

## LESSON 12: PARCOURSE WALK 1

### 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:** Identifies issues associated with exercising in heat, humidity and cold. (S3.H3.L1)

### Lesson Objectives

The learner will:

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

### Equipment and Materials

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

### Introduction

*Today and tomorrow, you will see how many steps you take by walking a par course. Can anyone tell me what a parcourse is? Has anyone ever seen a parcourse at a park or in the community? They are often on walking trails and include areas to do specific exercises such as pull-ups, push-ups, step-ups, and curl-ups. We have created a parcourse for you to participate in. Be sure to keep your goals in mind, and don't forget to check if you are in your target heart rate zone.*

## Instructional Task: Warm-Up Lap

### ■ PRACTICE TASK

Have students put on pedometers.

Walk a lap with the class to show the route and the activities.

### Student Choices/Differentiation

Students may walk with a partner.

### What to Look For

- Students know how to complete the activities at each par course station properly.
- Students are getting their heart rates up.

## Instructional Task: Parcourse Walk I

### ■ PRACTICE TASK

Have students get into groups of three or four. Assign groups either red or blue stations. Students start the parcourse at different stations and complete only the stations whose color matches the

color they were assigned for the day. Set up the par course as a large lap that includes the fields, track, and blacktop. If a local park is close by, check to see whether it has a parcourse. Students complete their five color stations and repeat if time remains. Students are working 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

Students could complete all stations each lap.

## Refinement

On lunges, forward knee should be aligned with the ankle, not in front of the ankle or over the foot.

## Student Choices/Differentiation

- Students choose their groups.
- Students may choose to complete one set of at least 8 reps for each lap of the course.
- Students choose a number of stations to complete each lap.
- Students choose what stations to complete every other lap.

## 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

**Guiding questions for students:**

- Have you been stretching outside of class? If not, try to add stretching to your daily physical activity.
- What kinds of stretching are you doing?
- What muscle groups are you targeting?

---

**EMBEDDED OUTCOME: S3.H3.L1.** Use the cool-down time to discuss how the weather can impact the physical activity experience. Ask students about how their bodies react in the heat, the cold, and the humidity. Relate their responses to the weather during this lesson.

---

**Student Choices/Differentiation**

- Students may stretch individually or do partner stretches
- Students may change up the stretches.
- A student volunteer leads the cool-down.

**What to Look For**

- Students are properly stretching.
  - Students are holding the stretch (not bouncing).
- 

**Formal and Informal Assessments**

Exit slip: What did you like or dislike about using the parcourse?

**Closure**

- Today, you acquired more steps and moderate to vigorous physical activity by participating in a par course walk. Next time you are at a park, check to see if it has a parcourse. What benefits do parcourses and fitness trails provide?
- Consider accessibility. How might the accessibility to trails and parcourses affect one's adherence to physical activity?
- Be sure to log your steps and MVPA for today. Next class, we will participate in the second half of the course activities.
- Let's review your homework question, which is due in Lesson 15.

**Reflection**

- Did students work at a moderate level?
- Did students work at the par course stations appropriately?

**Homework**

Look up some local parks to check for parcourses or fitness trails near your home or the school.

**Resources**

Internet keyword search: "par course," "fitness trails," "fitness paths," "outdoor exercise stations"