

# LESSON 13: PARCOURSE WALK 2

## Grade-Level Outcomes

### Primary Outcomes

**Fitness knowledge:** Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)

**Fitness activities:** Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)

### Embedded Outcome

**Physical activity knowledge:** Evaluates risk and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)

## Lesson Objectives

The learner will:

- participate in MVPA during the parcourse.
- adjust his pace or physical activity level by checking his heart rate.
- perform activities with correct form.

## Equipment and Materials

- 1 pedometer per student
- 15 cones
- 10 steppers
- Stopwatch

## Introduction

*Today, you will continue to walk the parcourse. Did anyone find a parcourse near your neighborhood? If you did the red stations yesterday, you will do the blue stations today. Again, be sure to keep your goals in mind, and don't forget to check whether you are in your target heart rate zone. Let's start with a warm-up lap. Put on your pedometers.*

## Instructional Task: Parcourse Walk II

### ■ PRACTICE TASK

Students get into the same groups of three or four as the previous lesson. Today, the red group is the blue group, and the blue group is the red group. Students start the parcourse at different stations and complete only the stations whose colors they were assigned for the day. The parcourse is set up on a large lap that includes the fields, track, and blacktop. If a course exists nearby, take advantage of it for the lesson.

Students complete their five color stations and repeat if time remains. Students work on staying within their personal THR zone goals (moderate or vigorous).

The stations are as follows:

### Red Stations

- Pull-ups
- Lunges
- Curl-ups
- Triceps dips
- Step-ups

## Blue Stations

- Jump-ups
- Push-ups
- Trunk twists
- Cone hops (log hops)
- V-sits

## Extension

Have students design a parcourse challenge of their own.

## Refinement

Create a course for a moderate heart rate goal and a course for a more vigorous heart rate goal.

## Student Choices/Differentiation

- Students may work alone or in groups.
- Students may complete all the stations each lap.
- Students may choose three stations to do during their walk.
- Students may choose the number of reps they do at each station.

## What to Look For

- Students are working at a moderate or vigorous pace.
- Students are using correct form at the parcourse stations.
- Students are checking their heart rates during the walk.

## Instructional Task: Cool-Down Stretches

### ■ PRACTICE TASK

Have students put their pedometers away and come together as a class for a flexibility cool-down routine. Students hold each stretch for 15 to 20 seconds on both sides of the body.

- Quad stretch
- Calf stretch
- Achilles stretch
- Hamstring stretch
- Glute stretch
- Shoulder stretch
- Chest stretch
- Triceps stretch

## Refinement

Add yoga poses to the cool-down.

## Student Choices/Differentiation

- Students may add stretches into the parcourse.
- Students may stretch individually or with a partner.
- Students may change up the stretches.
- A student volunteer leads the cool-down.

## What to Look For

- Students are stretching properly.
  - Students are holding the stretch (not bouncing).
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## Formal and Informal Assessments

Exit slip: Which parcourse stations did you prefer and why?

## Closure

- Today, you finished the parcourse activities and accumulated more steps and moderate to vigorous physical activity. Be sure to log your information. What other activities might you see in a parcourse?
- Many courses include flexibility exercises. Parcourses often give you a well-rounded workout that includes all the health-related fitness concepts.
- What might be some of the risks or safety considerations you need to consider before and during the use of a parcourse? If you do not have a parcourse near you or the nearby course is in poor condition, how could you add some of the other health-related fitness concepts to your walk? (Embedded outcome: S3.H5.L1)
- Nice work today. Keep working on your goals outside of class. In our next lesson, you will be getting your steps walking a golf course.

## Reflection

- Could students manage their physical activity behavior?
- Could students participate in the parcourse at a moderate level or just the walk?
- Did students check their heart rates to see if they were in the zone?

## Homework

Continue to work on questions from Lesson 11, which are due in Lesson 15.

## Resources

Internet keyword search: “parcourse,” “fitness trails,” “fitness paths,” “outdoor exercise stations”