### The Good, Bad and Ugly

Even though many women look at the total fat content on nutrition labels, they don’t bother to see what type of fat the food contains. That’s too bad, because while some kinds of fat wreak havoc on our hearts, other types can protect us. Check out this chart of fats, listed from best to worst. One caveat: All fats are high in calories, so you should keep an eye on your total calories to avoid gaining weight.

<table>
<thead>
<tr>
<th>Type</th>
<th>Risk</th>
<th>Rewards</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monounsaturated fat</strong></td>
<td>None</td>
<td>Lowers heart disease risk by lowering total and LDL (bad) cholesterol without lowering HDL (good) cholesterol.</td>
<td>Eat mostly this type of fat. Try to use olive or canola oil instead of other vegetable oils, butter or margarine.</td>
</tr>
<tr>
<td>Olive and canola oils, olives, avocados and most nuts, including almonds, filberts, macadamias, peanuts, pecans, cashews and pistachios</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Omega-3 fatty acid</strong></td>
<td>None</td>
<td>Reduces stroke and heart disease risk; lowers total and LDL cholesterol and raises HDL cholesterol.</td>
<td>Eat fish a few times a week; just don’t fry it.</td>
</tr>
<tr>
<td>High-fat fish (salmon, herring, anchovies, sardines), dark green leafy vegetables, and soybean and canola oils</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Polyunsaturated fat</strong></td>
<td>In excess, lowers HDL cholesterol and may promote plaque buildup and cancer risks.</td>
<td>Reduces total and LDL cholesterol.</td>
<td>Limit the amount to 10% of total calories.</td>
</tr>
<tr>
<td>Vegetable oils (sunflower, safflower, corn and soybean), sunflower seeds and some nuts (walnuts, Brazil nuts, pine nuts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Saturated fat</strong></td>
<td>In excess, raises heart disease risks by increasing total and LDL cholesterol, creating artery-blocking plaque.</td>
<td>Improves food flavor; may reduce stroke risk.</td>
<td>Limit the amount to 8% of total calories.</td>
</tr>
<tr>
<td>High-fat meats such as ground beef, high-fat dairy foods and tropical oils such as coconut oil</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Trans fats</strong></td>
<td>Increases heart disease risk by increasing LDL and decreasing HDL cholesterol.</td>
<td>None</td>
<td>Avoid foods with hydrogenated oil listed in ingredients.</td>
</tr>
<tr>
<td>Margarine, especially in stick form, and crisp processed foods such as cookies, crackers and chips</td>
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<td></td>
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</tr>
</tbody>
</table>
DAILY LESSON PLAN

Date: 03-01-02  Grade Level: 9th grade  Teacher: Miss Martin

Subject: Adaptive PE  Unit Topic: Nutrition

Topic for this lesson: Final Assessment

1. Behavioral Objectives:
   1. The students will write in their journals
   2. The students will recall what they have learned throughout the six-week grading period and apply it on a final assessment.

2. Contents:
   1. Nutrition
   2. Journals
   3. Final assessment

3. Procedure:
   1. Ask students to assess their nutrition goals.
   2. Hand out and have students to take final assessment – to be graded and counted for 100 points.
   3. Discuss the answers to be certain students are aware of the correct information.
   4. Go down to the commons area and use Frisbees, koosh balls, paddles, basketballs.

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

5. Assessment:
   1. Did the students participate in the assessment?

6. Evaluation:
   1. Final assessment = 100 points
Self-Assessment – True or False

1. There are 5 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]
Nutrition Assessment
Breakdown of Questions

*Top Graph:*

This top graph illustrates how many students answered questions correctly. For example, four students in my Adaptive PE class answered 12 questions correctly. Also, one student answered seven questions correctly. The average number of questions answered correctly lies around 11.

*Bottom Chart:*

This bottom chart depicts how many students missed a particular question on the assessment. For example, three students missed question five, while two students answered question ten incorrectly. This information helps me assess how well my students are learning the information and also helps me evaluate how well I am teaching the content.

The bolded numbers represent questions that nearly the entire class answered incorrectly. Nine students answered number one, “There are 5 food groups,” incorrectly. We discussed the food pyramid thoroughly in class and made reference to it during each lesson. While it sounds like a correct answer, students merely needed to count the parts of the food pyramid – breads/grains, fruits, vegetables, meat, dairy, fats/sweets. In class I could have pointed out the six groups more often, every time we discussed the groups in relation to the material we were learning.

Ten students answered question two, “Fiber is one of the six nutrients,” incorrectly. This question sounds correct also, however fiber is part of the nutrient group, carbohydrates. I tried pointing this out after the midterm assessment, however should have done so more adequately.

The italicized numbers depict questions that a few students answered incorrectly. I concluded that these questions simply covered information that not quite all my students understood, or were absent for.
Number Correct
(14 possible)

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Number of students that answered incorrectly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
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<tr>
<td>4</td>
<td>1</td>
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<td>5</td>
<td>3</td>
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<td>6</td>
<td>1</td>
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<td>7</td>
<td>1</td>
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<td>8</td>
<td>3</td>
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<td>10</td>
<td>2</td>
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<td>11</td>
<td>1</td>
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<td>12</td>
<td>0</td>
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<tr>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>3</td>
</tr>
</tbody>
</table>
My goals for this class are:
- To eat healthier
- To lose some weight
- To increase my stamina toward exercising -
  and being active

What I ate this weekend, today:
- greenbeans
- chicken
- cola
- cereal bar
- popcorn
- V8 Splash
- cereal
- cookies
- skittles
- hot dog - ketchup
- rice
- pineapple
- 2 bananas
- water!!
- milk
- carrots

What I ate yesterday & today: 1-31-02
- cookie
- chicken nuggets
- sucker
- roll
- orange drink
- pizza
- milk
- pink lemonade
- pizza
- water

Serious & cute!

1-29-02
Physical Activity
~ the second six weeks ~
During the second six weeks of the semester, the students learned about the aspects of physical activity. This unit included such topics as the benefits and components of physical activity, metabolism, warm-ups and cooldowns, and treating minor injuries.

The main intention for teaching students about the aspects of physical activity was to help them understand why it is so essential that they participate in what activity they could. All of my students were capable of some physical activity, and they needed to understand why it was so important to focus on that particular aspect in their lives.

If they became physically active and remained so throughout their lives, my students could reduce their chances of developing cardiovascular diseases, such as high blood pressure, high cholesterol, and obesity. In addition to the nutritional information they just previously received, by the end of this grading period students were given the knowledge they needed to maintain a healthy lifestyle.
~ PHYSICAL ACTIVITY ~

Outline

03/05/02 – Pre-assessment

03/07/02 – Benefits of physical activity

03/11/02 – How food germs spread

03/13/02 – Food germs, skin cancer

03/15/02 – (Activity all period)

03/19/02 – Physical, mental, and social benefits of physical activity

03/21/02 – Stretching, warming up

04/01/02 – Cooling down, RICE injury method

04/03/02 – Components of physical fitness

04/05/02 – Midterm assessment, exercise and weight control, body composition formula

04/09/02 – Muscular strength

04/11/02 – Basal Metabolic Rate

04/15/02 – Planning an effective workout program

04/17/02 – Question session

04/19/02 – Final assessment
**DAILY LESSON PLAN**

Date: 03-05-02                      Grade Level: 9th grade                      Teacher: Miss Martin

Subject: Adaptive PE                     Unit Topic: Physical Activity

Topic for this lesson: Pre-Assessment

1. Behavioral Objectives:
   1. The students will apply the information they already know on a physical activity pre-assessment.
   2. The students will distinguish between what they already know and what they do not understand about physical activity.

2. Contents:
   1. Physical Activity
   2. Journals
   3. Pre-assessment

3. Procedure:
   1. Hand out and have students take pre-assessment to check and see how much they know. They will be taking the same assessment at the middle of the semester and at the end of the semester to see what they have learned. Participation in all three assessments will be worth 100 points towards their grades.
   2. Walk down to the commons area and play with Frisbees, foursquare, koosh balls, etc.

4. Instructional materials and aids:
   1. Chalk/Chalkboard
   2. Pre-assessments

5. Assessment:
   1. Did the students participate in assessment?
   2. Did students formulate ideas in their journals and share these ideas with the class?
PHYSICAL ACTIVITY ASSESSMENT
True & False

1. True  Exercise benefits your social health.

2. False  There are three components of physical fitness.

3. False  Muscular strength means how much muscle a person has on their body.

4. False  Exercise only helps your respiratory system because that is the one you breathe with.

5. True   Metabolism is the process of getting energy from the food you eat.

6. False  Sitting on your behind burns calories.

7. True   Exercise increases one's stress levels.

8. True   Exercise helps one's self-esteem.

9. False  Anaerobic exercise does not consistently use oxygen, therefore running for 30 minutes is an anaerobic exercise.

10. True  Just like the food pyramid, there is an activity triangle.

11. True  Three factors that determine if your workout will be beneficial are: frequency, intensity, and time.

12. False  It is ok to not stretch before activity, only when it is really hot out and you have drank plenty of liquids.

13. True  Stretching burns calories.

14. False  A cool-down after exercising means drinking plenty of water as soon as you are done.

15. False  When you have minor injuries, you should follow the RICE method: React Instantly – Call EMS.
DAILY LESSON PLAN

Date: 03-07-02          Grade Level: 9th grade          Teacher: Miss Martin

Subject: Adaptive PE     Unit Topic: Physical Activity

Topic for this lesson: General benefits of physical activity

1. Behavioral Objectives:
   1. The students will read through a handout, created from Internet sources.
   2. The students will apply the information they read in a crossword puzzle, discussing the benefits of physical activity, as related to cardiovascular problems.

2. Contents:
   1. Physical Activity
   2. Journals
   3. Benefits
   4. Crossword Puzzle

3. Procedure:
   (Substitute teacher present)
   2. Have students work in pairs to complete crossword puzzle. The clues and answers come directly from the information provided.
   3. Have students walk corridors for the remainder of the period, including upstairs.

4. Instructional materials and aids:
   1. Handouts/Crossword puzzles

5. Assessment:
   1. Did the students participate in crossword?

6. Evaluation:
   1. Internet crossword puzzle = 100 points
What Are the Health Benefits of Physical Activity?

In addition to helping to control your weight, research shows that regular physical activity can reduce your risk for several diseases and conditions and improve your overall quality of life. Regular physical activity can help protect you from the following health problems.

- Heart Disease and Stroke. Daily physical activity can help prevent heart disease and stroke by strengthening your heart muscle, lowering your blood pressure, raising your high-density lipoprotein (HDL) levels (good cholesterol) and lowering low-density lipoprotein (LDL) levels (bad cholesterol), improving blood flow, and increasing your heart's working capacity.
- High Blood Pressure. Regular physical activity can reduce blood pressure in those with high blood pressure levels. Physical activity also reduces body fatness, which is associated with high blood pressure.
- Noninsulin-Dependent Diabetes. By reducing body fatness, physical activity can help to prevent and control this type of diabetes.
- Obesity. Physical activity helps to reduce body fat by building or preserving muscle mass and improving the body's ability to use calories. When physical activity is combined with proper nutrition, it can help control weight and prevent obesity, a major risk factor for many diseases.
- Back Pain. By increasing muscle strength and endurance and improving flexibility and posture, regular exercise helps to prevent back pain.
- Osteoporosis. Regular weight-bearing exercise promotes bone formation and may prevent many forms of bone loss associated with aging.

Studies on the psychological effects of exercise have found that regular physical activity can improve your mood and the way you feel about yourself. Researchers also have found that exercise is likely to reduce depression and anxiety and help you to better manage stress.

Keep these health benefits in mind when deciding whether or not to exercise. And remember, any amount of physical activity you do is better than none at all.
How Can Physical Activity Help Control My Weight?

Physical activity helps to control your weight by using excess calories that otherwise would be stored as fat. Your body weight is regulated by the number of calories you eat and use each day. Everything you eat contains calories, and everything you do uses calories, including sleeping, breathing, and digesting food. Any physical activity in addition to what you normally do will use extra calories.

Balancing the calories you use through physical activity with the calories you eat will help you achieve your desired weight. When you eat more calories than you need to perform your day's activities, your body stores the extra calories and you gain weight.

When you eat fewer calories than you use, your body uses the stored calories and you lose weight. When you eat the same amount of calories as your body uses, your weight stays the same.

Any type of physical activity you choose to do-- strenuous activities such as running or aerobic dancing or moderate-intensity activities such as walking or household work--will increase the number of calories your body uses. The key to successful weight control and improved overall health is making physical activity a part of your daily routine.

The following organizations have materials on physical activity and weight control available to the public.

President's Council on Physical Fitness and Sports
701 Pennsylvania Avenue, NW
Suite 250
Washington, DC 20004
Phone: (202) 272-3421

National Heart, Lung, and Blood Institute Information Center
P.O. Box 30105
Bethesda, MD 20824-0105
Phone: (301) 251-1222

American College of Sports Medicine
P.O. Box 1440
Indianapolis, IN 46206-1440
Phone: (317) 637-9200

http://www.personalhealthzone.com
Benefits of Physical Activity...
(to be used with www.personalhealthzone.com)
ACROSS
1. Daily physical activity can help prevent heart disease and stroke by **strengthening** your heart's working capacity.

3. When physical activity is combined with proper nutrition, it can help control weight and prevent **obesity**, a major risk factor for many diseases.

5. When you eat fewer calories than you use, your body uses the stored calories and you lose **weight**.

6. Physical activity reduces body **fatness**, which is associated with high blood pressure.

8. Balancing the calories you use through physical activity with the **calories** you eat will help you achieve your desired weight.

9. Daily physical activity can help prevent heart disease and **stroke** by strengthening your heart muscle.

DOWN
1. By reducing body fatness, physical activity can help to prevent and control non-**insulin-dependent** diabetes.

2. Exercise is likely to reduce depression and **anxiety** and helps you to better manage stress.

4. Research shows that regular physical activity can reduce your risk for several diseases and conditions and improve your overall **quality** of life.

7. The key to successful weight control and improved overall health is making physical activity a part of your **regular** routine.
Due to Ball State Softball commitments, I was gone for the week of March 11th. Therefore, Mrs. Hildebrand prepared and led the discussions for Adaptive Physical Education.
Date: 03-19-02                Grade Level: 9th grade             Teacher: Miss Martin

Subject: Adaptive PE         Unit Topic: Physical Activity

Topic for this lesson: Physical, mental and social benefits of physical activity

1. Behavioral Objectives:
   1. The students will apply the knowledge they are learning to their own lives, in terms of how a certain activity they partake in can benefit them physically, mentally, and socially.

2. Contents:
   1. Physical Activity
   2. Journals
   3. Benefits
   4. Personal benefits

3. Procedure:
   1. Have students write in journals (It’s 37°, there’s six inches of snow, and school has been cancelled). Students should be able to decide upon a few different types of physical activity they could do in that situation.
   2. Ask students to share their activities with the class. This way, all students can hear different options as to what type of physical activity can be done during a given situation.
   3. Have students take out a piece of paper and write down on the top one activity that they like to participate in.
   4. Discuss benefits of activity, one at a time. Discuss the physical benefits using an overhead transparency. After discussion, have students write down one way that their activity helps their physical health. Discuss the mental benefits and have students write down how their activity helps them mentally. Finally, discuss the social benefits of physical activity. Have the students write down how their activity benefits them socially.
   5. Ask a few students to share their ideas with the class.
   6. Emphasize how activity does not just have to by physical. When other areas of their lives are having problems, activity can help a great deal.
   7. Walk down to the commons area and play with Frisbees, koosh balls, etc.

4. Instructional materials and aids:
1. Overheads discussing benefits

5. Assessment:
   1. Did the students participate in the activity?
   2. Did the students share their ideas with the rest of the class?

6. Evaluation:
   1. Benefits of physical activity notes = 100 points
100%

Physical Health

1. Swimming
   (a) gets my heart beat up? sounds wise
   (b) to have energy, I want to have energy when I get older.
   (c) improves posture, I want to set up & do things right.

2. Mental
   A. Intellectually Protective
   B. Provide relief from stress
   C. Helps control depression.
   D. Sense of pride
   E. Taking care
   F. Positive self-esteem

   Provides relief from stress at home & school.

3. Social
   A. Reduces stress interfering w/relationships.
   B. Self-confidence to deal w/social situations
   C. Opportunity to interact.

   Reduces stress interfering w/relationships.

Good
DAILY LESSON PLAN

Date: 03-21-02  Grade Level: 9th grade  Teacher: Miss Martin

Subject: Adaptive PE  Unit Topic: Physical Activity

Topic for this lesson: Warming up and stretching

1. Behavioral Objectives:
   1. The students will participate in a warm-up routine, including a mild walk and stretching process.

2. Contents:
   1. Physical Activity
   2. Journals
   3. Warming up
   4. Stretching

3. Procedure:
   1. Have students write in journals (situation: what activity could you do right before bed that would not disrupt your sleep?). They should be able to decide upon a few different types of physical activity they could do in that situation.
   2. Ask students to share their activities with the class. This way, all students can hear different options as to what type of physical activity can be done during a given situation.
   3. Hand out worksheets discussing different stretches (with pictures).
   4. Demonstrate stretches in front of the class, emphasizing what muscles are being stretched and why.
   5. Walk to wrestling room (with mats).
   6. Go through stretching routine with students, doing each stretch twice for a count of ten.
   7. Emphasize how important it is to stretch all muscles before a workout, not simply the ones they think they will use, so they won’t become injured.
   8. Walk down to the commons area and play with Frisbees, koosh balls, etc.

4. Instructional materials and aids:
   1. Stretching worksheets

5. Assessment:
   1. Did the students participate in the stretching?

6. Evaluation:
   1. Participation (+ cooldown participation) = 100 points
STRETCHING EXERCISES

Stretching is important during your warm-up, before you run, because it increases blood flow to the muscles. If you stay active aerobically and use stretching to maintain your flexibility, you will look and feel younger because of the way you move.

To do the stretches, remember to not bounce. Holding your stretch in a static position works best. If you cannot reach your toe, for example, reach for your ankles, shins, etc. If you continue the stretching exercises, reaching the toes will gradually become easier.

Finally, the key to the exercises presented below is to maintain good form. Good form will ensure a proper stretch and preparation for activity.

The Legs:
1. Hamstring Stretch
2. Quadriceps Stretch
3. Gluteus Cross-over Stretch
4. Groin Butterfly Stretch
5. Wall Calf Stretch

The Ab Stretch
The Praying Back Stretch

The Arms:
A. Arm Cross-over Stretch
B. The Triceps Pull-over Stretch
DAILY LESSON PLAN

Date: 04-01-02  Grade Level: 9th grade  Teacher: Miss Martin

Subject: Adaptive PE  Unit Topic: Physical Activity

Topic for this lesson: Cooling down and the RICE method

1. Behavioral Objectives:
   1. The students will apply the knowledge they have learned to stretch and warm up before activity.
   2. The students will apply the knowledge they will learn today to cool down at conclusion of the activity.

2. Contents:
   1. Physical Activity
   2. Journals
   3. Warming up
   4. RICE method
   5. Cooldown

3. Procedure:
   1. Have students write in journals (You’re on vacation, near a beach and the ocean, it’s after 2pm and 91°). Students should be able to decide upon a few different types of physical activity they could do in that situation.
   2. Ask students to share their activities with the class. This way, all students can hear different options as to what type of physical activity can be done during a given situation.
   3. Begin class by stretching in the wrestling room. Ask students what stretches they each would like to do, performing twice and holding for a count of ten.
   4. Walk through the corridors or go down to the commons area and play basketball, Frisbees, koosh balls, etc.
   5. Circle up and go through a cool down routine – basically the same as warming up (stretching, mild walking).
   6. Emphasize how important it is to cool down – to prevent muscles strains, etc. Use the analogy of driving a car and a) slowing down to park, or b) instantly shifting to park while driving 55 miles per hour.
   7. Return to the classroom and discuss the RICE method for injury using an overhead transparency – Rest, Ice, Compress, and Elevate.
   8. Emphasize how important it is to properly care for injuries to
prevent any further damage.

4. Instructional materials and aids:
   1. Chalk/Chalkboard

5. Assessment:
   1. Did the students participate in the cooling down?

6. Evaluation:
   1. Participation (+ previous warming up participation) = 100 points
**RICE method for injuries**

1. **Rest** the injury
   - do not continue to use
   - sit or lay down

2. **Ice** the injury
   - prevents swelling of injured part

3. **Compress** the injury
   - also prevents swelling & buildup of fluids at injured part, which could produce more pain

4. **Elevate** the injury
   - above heart to prevent overflow of fluids going to the injured body part
DAILY LESSON PLAN

Date: 04-03-02  Grade Level: 9th grade  Teacher: Miss Martin

Subject: Adaptive PE  Unit Topic: Physical Activity

Topic for this lesson: Components of physical fitness

Behavioral Objectives:
1. The students will define physical fitness.
2. The students will identify the 5 components of physical fitness.

Contents:
1. Physical Activity
2. Journals
3. Components of physical fitness

Procedure:
1. Have students write in journals (It's just finished raining, it's 63° and very muddy outside). Students should be able to decide upon a few different types of physical activity they could do in that situation.
2. Ask students to share their activities with the class. This way, all students can hear different options as to what type of physical activity can be done during a given situation.
3. Using the overhead, discuss the basic components of physical fitness – body composition, flexibility, muscular strength, muscular endurance, and cardiorespiratory endurance.
4. Ask for student examples of each component.
5. Ask students to write down notes regarding the components of physical fitness.
6. Go to the wrestling room and do a yoga routine for stretching. Craig may get on his bike and Justin may get on his scooter if so desire.

Instructional materials and aids:
1. Overhead/transparencies
2. Vis-à-vis pens

Assessment:
1. Did the students correctly take notes?
2. Did the students participate in the warm-up?

Evaluation:
1. Components notes = 100 points
Components of Phys Fitness

1. Body Fat % = ratio of body fat to lean tissue
   - M > 25%  F > 30%

2. Flexibility = ability to move a body part through full range

3. Muscular strength = amount of force a muscle exerts

4. Muscular endurance = muscles can work a long time w/o fatigue

5. Cardiovascular endurance = heart, lungs, and vessels to send fuel & oxygen to active parts
DAILY LESSON PLAN

Date: 04-05-02 Grade Level: 9th grade Teacher: Miss Martin

Subject: Adaptive PE Unit Topic: Physical Activity

Topic for this lesson: Exercise and weight control (body composition, intake vs. expenditure formula) midterm assessment

1. Behavioral Objectives:
   1. The students will define body composition.
   2. The students will use math skills to factor caloric intake.
   3. The students will apply the knowledge they have learned on a midterm assessment of the physical activity unit.

2. Contents:
   1. Physical Activity
   2. Journals
   3. Weight Control
   4. Body Composition
   5. Midterm Assessment

3. Procedure:
   1. Have students write in journals (40°, no one around – bored!)
      Students should be able to decide upon a few different types of physical activity they could do in that situation.
   2. Ask students to share their activities with the class. This way, all students can hear different options as to what type of physical activity can be done during a given situation.
   3. Have students take the midterm assessment for physical activity to see how well they are learning the information.
   4. Discuss how physical activity can lead to weight control by demonstrating the Intake vs. Expenditure formula (caloric intake – caloric expenditure = total weight gain).
   5. Discuss body composition and how lean muscle mass weighs more than fat. Ask students to help answer some math problems on the board with the intake vs. expenditure formula.
   6. Walk down to the commons area – use basketballs, Frisbees, koosh balls, etc.

4. Instructional materials and aids:
   1. Midterm assessments
   2. Chalk/Chalkboard
   3. Calculators
5. Assessment:
   1. Did the students correctly compute the math problems on the chalkboard?
   2. Did the students participate in the midterm assessment?
PHYSICAL ACTIVITY ASSESSMENT
True & False

1. **True** Exercise benefits your social health.

2. **False** There are three components of physical fitness.

3. **False** Muscular strength means how much muscle a person has on their body.

4. **False** Exercise only helps your respiratory system because that is the one you breathe with.

5. **True** Metabolism is the process of getting energy from the food you eat.

6. **False** Sitting on your behind burns calories.

7. **True** Exercise increases one's stress levels.

8. **True** Exercise helps one's self-esteem.

9. **False** Anaerobic exercise does not consistently use oxygen, therefore running for 30 minutes is an anaerobic exercise.

10. **True** Just like the food pyramid, there is an activity triangle.

11. **True** Three factors that determine if your workout will be beneficial are: frequency, intensity, and time.

12. **False** It is ok to not stretch before activity, only when it is really hot out and you have drank plenty of liquids.

13. **True** Stretching burns calories.

14. **False** A cool-down after exercising means drinking plenty of water as soon as you are done.

15. **True** When you have minor injuries, you should follow the RICE method: React Instantly – Call EMS.
DAILY LESSON PLAN

Date: 04-09-02  Grade Level: 9th grade  Teacher: Miss Martin

Subject: Adaptive PE  Unit Topic: Physical Activity

Topic for this lesson: Muscular strength

1. Behavioral Objectives:
   1. The students will define muscular strength.
   2. The students will measure their muscular strength by doing push-ups (for the upper body) and abdominal crunches (for the abdominal muscles).
   3. The students will explain why it is important to have good muscular strength.

2. Contents:
   1. Physical Activity
   2. Journals
   3. Muscular strength

3. Procedure:
   1. Have students write in journals – given a situation, they should be able to decide upon a few different types of physical activity they could do in that situation.
   2. Ask students to share their activities with the class. This way, all students can hear different options as to what type of physical activity can be done during a given situation.
   3. Discuss muscular strength – definition, why it is essential to our every day routines, etc. Explain the different ways to test muscular strength.
   4. Have students participate in a muscular strength test (those that cannot will help record and encourage others).
   5. Ask students to reflect on their performance – if they thought it was hard, easy, if they could make it part of a workout routine, etc.
   6. Go to the weight room to begin lifting for the physical activity. Review how it is necessary to begin with light weight and demonstrate some different lifts. Demonstrate the proper way to spot a person on different lifts, and have students work in pairs.

4. Instructional materials and aids:
   1. Chalk/Chalkboard
5. Assessment:
   1. Did the students participate in the muscular strength tests?
   2. Did the students offer suggestions for goals for muscular strength?
DAILY LESSON PLAN

Date: 04-11-02 Grade Level: 9th grade Teacher: Miss Martin

Subject: Adaptive PE Unit Topic: Physical Activity

Topic for this lesson: Basal metabolic rate

1. Behavioral Objectives:
   1. The students will recall the definition of metabolism.
   2. The students will define basal metabolism.
   3. The students will identify non-sedentary activities they can use to replace everyday, sedentary activities.

2. Contents:
   1. Physical Activity
   2. Journals
   3. Metabolic rate

3. Procedure:
   1. Have students write in journals (It's in the 70's, you can play on any field, court, etc. What would you play and how could it benefit you?) Students should be able to decide upon a few different types of physical activity they could do in that situation.
   2. Ask students to share their activities with the class. This way, all students can hear different options as to what type of physical activity can be done during a given situation.
   3. Recall metabolism and its definition. Explain how physical activity and higher muscle mass lead to increased metabolism.
   4. Discuss different low-impact activities that require calories (i.e. sitting quietly for 10 minutes burns approximately 15 calories).
   5. Go outside on the track and do different kinds of activities around the track (i.e. walking backwards, skipping, walking sideways, etc.)

4. Instructional materials and aids:
   1. Chalk/Chalkboard

5. Assessment:
   1. Did students ask questions regarding metabolism?
   2. Did students participate in outside activities?
Date: 04-15-02
Grade Level: 9th grade
Teacher: Miss Martin

Subject: Adaptive PE
Unit Topic: Physical Activity

Topic for this lesson: Planning an effective workout

1. Behavioral Objectives:
   1. The students will identify the three factors of an effective workout.
   2. The students will assess their surroundings to identify what factors they have to take into account when planning a workout.
   3. The students will apply the knowledge they have learned to create a group workout plan.

2. Contents:
   1. Physical Activity
   2. Journals
   3. Workout plan

3. Procedure:
   1. Have students write in journals (You’re having a very busy day...what activity could you do in a short amount of time that would still be physically beneficial?) Students should be able to decide upon a few different types of physical activity they could do in that situation.
   2. Ask students to share their activities with the class. This way, all students can hear different options as to what type of physical activity can be done during a given situation.
   3. Introduce the activity triangle. Emphasize that, just like the food pyramid, the most activity they should be doing is on the bottom of the triangle, and the least activity they should be doing is on the top of the triangle.
   4. Handout personal assessments – students will assess
      a. Where they live
      b. Their range of interests
      c. Their level of health
      d. The time and places they prefer
      e. Their personal safety
      f. Their comprehensive planning
   5. Introduce the three parts of the FIT formula for planning effective workout – frequency, intensity, and time.
   6. On chalkboard, write “Warm-up, Workout, and Cooldown.” As a group, ask the class what activities a person could do for one
whole school week (five days), keeping in mind the self-assessment they just took.

7. With the time remaining, have the students walk the corridors – Craig on his bike and Justin on his scooter.

4. Instructional materials and aids:
   1. Activity triangle transparency
   2. Overhead
   3. Vis-à-vis pen
   4. Self-assessments
   5. Worksheets

5. Assessment:
   1. Did the students complete the self-assessments?
   2. Did the students participate in the group workout plan?
Physical Activity Triangle

Adapted with permission by Park Nicollet HealthSource Institute for Research and Education.
Date: 04-17-02 Grade Level: 9th grade Teacher: Miss Martin

Subject: Adaptive PE Unit Topic: Physical Activity

Topic for this lesson: Question session

1. Behavioral Objectives:
   1. The students will ask questions they may have regarding any information they want to learn about for the upcoming final assessment.

2. Contents:
   1. Physical Activity
   2. Journals
   3. Assessment of workout plans

3. Procedure:
   1. Have students write in journals (You are very limited in space – only a corner of a gym is available – what activity could you do that would be physically beneficial?) Students should be able to decide upon a few different types of physical activity they could do in that situation.
   2. Ask students to share their activities with the class. This way, all students can hear different options as to what type of physical activity can be done during a given situation.
   3. Give students time to think of and ask questions they have regarding the upcoming final assessment.
   4. The students will turn in folders so grades can be calculated for second grading period.
   5. With the time remaining, have the students walk the corridors – Craig on his bike and Justin on his scooter.

4. Instructional materials and aids:
   1. Chalk/Chalkboard

5. Assessment:
   1. Did the students ask questions?
DAILY LESSON PLAN

Date: 04-19-02 Grade Level: 9th grade Teacher: Miss Martin

Subject: Adaptive PE Unit Topic: Physical Activity

Topic for this lesson: Final assessment

1. Behavioral Objectives:
   1. The students will apply the knowledge they have learned throughout this six-week grading period on a final assessment.

2. Contents:
   1. Physical Activity
   2. Journals
   3. Final assessment

3. Procedure:
   1. Hand out and have students complete the final assessment for physical activity. By this last assessment, all the information should have been discussed. Therefore, this last assessment will count for a grade.
   2. With the remaining time, go outside and play Frisbee golf on the football field.

4. Instructional materials and aids:
   1. Final assessments

5. Assessment:
   1. Did the students correctly complete the final assessment?
   2. Did the students participate Frisbee golf?

6. Evaluation:
   1. Final assessment = 100 points
PHYSICAL ACTIVITY ASSESSMENT
True & False

1. true Exercise benefits your social health.

2. false There are three components of physical fitness.

3. false Muscular strength means how much muscle a person has on their body.

4. false Exercise only helps your respiratory system because that is the one you breathe with.

5. true Metabolism is the process of getting energy from the food you eat.

6. true Sitting on your behind burns calories.

7. false Exercise increases one's stress levels.

8. true Exercise helps one's self-esteem.

9. false Anaerobic exercise does not consistently use oxygen, therefore running for 30 minutes is an anaerobic exercise.

10. true Just like the food pyramid, there is an activity triangle.

11. true Three factors that determine if your workout will be beneficial are: frequency, intensity, and time.

12. false It is ok to not stretch before activity, only when it is really hot out and you have drank plenty of liquids.

13. true Stretching burns calories.

14. false A cool-down after exercising means drinking plenty of water as soon as you are done.

15. true When you have minor injuries, you should follow the RICE method: React Instantly – Call EMS.
Physical Activity Assessment

*Breakdown of Questions*

*Top Graph:*

This top graph illustrates how many students answered questions correctly. For example, two students in my Adaptive PE class answered 13 questions correctly, just like two students answered 11 questions correctly. The average number of questions answered correctly lies around 12.

*Bottom Chart:*

This bottom chart depicts how many students missed a particular question on the assessment. For example, five students missed question six, while two students answered question eight incorrectly. This information helps me assess how well my students are learning the information and also helps me evaluate how well I am teaching the content.

The bolded numbers represent questions that nearly half of the class answered incorrectly. Five students answered number six, "Sitting on your behind burns calories," incorrectly. We discussed metabolism in class and made reference to how a high metabolism allows a person to burn calories when they are not doing anything active. Although small in measurement, a person can still burn calories when sitting down. While it sounds like a question with an obvious answer, nearly half the class still answered it incorrectly. I could have pointed out this fact in class more – jokingly. For example, "While we're sitting here, writing in our journals, we’re burning off our lunch!"

Also, five students answered question fifteen, "When you have minor injuries, you should follow the RICE method: React Instantly – Call EMS," incorrectly. This question sounds correct also, however RICE stands for Rest, Ice, Compress, Elevate. The lesson when we discussed this also included an overview of cooldowns. I taught this lesson at the end of class – after activity – as opposed to before, to emphasize the cooldown part of the lesson. At this point, students were physically tired and anxious for school to end in 15 minutes. It is very likely that I simply could not maintain their interest enough to learn the information, as their minds were occupied with other appealing thoughts. It is fairly safe to conclude that any lesson material should be introduced in the beginning of the class, as opposed to the end – especially when our class is the last one of the day.

The italicized numbers depict questions that a few students answered incorrectly. I concluded that these questions simply covered information that not quite all my students understood, or were absent for.
### Number Correct
(15 possible)

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Number of students that answered incorrectly</th>
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<td>1</td>
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<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>
Situation: 4-3-02
- Just finished running
- 63°
- Mostly outside

Walk
exercise in the house

Situation 4-5-02
- No one around BURIED
- In the middle

Put more exercise more and
do the exercises
- you

Situation: 4-11-02
- 70°
- any court / field
- what sport

Baseball
helps your arms
run
respiratory
Physical Activity Unit Reflection

The physical activity unit was conducted well. It was taught from the angle that, although the students had physical limitations, they still needed to find something active they could do to help their hearts and to prevent all the problems that occur later on in life. It made good connections with the previous nutrition unit, in students understood that combined with nutrition, a commitment to being active in some way could gear them toward a longer, healthier life.

I especially liked the journal entries for this unit. My intention for the journal this grading period was to develop my students' critical thinking skills. I would give them a situation (i.e. sunny, 72°, warm winds, friends around) and they would have to come up with two or three activities they personally could do. Throughout the entire six weeks, students had to think about being in the rain, the snow, the house, outdoors, on the beach, having no time, having no space, and the list goes on. This helped them to realize that there is something active that they could do given any situation. In addition, I was extremely pleased with the thought students put into their answers. About halfway through the unit, students began thinking of activities that would not only be physically beneficial, but would also help their conditions in some way. For example, one student would stretch her legs in limited space because she suffers from poor circulation in her lower extremities. Another student would do jumping jacks or jog in place to strengthen his respiratory system. And still, another student would do crunches and jog to prevent the extra risk of adding pounds around the waist – the easiest weight to lose, but the biggest risk to heart problems.

The one part of this unit that could have used improvement was the activity portion of classes. I had hopes of integrating many different methods of activity, such as tae-bo, yoga, and weightlifting, but could not quite get around to doing so. With every student having different limitations, it was hard to keep them all going consistently at the same pace. We did, however, get outside on the track quite a bit, played Frisbee golf, and participated in different types of relay races.

Ultimately, the students learned why physical activity is so essential to a healthy lifestyle. Their assessment scores were fairly good and everyone seemed to improve over the duration of the unit. I am very pleased with the classroom content, and simply would use additional methods to enhance the activity portion of class.
Games & Scorekeeping
~ the third six weeks ~
During the third six weeks of the semester, the students would be learning about four different games and how to keep score. At the beginning of the unit, the students would decide upon which four games they would like to learn most, and the four most popular sports of the consensus would be the sports they learned about.

The content for this unit included the rules of the sport, how to keep score for the sport, having the students create their own sports, and participating in a "Highland High School Adaptive PE Olympics," arranged from the games the students invented.

The main intention for learning about how to keep score was so the students could sit down at a game and know what was happening. As they were not able to physically compete in the sport itself, I decided it would be worthwhile to teach them an aspect of the game they could participate in. Therefore, I educated the students about how to stay involved and maintain interest in a game, whatever they choose.
04/23/02 – Pre-assessment, students decide upon sports to be learned
04/25/02 – Introduction of first sport
04/29/02 – Scorekeeping assessment of first sport
05/01/02 – Introduction of second sport
05/03/02 – Scorekeeping assessment of second sport
05/07/02 – Introduction of third sport
05/09/02 – Scorekeeping assessment of third sport
05/13/02 – Introduction of fourth sport
05/15/02 – Scorekeeping assessment of fourth sport
05/17/02 – Final assessment of scorekeeping
05/21/02 – Students invent their own games
05/23/02 – Students invent their own games, begin Adaptive PE Olympics
05/28/02 – Adaptive PE Olympics
05/30/02 – Awards Ceremony
06/03/02 – Free Day
Games/Scorekeeping Unit Overview

This unit is simply a proposal of what I would actually do in the classroom, due to HHS and BSU calendar differences. The games/scorekeeping unit, however, would be planned and conducted in the same manner as the first two units, with a few exceptions.

There would be a pre-assessment, like the one following this description. It would consist of true-false questions to determine my students' background knowledge and to hopefully spark some interest. The students would then be handed a worksheet with the names of different sports on it. Students would be asked to check four sports they would like to learn about through the grading period. The consensus would determine the material to be learned.

The format for learning the four sports would be very simple. Students would be asked to write in their journal everyday - sample journals entries also follow this description. On the first day of the sport, I would educate them on rules, terms, equipment, etc. They would add their input and ask questions. The activity portion of class would consist of playing that particular sport, as a class, emphasizing rules and different information they may need to know.

The second day would consist assessing how well the students comprehended the rules, terms, etc. of the sport. This assessment could be given in any number of formats - a worksheet, a test, or crossword puzzles are just a few examples. A sample sport worksheet is included.

Upon conclusion of learning all four sports, students could participate in a final assessment, consisting of questions regarding the four sports discussed previously. This assessment would range anywhere from 12 to 16 true-false questions.
The last part of this unit would be designated to students creating and playing their own games. They would be encouraged to be as imaginative as possible. They could combine two sports, create a completely new sport with new rules, or simply add new ways to a pre-existing sport. Students would be asked to make a small booklet for their sport, explaining the rules, the equipment needed, and any other essential information.

Finally, students would participate in their made-up sports. Eleven students would create eleven different games (or five games if paired up, which could also be done). These games would serve as a mini-Olympics at Highland High School. Points would be totaled and awards would be given at the conclusion of the games. Students would participate in an awards ceremony with refreshments and other teachers and parents would be invited to join. Each student would receive a certificate in recognition of their achievement in the classroom and their participation in the Adaptive PE Olympics. Pictures would be taken with the “Olympics Commissioner,” Mrs. Hildebrand and myself, and this ceremony would wrap up the students’ Adaptive PE course.

My hopes for this unit are numerous. I have been injured plenty of times in my life to the point where I could not participate in sports. If I had not known the rules and plays of the sports, I would never have maintained interest. My goal for these students, since their limitations will not allow them to participate in many sports, is to a) education them about the game so they will know what is going on, and b) to give them a sense of teamwork, achievement, and other positive qualities one encounters when part of an athletic team. I simply would want to provide my students with an opportunity to acquire the same experiences as anyone else.
Date: 04-23-02  Grade Level: 9th grade  Teacher: Miss Martin

Subject: Adaptive PE  Unit Topic: Games/Scorekeeping

Topic for this lesson: Student decision of sports to be learned

1. Behavioral Objectives:
   1. The students will decide upon four sports to learn how to keep score for throughout the duration of the final grading period.

2. Contents:
   1. Scorekeeping
   2. Journals
   3. Student-decided sports

3. Procedure:
   1. Have students write in journals – given certain numbers of a game, they should be able to calculate the statistics for that situation. Ask students to share their answers with the class, therefore showing the class how to correctly formulate the answers.
   2. Hand out ditto with different sports written on it. For this anonymous evaluation, ask students to select and circle four sports they would most like to learn how to keep score of.
   3. Collect dittos and go through them with students, concluding with a final decision of four sports.
   4. Go outside to the track and play Frisbee golf or Frisbee 500.

4. Instructional materials and aids:
   1. Dittos with sports written on them

5. Assessment:
   1. Did the students offer their opinions as to which sports they would like to learn how to keep score?
Games & Scorekeeping Assessment

True & False

1. ___________ There are three outs in one full inning of baseball.

2. ___________ A soccer goalie is not allowed to leave the goal.

3. ___________ If a volleyball player serves the ball and steps over the line, (s)he gets to re-serve.

4. ___________ A player who is fouled when shooting the basketball receives two free throws, worth one point each.

5. ___________ On a fourth down, if the 1st down yardage is not met, the opposite team gets the ball at the scrimmage line.

6. ___________ A pin in wrestling is when a player keeps his opponents shoulders on the mat for a count of three.

7. ___________ An eagle in golf is when a player finishes the whole two shots under par.

8. ___________ When serving tennis, one must alternate courts with each serve.

9. ___________ In college softball, the baselines are 60 feet in length.

10. ___________ A walk, a sacrifice bunt, and getting hit by a pitch are all not counted as an at-bat.

11. ___________ A basketball player has a limit of 5 fouls during a game before (s)he is taken out.

12. ___________ A touchdown is worth six points, while the kick made after the touchdown is worth 2.

13. ___________ The setter in a volleyball game may set to whomever (s)he wants, except the person who last served the volleyball.

14. ___________ The person with the highest score in golf is designated as the winner.
Games & Scorekeeping Unit

Check which four sports you would like to learn about (i.e. the rules, how to keep score, etc.) Answers will be kept anonymous, so choose whichever ones you would like.

Badminton
Baseball
Basketball
Football
Golf
Hockey
Lacrosse
Pickleball
Ping Pong
Soccer
Softball
Tennis
Track & Field
Volleyball
Wrestling
Other
Example Journal Entries

- A baseball player hits during a series of games. He goes 1-3, 2-4, and 2-3. What is his average?

- A football running back rushes for 93 yards one game, 134 the next, and 112 the last. What is his rushing average?

- A softball pitcher throws for 87 innings in one season. She allows 16 earned runs and 22 unearned runs. What is her ERA?

- A golfer shot a bogey on a par 4. How many shots did it take him to get it in the hole?

- A basketball player shot 12 field goals, 3 three-pointers, and hit 6 free throws. What was his point total after the game?

- The baseball team finished their season with 26 wins and 12 losses. They need a winning percentage of 65% to enter the conference tournament. Did they make it?

- A golfer shot a par on hole 1 (par 3), a bogey on hole 2 (par 4), a birdie on hole three (par 4), a par on hole 5 (par 3), an eagle on hole 6 (par 5), a par on hole 7 (par 4), a birdie on hole 8 (par 4), and a birdie on hole 9 (par 3). What was the golfer's score after the front 9?
Use the terms at the bottom to fill in the answers to the questions. Answers will be used only once, but there are more answers than questions.

1. A batter gets on first base. When she leads off during the next pitch, the catcher throws the ball down to first base and she is tagged out. She has been ___________________.

2. The bases are loaded and the batter hits a pop-up to the second baseman. The umpire yells, "_________________," and the play is over, while the runners return to the base they were previously at.

3. With a runner on first base, the batter hits the ball to the third baseman. She then throws it to the second baseman at second base, who turns and throws it to the first baseman on first base. Both runners are called out – this is called a ___________________.

4. With a runner on third base, the batter bunts the ball while the runner runs fast into home. This play is called a ___________________.

5. A pitcher pitches the ball, and at the last second the ball breaks down. This is called a ________________ pitch.

6. A pitcher pitches the ball, and it is slightly slower than her regular speed. This is called a ___________________.

7. The batter hits a little blooper between the second baseman and the right fielder. This is called a ___________________.

8. With a runner on third base, the batter hits a line drive down the third base line. The runner leads off in fair territory and is hit by the line drive before the third baseman can get her glove on it. The runner is called ___________________.

9. The distance between home and first base is ___________ feet.

10. The distance between home and second base (in a straight line) is ___________ feet.

11. The distance between home and the pitcher’s mound is ___________ feet.

| 43 FEET | DOUBLE PLAY |
| 60 FEET | DROP |
| 75.5 FEET | INFIELD FLY |
| 84.8 FEET | OUT |
| CHANGE-UP | PICKED OFF |
| POP FLY | RISE |
| SAFE | SQUEEZE |
| TEXAS LEAGUER | |
DAILY LESSON PLAN

Date: 05-17-02  Grade Level: 9th grade  Teacher: Miss Martin

Subject: Adaptive PE  Unit Topic: Games/Scorekeeping

Topic for this lesson: Final assessment

1. Behavioral Objectives:
   1. The students will apply the knowledge they have learned on a final assessment regarding the scorekeeping of the four sports they decided upon.

2. Contents:
   1. Scorekeeping
   2. Journals
   3. Final assessment

3. Procedure:
   1. Have students write in journals – given certain numbers of a game, they should be able to calculate the statistics for that situation. Ask students to share their answers with the class, therefore showing the class how to correctly formulate the answers.
   2. Hand out and have students complete the final assessment for the scorekeeping unit. This assessment will consist of questions regarding the ways to keep score for the four games the students decided upon. By this time in the grading period, however, all the information for the assessments should have been gone over, and this assessment will count as a grade.
   3. Collect the assessments and discuss the answers, allowing students to know the correct ways to keep score if they misunderstood.
   4. Go outside on the track and play kickball or football.

4. Instructional materials and aids:
   1. Assessments

5. Assessment:
   1. Did the students participate in the assessment?

6. Evaluation:
   1. Final assessment for scorekeeping = 100 points
DAILY LESSON PLAN

Date: 05-21-02 Grade Level: 9th grade Teacher: Miss Martin

Subject: Adaptive PE Unit Topic: Games/Scorekeeping

Topic for this lesson: Students invent their own games

1. Behavioral Objectives:
   1. The students will use their imaginations to invent a game of their own.

2. Contents:
   1. Games
   2. Journals
   3. Inventing sports

3. Procedure:
   1. Have students write in journals – given certain numbers of a game, they should be able to calculate the statistics for that situation. Ask students to share their answers with the class, therefore showing the class how to correctly formulate the answers.
   2. Have students brainstorm and invent their own sports/games. They should include:
      a. Rules
      b. Players needed
      c. Equipment needed
      d. Time limits
      e. Any other sorts of information required
   3. These games should be written down on paper and labeled. Students may use color or other methods to make this creation aesthetically pleasing.
   4. Students may use most of the hour creating these games, to be played during the next few class periods.

4. Instructional materials and aids:
   1. Decorative paper
   2. Markers
   3. Crayons
   4. Colored pencils
   5. Glue
   6. Construction Paper
5. Assessment:
   1. Did the students participate in creating their own game?

6. Evaluation:
   1. Game creations = 100 points
DAILY LESSON PLAN

Date: 05-23, 28-02  Grade Level: 9th grade  Teacher: Miss Martin

Subject: Adaptive PE  Unit Topic: Games/Scorekeeping

Topic for this lesson: Students play their invented games in the manner of an Adaptive PE Olympics

1. Behavioral Objectives:
   1. The students will use their invented games to create an Adaptive PE Olympics.
   2. The students will participate in each other’s games.
   3. The students will receive points for participation in each game, to be counted towards a final awards ceremony.

2. Contents:
   1. Games
   2. Journals
   3. Inventing sports
   4. Olympics

3. Procedure:
   1. Have students write in journals – given certain numbers of a game, they should be able to calculate the statistics for that situation. Ask students to share their answers with the class, therefore showing the class how to correctly formulate the answers.
   2. Have students share their games with the class. After everyone shares their games’ rules, requirements, etc., we will play the games possible.
   3. Students will receive points for participating and points for winning, to be added up and counted toward an awards ceremony.

4. Instructional materials and aids:
   1. Equipment needed for invented games

5. Assessment:
   1. Did the students participate in each other’s games?
DAILY LESSON PLAN

Date: 05-30-02  Grade Level: 9th grade  Teacher: Miss Martin

Subject: Adaptive PE  Unit Topic: Games/Scorekeeping

Topic for this lesson: Awards Ceremony

1. Behavioral Objectives:
   1. The students will partake in an awards ceremony, where they each shall receive an award for a specific talent or characteristic.

2. Contents:
   1. Games
   2. Journals
   3. Awards Ceremony

3. Procedure:
   1. Have students write in journals – given certain numbers of a game, they should be able to calculate the statistics for that situation. Ask students to share their answers with the class, therefore showing the class how to correctly formulate the answers.
   2. In the classroom, decorated as an awards ceremony is decorated, the students will participate in receiving awards. They will receive a certificate and get their picture taken with the "Olympics Commissioners," Mrs. Hildebrand and myself.
   3. Snacks and refreshments will be provided for the students.
   4. The students will turn in folders so grades can be calculated for the final grading period and the semester.

4. Instructional materials and aids:
   1. Certificates
   2. Snacks/refreshments
   3. And decorating materials needed

5. Assessment:
   1. Did students participate in the ceremony?
Adaptive Physical Education

This Certifies That

In Recognition of Outstanding Academic and Athletic Achievement and Excellence, has successfully completed the Highland High School Adaptive PE Olympics.

Olympics Commissioner

Olympics Commissioner

Date
Conclusion
Throughout this course, I have had specific goals regarding what I hoped to accomplish in these 12 weeks. Having concluded these 12 weeks, I can now evaluate how well I have reached these goals and can also reflect on what I have learned.

From the general standpoint of a high school teacher, I had intentions of gaining familiarity with my surroundings and forming relationships with my students. I accomplished this goal, as I have reached and maintained a comfort level with these students. My relationship with them is based on humor, to keep their learning fun, and trust – trust that the information I am giving them is worthy of knowing, and trust that they will give me 100% every class. It is a very mutual give-and-take relationship, which I enjoy and plan to carry with me in my future teaching.

From the viewpoint of a potential PE teacher, as my field is strictly Health, I can see how it would be hard to extract true effort from each and every student – and I only had 11 students! Even when participating in activities molded to endure their capabilities, some students still remained apathetic. This would be hard to handle as a PE teacher of 30-40 students. In our class, however, I found it extremely helpful to always have a few options to choose from. Especially with Adaptive PE students, they have the choice of which activity would personally benefit them.

Finally, I learned a great deal about working with Adaptive PE students. First, I realized that students have dreams and desires, no matter their capabilities. A student may not be able to walk but love the game of basketball. My duty, as an Adaptive PE instructor, is to create the opportunity for this student to experience what can be possible – in this case, wheelchair basketball.
Contrary to this, I learned that some students need motivation and a small kick to get them headed in the right direction. With some students, I think they have gotten so used to everything being done for them, or never participating because of their conditions, that they forgot what they could do. I do not believe in using limitations as excuses – that simply makes us lazy. What my job as a teacher is, is to get students doing what they can with what they have; when all else fails, there is still something lingering out there. Students simply need to get in the right frame-of-mind that they can be active and participate. Getting them to acknowledge this is half the battle.

This course has taught me a number of things about education, about planning, and about students with limitations. But what I truly enjoyed learning was how my Adaptive PE students have such patience with one another and encourage those like themselves. No matter the condition – whether asthma, cerebral palsy, or heart conditions – these students understand where everyone else is coming from. They are patient with those who do not walk as fast or run as far. And as I did not have the familiarity of Adaptive students when entering the course, they taught me this patience and how to see these students just as I would any others. This, above all else, has been my greatest discovery.
ACKNOWLEDGEMENTS

For committing to and helping me with this thesis during a full schedule, for the way she has enhanced my professional teaching experience, and for introducing me to the rewards, struggles, and opportunities that lie ahead, I would like to give much thanks and appreciation to Dr. Cathy J. Siebert.