



Leisure PE - Unit 4 - Alternative Activities

Unit Focus

During this unit, students will engage in non-traditional physical activities that promote an active and healthy lifestyle. Activities include (but are not limited to) bowling, meditation, Tai Chi, golf, and hiking. Learning tasks during this unit are low-intensity and allow students to practice mindfulness through movement. Lesson activities will consist of games, activities, and challenges that support student collaboration and cooperation to find success. The games in this unit are popular among many communities and are accessible through clubs, social media groups, and friends. Having the background knowledge and skills to be able to participate in these activities down barriers that could possibly stop students from enjoying these games in the future.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Healthy and Balanced Living Curriculum Framework Health Education 9-12 - Analyze the role of individual responsibility in enhancing personal health. (SM 7.1.12) Physical Education 9-12 - Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games or target games). (S1.H1.L1) - Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.H1.L1) - Demonstrates the ability to discuss the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1) - Demonstrates the ability to evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements. (S3.H4.L1) - Demonstrates the ability to analyze the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.H5.L2) - Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury	<i>Students will be able to independently use their learning to...</i> T1 Develop skills, knowledge, and concepts through practice and analysis of results.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Students identify personal likes and dislikes and allot time to pursue their interests. U2 Students demonstrate various strategies when making decisions to enhance health. U3 Individuals engage in stress reducing activities in order to maintain a balanced lifestyle. U4 engaging in leisure activities is often beneficial to a person's overall health and well-being as physical and social activity can relieve stress, keep a body healthy and create a network of friends.	<i>Students will keep considering...</i> Q1 How can I support and maintain my overall health and well-being? Q2 What are my unique strengths, weaknesses likes and dislikes? Q3 What control do I have over the path my life takes? Q4 What strategies do I have to make health-enhancing decisions?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 that hiking and walking can be not only enjoyable but also provides exercise and the opportunity for social interaction and stress relief.	<i>Students will be skilled at...</i> S1 analyzing and discussing the benefits of a physically active lifestyle as it relates to health benefits and social interaction.

Stage 1: Desired Results - Key Understandings

prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1) • Demonstrates the ability to analyze the health benefits of a selfselected physical activity (S5.H1.L1) • Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2) • Demonstrates the ability to identify the opportunity for social support in a selfselected physical activity or dance. (S5.H4.L1) Madison Public Schools Profile of a Graduate • Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG. 2.1) • Product Creation: Effectively use a medium to communicate important information. (POG.3.2)	K2 the safety precautions for all activities. K3 basic knots for fastening, tightening, and locking things in place. K4 basic compass navigation. K5 basic skills necessary to safely engage in archery. K6 basic golf skills. K7 Frisbee skill basics K8 Long distance frisbee skills. K9 what it means to be re-center and realign with themselves by living in each moment that passes. K10 the connection between their inner and outer-self. K11 Vocabulary: Leave No Trace (LNT), Chipping, Wedge shots, Short Irons, Long Irons, Woods/Driver, Meditation (Guided and/or unguided), Nature meditation practice, Tai Chi, Take 3/Find 5 activity, Sensory activation, Guided breathing, Mindfulness	S2 choosing an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. S3 demonstrating competency in activity-specific movement skills in order to develop confidence to participate in the activity outside of school. S4 casting a fishing rod. S5 how to belay and rappel. S6 setting bearing and follow a bearing. S7 how to set up a rod and reel. S8 a basic golf swing. S9 diaphragmatic breathing in guided breathing activities. S10 practicing mindfulness.
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