

## **Lesson 5 Action Passing, Everyone is in the ZONE!**

### **Structure of all lessons are:**

- Small sided teams
- 8 minutes on
- 2 minutes rest
- The goal is three bouts in a 40-minute class

### **Preparing for Class**

Your students will be able to:

- Put on an IHT ZONE heart rate monitor and monitor their target heart rate zones (THRZ) by observing the colors on the ZONE (blue, yellow, red).
- Complete the required number of 8-minute “bouts” during the physical education class (e.g., the teacher will have 42 minutes of a 50-minute class period of active time and require 8-minute bouts (Red Zone) with 2-minutes low intensity (Blue Zone) throughout the classtime class). A complete high intensity (8-minutes) plus the low intensity (2-minutes) equal one intensity block. See samples below under resources.
- Remind the students of the benefits of high-intensity activities

### **Setting the Standard for resting heart rate**

Have the students lay down, legs uncrossed for 3 to 5 minutes while you play some calming music. This strategy will set a score for resting heart rate. To get your students to relax for a resting heart rate, have them lay down. Tell the students should feel their breath and their heart beating three ways. They should anchor with their breath, sound, and physical body. They should breathe with their nose, heart or chest and belly as a transverse muscle. The students should listen to this space while lying here for two to 3 minutes. Then have the students take a body scan - without moving, mentally scan from your toes - head. Feel the relaxation from legs, knees, hips, back, shoulders, neck, jaw, eyes, and up to your brain. Relax for the remaining time.

### **Opening Activity: Stay in the Blue Zone**

#### **Warm up:**

Explain to the students the activity. Each game goes for 10 minutes and achieves one intensity bout after 3 minutes of starting slowly.

The pedagogy is 8 minutes of high intensity (Yellow or Red Zone) and 2 minutes Micro-Teaching at Low Intensity (Blue Zone).

### **Pedagogy in the 8-minute play period**

- 8-minute play periods: Repeat this cycle until a game goes for 8 minutes. Each 8-minute segment =1 Intensity bout. Students need to rest for 2 minutes, before starting the next game against a new team. The total time of 8 minutes and 2 minutes equal one intensity block. HIIT Pedagogy:
- Continuous play with a goal to finish 3-4 HIIT Bouts depending on the activity time.
- Play Action Passes Everybody is in the ZONE! Set up conditions for each of the 8-minute bouts. When the teams are not playing, the teacher will call them in and use the following suggestions to bring them to the low-intensity Blue Zone for 2 minutes. When the teacher leader sees that most students are in the Blue Zone, the students are sent back to the game with the teams rotating.

### **The Lesson:**

Divide your class into 4 or 6 teams (even number of teams so everyone plays). Explain the activity and show students where the four balls will be placed when the rotation is given.

Assign the areas of the field or gym: team one vs. team 2 (8-minute game), team three vs. team 4 (8-minute game), team five vs. team 6 (8-minute game), etc. Note: Games should be 8 minutes long to enable students to raise their heart rate to 80% of MHR maximum within the first minute and maintain it.

Teams will use three types of balls and attempt to get 3 or more uninterrupted passes. No one player can receive a second pass until all other players on their team have received their first pass to score a point. If a team gets an interrupted pass where the ball is dropped, intercepted or knocked down, the other team immediately gets the ball and starts at zero passes and continues gameplay to get 3 or more passes. The passes must start with a player who has not yet had a pass and continue with players who need to receive their first pass before going on to players who will receive their second or third passes.

Repeat this cycle until a game goes for 8 minutes. You may get all four balls used in one 8-minute segment depending on the skill level of your students. After an 8-minute segment (1 intensity bout), students need to rest for 3 minutes before starting the next game against a new team.

For each rotation, change the type of ball. Here are some suggestions.

Game 1: each team uses a sponge ball.

Game 2: each team uses a volleyball.

Game 3: each team uses a tennis ball.

Game 4: each team uses a football.

### **Pedagogy in the 2-minute rest period**

- Conceptual Change
- Micro Teaching
- Critical inquiry
- The 2-minute rest period serves as a key in this pedagogy for not just looking at heart rate data, but rather, implementing the use of pedagogy to get your students to 'buy in' on the development of higher cardiorespiratory fitness, and the deep knowledge and engagement regarding their health outcomes.

### **Micro-Teaching: Low-Intensity Blue Zone**

- "What did you do over the weekend?" Reasoning: Show interest in them as people.
- Talk about things not related to PE. These talks are usually to a small group from the class.
- "Did you guys/girls enjoy PE before high school?" Reasoning: See where they are at right now. Find out why or why not. Allows you to develop conceptual change about PE being used to develop health.
- "Do you know why physical activity makes you healthy?" Reasoning: Students are told this, but critical inquiry asks more of students. It asks examination and connection. This is a great conversation to lead into connecting the PE lesson to the upcoming health literacy lessons.

**Cool Down or Debriefing:**

Debrief by looking at the return of the ZONE heart rate monitor. What do the students see as an example of a high-intensity workout? Ask the student's exit questions for them to reply to when they receive their IHT email of today's activity. Examples:

- Did your graph reflect several intensity blocks today?
- How could have you improved or are you happy with your results?
- How many intensity blocks did you complete?

**Resources:**

IHT Weekly Wrap Up