

**5K TRAINING
A COMPREHENSIVE UNIT
FOR
MIDDLE SCHOOL STUDENTS**

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GOOD MORNING!

In everyone's life, at some time, our inner fire goes out. It is then burst into flame by an encounter with another human being. We should all be thankful for those people who rekindle the inner spirit.”

— Albert Schweitzer



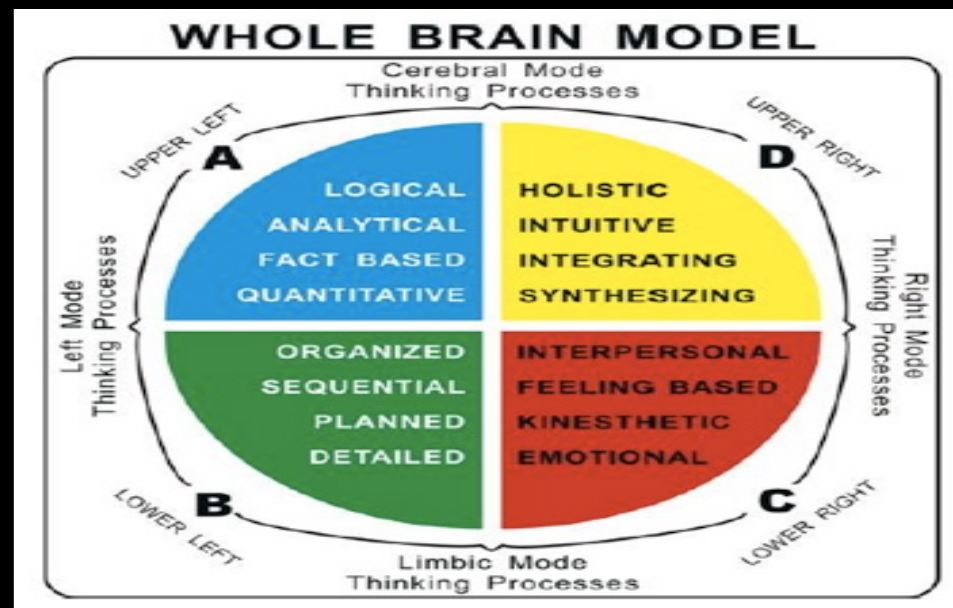
Objectives of Today's Workshop

- An introduction to history of the unit and its components
- Show you how the unit connects to :
 - 21st Century Learning
 - N.A.S.P.E. Standards
 - Program/Unit Level Enduring Understandings and Essential Questions
 - State Frameworks (MA Health and MA Technology)
- To provide you with:
 - Lessons used in the unit
 - A list of resources used in the unit
- How to involve your community in the unit

MY PHILOSOPHY

- I believe that being active has changed my life.
- I believe it is important to share my knowledge and experiences with my students in order to excite them about physical activity.
- All students should be an active part of the learning process.
- Technology is a gift to our profession. It allows us to expose students to a world of opportunities beyond the walls of our classrooms.
- If there is one thing that I teach a student that improves his or her life, then I will have done my job.

PHYSICAL EDUCATION and THE WHOLE CHILD



Herrmann, N. (n.d.). Whole Brain Model (Herrmann). *12manage - All you need to know about management*. Retrieved February 23, 2012, from http://www.12manage.com/methods_herrmann_whole_brain.html

Unit History

WHY

- Choice
- Interest
- More in depth learning experiences
- 21st Century – Project Based

HOW

- Department based
- Class offerings descriptions
- Distribution of packet
- Ranking 1-10
- Submitting date and time
- Announcing groupings

HOPKINTON MIDDLE SCHOOL PHYSICAL EDUCATION 2010-2011

- 3 Physical Education Teachers
- 2 Gyms
- 1 Fitness Center (4 treadmills, 6 bikes)
- 1 Outdoor Track
- 3 Grades (6, 7, 8)
- 8th Grade Elective Program
- 12 Day, 6 period rotating periods
- 5 Days student have PE in 12 Days
- Alpha Numeric Grading (A-F)
- 870 Students attend HMS
- 5 points on our daily grading rubric
- 1 Online Curriculum Data Base “Atlas”



A COMPREHENSIVE WELLNESS UNIT

- Hopkinton Public Schools – 21st Century Learning Objectives
- N.A.S.P.E. Standards
- Massachusetts Comprehensive Health State Frameworks
- Massachusetts Technology Literacy Standards and Expectations
- Physical Best – Health Related Fitness Concepts
- Community Engagement
- Student Engagement

HOPKINTON PUBLIC SCHOOLS

STRATEGIC PLAN

21st Century Student Outcomes

P21: K-12, Core Subjects & 21st Century Themes

21st Century Learning/Standards

A specified set of knowledge and skills designed to help students succeed as effective citizens, workers, and leaders in the 21st century. Standards emphasize deep understandings across core subjects, engage students in real-world data and problem-solving, and allow for multiple measures of mastery.

Core Standards include:

- Global Awareness
- Financial, economic, business and entrepreneurial literacy
- Civic Literacy
- Health Literacy

21st Century Education

	Old	21 st Century
Schools	Buildings	Nerve Centers
Teacher	Dispenser of Information	Orchestrator of learning, helps students turn information into knowledge, knowledge into wisdom
Learner	Passive	Sees learning as something that prepares them for life, instills curiosity, flexibility, excited learners who are resourceful and continue to learn outside of school

Reference:

What is 21st Century Education, 2010. Retrieved from www.21stcenturyschools.com/what_is_21st_Century_Education.htm.

National Association For Sport and Physical Education Standards

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.

N.A.S.P.E. – Physical Best

The philosophy is in its name...

P - Practical

H - Health-related

Y - Youth fitness education

S - Standards-based

I - Inclusive

C - Comprehensive

A - Age appropriate

L - Lifestyle emphasis

B - Behavioral approach

E - Enjoyable

S - Self-Responsibility

T - Teaching Energy
balance



Reference:

AAPHERD:N.A.S.P.E., 2011. Retrieved from www.aahperd.org/naspe/professionaldevelopment/physicalBest/upload/PB-Fact-Sheet-Page-1with-s-s_.pdf.

Understanding By Design

What is it that we want students to know,
understand and be able to do?

UNIT SUMMARY

Program Level Enduring Understandings	Program Level Essential Questions
Unit Level Enduring Understandings	Unit Level Essential Questions
Knowledge	Skills
Frameworks	Standards
Assessments	Assessment Plan
Learning Experiences	Resources

Unit Summary

5K Training

Running and Walking for Fitness

- It is a comprehensive Middle School Wellness Unit.
- It is a systemic approach to teaching.
- It encompasses health-related fitness concepts.
- Students learn to assess, evaluate, set goals, and improve their fitness.
- It encourages student to be active outside of school.
- It engages the entire community.
- It provides a global perspective in order for students to connect to real life experiences.
- Students gain a deeper appreciation of the benefits of participating in a life-long fitness activity.

Enduring Understandings

Program Level

- Physical activity improves the functions of the body systems
- Fitness levels affect physical appearance, mental outlook, daily energy level and short and long term health.
- Your mental health affects your physical well being just as being physically healthy can help us to be mentally healthy.
- You need to be responsible for developing a personal fitness plan and changing it as your body grows and matures

Unit Level

- There are numerous benefits to participating in regular physical activity: improved aerobic fitness, muscular strength, muscular endurance, flexibility, body composition
- Personal fitness levels affect: how you look and feel, your energy level, how well your brain functions and helps decrease your chances of getting a hypokinetic disease.
- Goals are an important part of any exercise plan.
- Current fitness levels need to be assessed before participating in a regular fitness program.
- You need to be responsible for developing a personal fitness plan and changing it as your body grows and matures.

Essential Questions

Program Level

- How do you evaluate and assess your current fitness level?
- Explain and describe the connection between physical activity, fitness levels and the function of body systems.
- What factors do you need to consider when developing short and long-term health-related fitness goals?

Unit Level

- What are the health-related benefits of participating in a regular running/walking program?
- How does participating in a regular running/walking program improve my physical fitness?
- Why are goals an important part of maintaining or improving your physical fitness?
- How do I assess my current fitness level?
- How do I develop a plan to improve my fitness level?

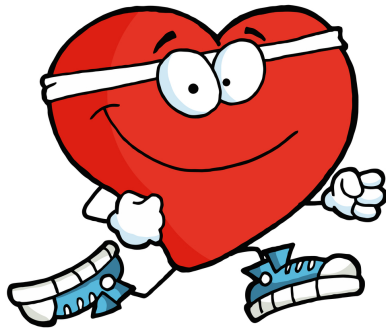
Lesson 1

- Introductory Power Point
Overview of Unit
Set the tone and expectations
Benefits
- Student Portfolio
All contents for Open Response
Essential Questions
- Handouts
Cardiovascular Assessment
Training Plan (2 copies)
Heart Rate Zone and Borg's Scale
Choosing your 5K

Student Introductory Power Point

Cardiovascular Assessment

Cardiovascular Assessment		P.A.C.E.R.	P.A.C.E.R.
		SEPTEMBER	NOVEMBER
	SCORE		
	VO-2		
	HR/BPM		
	HR ZONE		
	BORG'S SCALE		
		ONE MILE TEST	ONE MILE TEST
	TIME		
	HR/BPM		
	HR ZONE		
	BORG'S SCALE		



Training Plan

		Zone 3 - 4	Zone 2	Zone 2	Zone 3	Zone 2	Zone 2
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
SEPTEMBER	19	20	21	22	23	24	25
	REST	POWER/SPEED	X TRAIN	EASY RUN	INTERVALS	X TRAIN	LONG RUN
	WU	WU - 1 lap	WU - 5 mins	WU	WU - 5 mins	WU - 5 mins	WU - 5 mins
	MS	MS - 5 Hills/RI-15s	MS - 30 mins	MS	MS - 4 x 5 mins/ RI 1 min	MS - 30 mins	MS - 1.25 miles or 12 mins
WEEK 1		4 x 100m/RI 15 s					
	CD	CD - 3 laps	CD - 5 mins	CD	CD 5 min	CD - 5 mins	CD - 5 mins
	ACTUAL:	ACTUAL:	ACTUAL:	ACTUAL:	ACTUAL:	ACTUAL:	ACTUAL:
	HR:	HR:	HR:	HR:	HR:	HR:	HR:
	26	27	28	29	30	1	2
	REST	POWER/SPEED	X TRAIN	EASY RUN	INTERVALS	X TRAIN	LONG RUN
	WU	WU - 1 lap	WU - 5 mins	WU	WU - 5 mins	WU - 5 mins	WU - 5 mins
	MS	MS - 7 Hills/RI 15 s	MS - 30 mins	MS	MS - 5 x 5 mins/ RI 1 min	MS - 30 mins	MS - 1.5 miles or 15 mins
WEEK 2		5x100m/RI 15 s					
	CD	CD - 4 laps	CD - 5 mins	CD	CD 5 min	CD - 5 mins	CD - 5 mins
	ACTUAL:	ACTUAL:	ACTUAL:	ACTUAL:	ACTUAL:	ACTUAL:	ACTUAL:
	HR:	HR:	HR:	HR:	HR:	HR:	HR:
OCTOBER	3	4	5	6	7	8	9

Lesson 2

- Heart Rate
 - Radial Pulse
 - Carotid Pulse
 - Insta Pulse
 - Polar Heart Rate Monitor
 - Training Zones For Teens vs. the Formula
- MHR $207 - (.7 \times \text{age}) = \text{answer}$
 - Answer $\times .60 = 60\%$
 - Answer $\times .70 = 70\%$
 - Answer $\times .80 = 80\%$
- Borg's Scale of Perceived Exertion

Lesson 3

CARDIOVASCULAR FITNESS ASSESSMENTS

- P.A.C.E.R. (VO2 MAX)
 - Record Heart Rate
 - Record Borg Rating
- Rockport Walk Test or Mile Run Test
 - Record Heart Rate
 - Record Borg Rating



Lesson 4

- Working the Training Plan

- “Yes, you should do it outside of school”
- “Record what you actually do”
- “Only record accurate and honest data”
- “Your Training Plan Log will help you answer your Open Response”

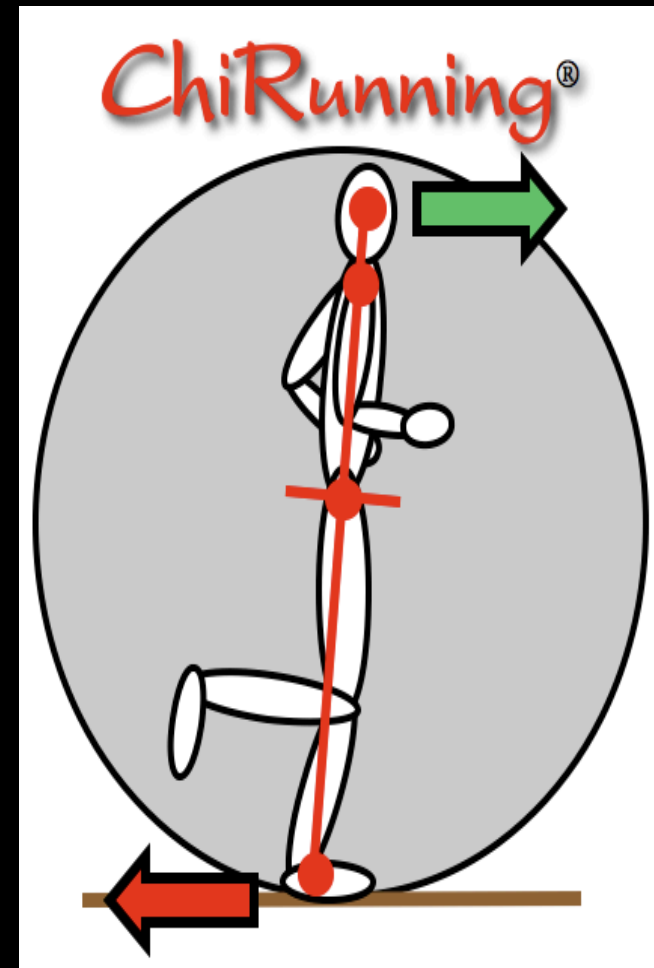
- Safety

- Good Pain vs. Bad Pain
- On the roads
- What to wear



Lesson 5

- Principles of Chi Running
 - Basic Form Video
 - Are you the block or the wheel
 - Improved Efficiency
 - Less Injury



Lesson 6

- Run Technique Analysis
- Student Video/Stills
- Worksheet
- Analyzing the run form

Lesson 6

Run Analysis Worksheet:

	Running Form Evaluation	Good	Needs Improvement
1	Head is straight not tilted to the side and over the shoulders		
2	Shoulders are straight		
3	Pelvis Under Shoulders		
4	Feet under body when they contact ground		
5	Hips are even looking from the front/back (neutral)		
6	Lean is from the ankle		
7	Elbows tucked into the body and at 90 degrees		
8	Hands are relaxed		
9	Midfoot strikes the ground below your body		
10	Arms swing to the rear		

Lesson 7

Choosing your 5K

1. During Class (time limit)
2. X Block (last period of the day - Hopkinton Running Club)
3. Organized 5K
 - Finding a race/Finding results
 - Cost
 - Supporting a Cause



Lesson 7

www.coolrunning.com

COOL RUNNING HOME RACES/RESULTS TRAINING NEWS RESOURCES COMMUNITY

RACES/RESULTS

UPCOMING LOCAL RACES

[Most recent results](#)
[Submit a new race](#) [Find entry forms](#)

DON'T JUST PLAY IN THE MUD.
2012 COX RHODE ISLAND RACE SERIES

zooma
women's race series

Road Race By-the-Sea
COHASSET, MA

MY ACTIVE RACE DIRECTORS

LOGIN TRAINING LOG FORUMS CREATE ACCOUNT

SPONSORED BY

NIKE FREE RUN iD

BY LOCATION
Find local events:
Select location

BY EVENT TYPE
Find events by type of race:
Select event type

BY NAME
Find events by race name:
go

ADVANCED SEARCH

The 4th Annual Middlebury Maple Run Half Marathon and Relay: Treat Yourself to Something Sweet. [In USA: Vermont]
When you think about Vermont, a few words may come to mind: Green Mountains, maple syrup, country roads and cows. But the Middlebury Maple Run - the Sweetest Half -- is that and much, much more. Celebrate spring in Vermont and experience the Maple Run! By Michelle Boisvert.
Also: [Event Website](#)
Also: [Event Registration](#)

Browse...

FEATURED EVENTS
For complete local listings, use the search options at left. Or, [browse our online entry forms](#).

Lesson 7

COOL RUNNING HOME RACES/RESULTS TRAINING NEWS RESOURCES COMMUNITY

> [home](#) > [races/results](#) > [find results](#) > [massachusetts 2011 race results](#) > 14th annual michael's run

RACES/RESULTS

[Printer-friendly page](#)

14th Annual Michael's Run

Hopkinton, MA, October 22, 2011

[[Top Ten Males & Females](#) | [Age Group Results](#)]

Overall Results

[Massachusetts Event Spotlights](#)

[Find Events](#)

[Find Results](#)

[Race Directors](#)

Lesson 7

AGE-GROUP RESULTS

14th Annual Michael's Run

5 Kilometers

Hopkinton, Mass.

October 22, 2011

Timing By: Granite State Race Services www.gsr.com (See our Events Calendar)

Results Questions: steve@gsr.com

(THE FIRST OVERALL MALE AND FEMALE ARE EXCLUDED FROM THEIR AGE DIVISIONS)

FEMALE AGE GROUP: 13 and Under

Place	O'All	Time	Name	Age	Sex	Race#	City/state
1	48	28:01	Katie Litchfield	13	F	72	Hopkinton MA
2	49	28:02	Emma Zack	13	F	177	Hopkinton MA
3	75	32:25	Tess Bouvier	9	F	156	Hopkinton MA
4	79	33:43	Hannah Dahill	11	F	260	Bolton MA
5	85	35:21	Erin Dugas	10	F	257	Upton MA
6	86	35:34	Olivia O'Connor	9	F	236	Hopkinton MA
7	149	57:15	Jacquelyn Dicken	9	F	37	Hopkinton MA
8	170	1:00:09	Sara Squatrito	7	F	133	Hopkinton MA
9	180	1:01:33	Joelle Rhoads	1	F	110	Auburn MA

MALE AGE GROUP: 13 and Under

Place	O'All	Time	Name	Age	Sex	Race#	City/state
1	10	20:19	Cameron Asselin	13	M	2	Hopkinton MA
2	13	20:40	Sam Danaceau	13	M	159	Hopkinton MA
3	46	27:53	Kyle Heavey	13	M	240	Hopkinton MA
4	96	42:03	Jack Theran	8	M	230	Hopkinton MA
5	104	44:11	Andrew Balestien	11	M	154	Holliston MA
6	115	51:12	Zach Danaceau	11	M	160	Hopkinton MA
7	174	1:01:02	Zach Dahill	4	M	259	Bolton MA

Lesson 8

- Race Numbers/Bib Numbers
- Timing Chips
- Gun Time vs. Chip Time



Lesson 8

Page 1

Monster Mini 5k Dash
Providence, RI, October 30, 2011
corrections to bill.rozen@gmail.com

Place	Div	/Tot	Name	Ag	S	No.	City	St	Chip Time	Pace	Gun Time	Team Name
1	1/119		STEVE BRIGHTMAN	42	M	1457	Providence RI		17:16.7	5:35	17:17.9	
2	2/119		GLENN MILLER	49	M	2074	Uxbridge MA		17:42.5	5:43	17:43.7	
3	1/205		BRYAN MCNAMARA	18	M	184	Guilford CT		17:44.6	5:44	17:45.8	Providence College Running Clu
4	2/205		JONATHAN ABEL-MILLMA	24	M	1337	Arlington VA		18:12.9	5:53	18:14.1	
5	3/205		MICHAEL TOOLIN	13	M	2460	Saunderstown RI		18:20.3	5:55	18:27.3	
6	4/205		CASEY NEISTAT	30	M	357	New London CT		18:31.9	5:59	18:33.0	
7	5/205		MARS BISHOP	13	M	1425	Barrington RI		18:47.6	6:04	18:48.8	
8	6/205		BRENDAN HANRAHAN	34	M	298			18:52.5	6:06	18:53.7	
9	7/205		PETER ZELKEN	31	M	356	Mystic CT		19:03.2	6:09	19:04.4	
10	8/205		JEREMY NADEAU	16	M	1008	Woonsocket RI		19:03.2	6:09	19:13.4	Beacon Ave Dogs
11	9/205		CHARLES ROSE	15	M	308	Ledyard CT		19:04.4	6:10	19:05.7	
12	1/351		MADLINE MCKEEVER	24	F	166	Providence RI		19:07.8	6:11	19:11.0	Brown Med
13	3/119		TOM CRAIN	40	M	194	Providence RI		19:07.8	6:11	19:09.2	The Defibrillators
14	1/134		FELICIA BISHOP	43	F	1424	Barrington RI		19:08.7	6:11	19:09.9	
15	10/205		SAMUEL TOOLIN	10	M	2461	Saunderstown RI		19:14.1	6:13	19:15.3	
16	4/119		JOHN BENROS	40	M	1414	Pawtucket RI		19:15.6	6:13	19:16.8	
17	5/119		ERNEST OLIVELLI	42	M	2164	Warwick RI		19:25.5	6:16	19:27.0	
18	11/205		DAVID PINSONNEAULT	19	M	1223	Seekonk MA		19:30.6	6:18	19:31.8	Providence College Running Clu

Lesson 9

Walking

- Types of Walking
 - Casual Walking
 - Power Walking
 - Race Walking
- Fast Walking Techniques
 - Race Walking Video
 - Practice Race Walking



Lesson 10

Indoor Training – Weather

- Treadmills
 - Proper use
 - Safety
 - Setting Limits

- Gamebikes
 - Setting Seat Height
 - Mileage (4-1)

Lesson 11

INDOOR TRAINING

“The Cardio Relays”

One Mile

- Bike 1 mile
- Resistance Band Rowing
- Lateral Step
- Resistance Bicep Curl
- Jump Rope

Lesson 11

INDOOR TRAINING

“The Cardio Relays”

Team Spin Relay

- Distance Total
- Everyone must ride
- Safety

Lesson 12

Fueling Elements

- Proper Hydration
 - Replacement Drinks vs. Energy Drinks
- Nutrition
 - Your body is a machine
 - Carbohydrates
- Recovery
 - It is important

The Open Response

What is it you are trying to assess?

- The process that leads to the product.
- Is it authentic?
- Can they answer the Essential Questions?
- Do they get the big ideas and concepts?



Grading the Open Response

- Writing across the curriculum
- Honest Responses
- Quality of Answers
- Thoughtfulness
- Did that make the lifetime connection

The Open Response 1-3

1. In class we measured your cardiovascular fitness in two different ways.
 - a. Name the two different tests and describe how they are done.
 - b. Based on the data you collected from the pre and post tests, did your results reflect an improvement in your fitness? Explain why or why not using examples from your data.

2. List and discuss the health-related benefits of participating in a regular fitness program.

3. You predicted your 5K time based on your mile score.
 - a. What did you predict as your 5K time?
 - b. What was your actual 5K time?
 - c. What was your heart rate at the end of your 5K?
 - d. Using the Borg's Scale of Perceived Exertion how would you rate how you felt during your 5K?
 - e. Did you predict accurately based on your actual 5K time (within 1 minute)?
 - f. Describe why your prediction was different than your actual time?

The Open Response 4-5

4. Over the course of your training plan you were required to record your actual workout and your heart rate.

You were specifically asked to only record actual and honest information.

- a. How many days did you actually complete the daily training?
- b. How many days did you record your true data?
- c. How much effort did you put into your workouts?
- d. Did you do most of your workouts in the correct training zone?

5. Based on your answers in numbers one through four and what you learned in class, describe what you would do differently to get better results on your next 5K? (This answer should be defended by the information above and will take you a minimum of 5 paragraphs to answer completely).

Open Response - 1

What would you do differently for your next 5K?

The second thing I would do to improve my results on the next 5K that I do is I would set higher goals for myself. On the 5K I just did, I set very low standards because it was the first one I ever did. I now realize that by setting low standards that I thought that it was okay to get a high time. I made myself believe that I could not do well because I have never done a 5K before. My doing this, I was underestimating myself. I should have instead set the bar high so I would have a lot to work for. If I had set a goal that I had to work to achieve, I would have felt more obligated to work hard during my training plan and my results would have ended up better. **I have learned that it is better to set a standard that you may not be able to reach but are willing to try to get it, than to set the standard low because you do not want to work and you are unsure of what you can do.**

Open Response -2

What would you do differently for your next 5K?

Another thing I could do differently is work on my core strength. By improving my overall core strength, running would take less effort so I could start to focus more on my speed. Working on my core could also help my running to be more controlled. By participating in something weekly, for instance yoga, then my next 5k time would improve.

Impact...

Parent on “Back To School Night”

“I need to get active again, so I am going to train with him at home.”

Student:

“How come I feel so much better after I run?” “My stress just goes away.”

Student:

“My aunt is a runner and she is running with me on the weekend.”

Student:

“My father has taken refined sugar out of his diet and is feels so much better. I am doing that too. I want to run better. My father has started to get off the couch and use his elliptical and treadmill at home again. I hope he will start to go out on the run with me.”

Questions?

I have no special talents. I am only passionately curious.

-Albert Einstein



HOPKINTON PUBLIC SCHOOLS

STRATEGIC PLAN

Health Literacy

- Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Using available information to make appropriate health-related decisions
- Establishing and monitoring personal and family health goals
- Understanding national and international public health and safety issues

HOPKINTON PUBLIC SCHOOLS STRATEGIC PLAN

Curriculum and Instruction-1

Teaches 21st century skills discretely in the context of core subjects and 21st century interdisciplinary themes

- Focuses on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning
- Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills
- Encourages the integration of community resources beyond school walls• Highlights ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice — and help them identify what activities they can replace/de-emphasize.
- Balances direct instruction with project-oriented teaching methods
- Illustrates how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills.

HOPKINTON PUBLIC SCHOOLS STRATEGIC PLAN

Curriculum and Instruction-2

Teaches 21st century skills discretely in the context of core subjects and 21st century interdisciplinary themes

- Enables 21st century professional learning communities for teachers that models the kinds of classroom learning that best promotes 21st century skills for students
- Cultivates teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses
- Emphasizes deep understanding rather than shallow knowledge.
- Focuses on 21st century skills, content knowledge and expertise.
- Builds understanding across and among core subjects as well as 21st century interdisciplinary themes

HOPKINTON PUBLIC SCHOOLS STRATEGIC PLAN

21st Century Assessment

- Supports a balance of assessments, including high-quality standardized testing along with effective classroom formative and summative assessments
- Emphasizes useful feedback on student performance that is embedded into everyday learning
- Requires a balance of technology-enhanced, formative and summative assessments that measure student mastery of 21st century skills
- Enables development of portfolios of student work that demonstrate mastery of 21st century skills to educators and prospective employers
- Enables a balanced portfolio of measures to assess the educational system's effectiveness at reaching high levels of student competency in 21st century skills

What is 21st Century Learning?

Skills

- Critical Thinking and Problem Solving
- Collaboration across Networks and Leading by Influence
- Agility and Adaptability
- Initiative and Entrepreneurialism
- Effective Oral and Written Communication
- Accessing and Analyzing Information
- Curiosity and Imagination

Massachusetts Comprehensive Health State Frameworks-Physical Health

PreK-12 Standard 1: Growth and Development

- 1.7 Explain the function of human body systems and how body systems work together.
- 1.9 Apply skills that increase immediate peak functioning of body systems (vigorous exercise, eating nutritious foods, adequate rest).

PreK-12 Standard 2: Physical Activity and Fitness

- 2.11 Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness.
- 2.12 Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension.
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness.

PreK-12 Standard 3: Nutrition

- 3.9 Describe a healthy diet and adequate physical activity during the adolescent growth spurt.

PreK-12 Standard 14: Community and Public Health

- 14.4 Identify how individuals can be knowledgeable and active in the school and community to promote health.

MA: Technology Literacy Standards and Expectations Grades 6 - 8

Computer Proficiency: Internet, Networking, and Online Communication

- 1.18 Use Web browsing to access information (e.g., enter a URL, access links, create bookmarks/favorites, print Web pages).

Responsible Use of Technology: Classroom/Society

- 2.8 Analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information.

Research, Problem Solving & Community: Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.

- 3.1 Explain and demonstrate effective searching and browsing strategies when working on projects.