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| **ELEMENT** | **DESCRIPTION** |
| **Author** | Matt Dykstra |
| **Lesson Name** | ***GLOBAL FITNESS*** |
| **Content Areas** | Physical Education, Health, Social Studies |
| **Grade Levels** | K-5 Physical Education |
| **Duration** | 5 lesson unit with 30 minute daily lessons  (PE classes are 30 minutes in duration and meet twice a week) |
| **Lesson Theme and Topic** | •Students will compare and contrast fitness activities from the United States and China.  •Students will view photos and videos representing examples of Chinese fitness.  •Students will participate in Tai Chi exercising, rhythmic activities, and stretching methods from China. |
| **Instructional Objective** | •Students will demonstrate an understanding of global differences between fitness activities from the United States and China.  •Students will practice Chinese fitness activities and demonstrate techniques discussed in class. |
| **Specific Global Competencies** | View videos and photos to make global connections;  Link student local experiences to the world |
| **Alignment to District or State Content Standards and Testing and Assessment** | **Standard 1:**  Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.  **Standard 2:**  Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.  **Standard 3:**  Participates regularly in physical activity.  **Standard 4:**  Achieves and maintains a health-enhancing level of physical fitness.  **Standard 5:**  Exhibits responsible personal and social behavior that respects self and others in physical activity settings.  **Standard 6:**  Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |
| **Instructional Strategies and Activities** | **PREVIEW:**  Students will view the Global Fitness bulletin board in the gym two weeks prior to the lesson introduction to increase excitement and awareness of fitness activities in the country of China.  **ANTICIPATORY SET:**  I will lead students in a quick two minute Tai Chi exercise routine to immerse them in a form of Chinese fitness.  **INTRODUCTION:**  As a class, we will discuss the Global Fitness bulletin board and record their initial thoughts about the photos. We will also discuss their feelings while participating in the Tai Chi exercises.  **ACTIVITIES:**  Day 1 – Watch the 10 minute iMovie about Chinese fitness from Beijing to Shanghai. Discuss similarities and differences between how Americans and Chinese exercise.  Day 2 – Participate in fitness stations representing activities from China.  Day 3 – View video and participate in dance activities from China.  Day 4 – View Tai Chi video, or invite a local Tai Chi master, and participate in Tai Chi exercises at length.  Day 5 – Conclude by discussing the fitness activities watched, studied, and participated in from China. |
| **Formative Assessment** | Compare and contrast what you now about physical activities and their importance in both countries. Now that you’ve seen and experienced Chinese fitness activities, what do you think about how their society incorporates physical activity into their culture? |
| **Differentiation** | K-2 lessons will be modified to maximize participation at their respective ability level.  3-5 lessons will be modified to maximize participation at their respective ability level. |
| **Resources** | <http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>  <http://www.youtube.com/watch?v=TBvF6r6DOvc>  <http://omahataichi.freehostia.com/wp/about/> |
| **Reflections** | Hopefully students will gain a different perspective about how other cultures value fitness in their respective society. By participating in fitness activities from China, my students will gain a better understanding how other cultures exercise. I believe that the United States can improve our level of physical fitness by modeling our parks after those I visited in Beijing and Shanghai, China. |

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