class is doing as a whole.
   4. Introduce fast food restaurants with pamphlets from different fast food places (Subway, Burger King, McDonalds, Arbys, Dairy Queen)
   5. Ask students to pick one restaurant and write down a typical meal from that place.
   6. Have students gather in groups corresponding to the restaurant pamphlets and ask each student to write down the nutrition information for their meal, including fat grams and calories.
   7. As a class, ask one student from each group to offer their meal’s content, to be written on the board and compared with other fast food places.
   8. Emphasize how one meal from a fast food restaurant, on average, replaces about 80% of one’s dietary intake for the day (based on fat and calories).
   9. Go down to the commons area and use Frisbees, koosh balls, bat and ball, basketball, etc.
4. Instructional materials and aids:
   1. Journals
   2. Fast food nutrition facts pamphlets

5. Assessment:
   1. Did the students participate in the activity?
   2. Did the students understand how harmful a meal from a fast food restaurant can be – not once, but time after time?
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**Assignments:**
- 1st Assessment
- 2nd Assessment
- 3rd Assessment
- 4th Assessment
- 5th Assessment

**Notes:**
- Lecture
Nutrition Unit Reflection

This unit was very productive. Although it started with basic nutrition information, we really took an in-depth look at the students' nutritional habits. The topics seemed adequate, starting with general material like the food pyramid, and progressing to more specific information like snacking habits and eating at fast food restaurants. Students even brought up questions and topics they wanted to learn about, like different cooking methods, which truly involved them in the planning/learning process.

If I were to teach this course again, I would include a daily journal. This would not simply be the journals they filled out in class, but smaller ones they carried with them where they could write down everything they ate. We then could use a calorie-counting book to add everything up and truly evaluate their eating habits.

In addition, I could perform a few "pop quizzes," and show up to their lunch to see what they are eating. There are still very healthy ways to eat at school, as opposed to the typical pop’n’chips routine.

Furthermore, since most all students live with parents or guardians while in their high school years, they rarely have the opportunity to decide upon the family groceries. Therefore, I would ask students to bring home a nutrition evaluation to discuss with their families. This would be a good way to get parents involved with their student’s education, but also could raise awareness about the family’s dietary habits. Students could even prepare pamphlets in class, from information we have discussed, to show their family members. Ultimately, a family evaluation would raise the students’ chances of eating healthier, as most dietary habits are learned in the home.

All in all, the unit went well, and I have a good idea of ways to enhance it further. And although students may not change their dietary habits to completely nutritional lifestyles right away, they now have the awareness and the knowledge, and they can be expected to gradually progress toward better nutrition.
DAILY LESSON PLAN

Date: 02-25-02 Grade Level: 9th grade Teacher: Miss Martin

Subject: Adaptive PE Unit Topic: Nutrition

Topic for this lesson: Healthy meal planning at fast food restaurants

1. Behavioral Objectives:
   1. The students will write in their journals
   2. The students will use the fast food pamphlets to devise a meal low in fat and calories.

2. Contents:
   1. Nutrition
   2. Journals
   3. Fast food restaurants
   4. Healthy meal planning

3. Procedure:
   1. Ask students to write in journals, what activities they have done and what food they have eaten in the past two days.
   2. As a class, write what foods we have eaten on the board, under the corresponding food groups.
   3. Assess how well the class is doing as a whole.
   4. Ask students to get in their fast food groups.
   5. On a piece of paper, have students (as an entire group) create a meal that is low in fat and calories, using the pamphlets.
   6. When done, ask students their meal content and write it down on the chalkboard – fat grams and calories.
   7. Ask for an original meal (discussed in previous class) and write it down next to the healthy meal. Compare and discuss the amazing difference.
   8. Emphasize how it is still possible to eat healthy at a fast food restaurant, if one is eating there all the time.
   9. Go down to the commons area and use Frisbees, koosh balls, paddles, basketballs.

4. Instructional materials and aids:
   1. Journals
   2. Fast food nutrition facts pamphlets
   3. Previous class notes on average fast food meals
5. Assessment:
   1. Did the students participate in the activity?
   2. Did the students comment on the huge difference between normal meals and healthy meals at a fast food restaurant?

6. Assessment:
   1. Fast food facts/meals = 100 points
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DAILY LESSON PLAN

Date: 02-27-02 Grade Level: 9th grade Teacher: Miss Martin

Subject: Adaptive PE Unit Topic: Nutrition

Topic for this lesson: Cooking methods

1. Behavioral Objectives:
   1. The students will write in their journals
   2. The students will recall different methods for cooking.

2. Contents:
   1. Nutrition
   2. Journals
   3. Cooking methods
   4. Cooking oils

3. Procedure:
   1. Ask students to write in journals, what activities they have done and what food they have eaten in the past two days.
   2. As a class, write what foods we have eaten on the board, under the corresponding food groups.
   3. Assess how well the class is doing as a whole.
   4. Ask students to get in their fast food groups.
   5. Discuss cooking methods (microwave, steam, boil, bake, fry, roast, broil, and grill). Discuss each in terms of what can be cooked with each and how healthy or not healthy they are. For example, baking is better than frying, grilling is better than baking, and microwaving is better than boiling.
   6. Hand out ditto discussing different oils used – saturated oils, polyunsaturated oils, etc. Discuss the risks and rewards of each type of oil used.
   7. Emphasize how important it is to determine which methods and oils are best to cook with. Once habits are formed, they are fairly hard to break. Therefore, students should set healthy cooking habits to reduce diseases and heart problems that come with aging.
   8. Go down to the commons area and use Frisbees, koosh balls, paddles, basketballs. Have Craig ride his bike. Have Justin ride his scooter.
4. Instructional materials and aids:
   1. Journals
   2. Chalk/Chalkboard
   3. Handouts – The Good, the Bad, and the Ugly (discussing cooking oils)

5. Assessment:
   1. Did the students participate in the discussion?
   2. Did the students ask questions about cooking methods?