

Your Name: Andrea Peterson
Grade Level: 12th
Course Name: Team Sports and Fitness

Lesson #1

Five Physical Fitness Components

1. Objective/Purpose

By the end of this lesson, students will be able to list and briefly define the five components of physical fitness as assessed by the stations worksheet that they will fill out during the day's activities.

2. Link to Standard and Essential Questions

- Link to Standard 5: Exhibits responsible and social behavior that respects self and others in physical activity settings. This lesson incorporates active learning and cooperative learning the entire time therefore it is linked to this standard because they must respect themselves and do all the required work and respect others while working in their groups and individually with a partner.
- It is also linked to the essential unit question, "What importance does an activity plan have in our lives?" because the fitness plan is presented to the students and portions of it are beginning to be produced.

3. Purpose

The students are going to be participating in a fun and active lesson. In groups they will be moving around the gymnasium working to test some off their physical fitness abilities. This is important for the students because it will help me to plan new fun and exciting lessons that they will enjoy! They are also going to be able to showcase some of their own knowledge of physical fitness in their own groups and get a chance to peer teach their friends.

4. Activating Prior Knowledge of Students

Students will be asked to write short-term goals with specific words in them. Depending on how they write their goals, I will know whether or not they understand the words they are using. Also, during the lesson, at specific stations, students will be asked to work as a group to think of stretches and abdominal workouts that they have previously done. This will help activate prior knowledge of the students and those who do not know this information will be able to learn from their peers.

5. Method/Strategies Used and Rationale

Active Learning- Students use active learning to comprehend the five components of physical fitness.

Cooperative Learning- Students are put into groups of six to seven. Each group is then split into two to three smaller groups. This is done to increase peer teaching and learning.

Visual Aid- Each station has a large poster with the assignment and directions on the station. This is used to eliminate instruction time and increase active learning.

6. Anticipatory Set

- During the anticipatory set students will be given a sheet of paper that has a word bank on the top, the bank will include these words; cardiovascular endurance, body composition, muscular strength, muscular endurance and flexibility.

- *“I would like you all to try and think of a time that you have heard any of these five words in use. By the end of the day you should have a good idea on how to make each word part of your lifestyle. Right now, you are going to be using the five words to write sentences. If you do not know the words you do not have to use them. These sentences will be short-term goals and I am going to be saving them in a Personal Fitness plan that you will be assessing on the last day of this unit.”*

- *“Your Personal Fitness Plan can be used to increase your personal health and fitness in the future. The short-term goals that you write will need to be in your fitness plan. We will continue to work on the fitness plan throughout our fitness unit. I will tell you everything that you need to hand in to be looked at for this plan. I have a folder for each student and I will keep the information in my office. I will look over all of your material and give grades of a check, plus, or minus. At the end of the unit, you will have a chance to make improvements on assignments and assess your course work. Any question so far?”*

- *“I am now going to hand out your assignment for the day and this will also be in your fitness plan that you will turn in to me at the end of this unit.”* (Worksheet in appendix) (10 Minutes)

7. Chronology of Lesson

Following the anticipatory set students will be given their 7 minutes of change time and then will be put into assigned groups. There will be five groups, three groups will have six students per group and two groups will have seven members. Within the groups students will have the ability to choose smaller groups. The groups of six will have three groups of two and the groups with seven will have a group of three and two group of two. (The groups will be identified at the end of this chronology)

- *“There are five stations around the gymnasium. The stations are labeled cardiovascular endurance, body composition, muscular strength, muscular endurance and flexibility, just like the word bank on the short-term goals sheet. Each station has a large poster at it with specific directions for the stations task. Each of you will be given a recording sheet and it must be filled out and given to me to put into your fitness plan. These five components will be discussed in greater detail later in the unit and today serves as a preview of what is to come the next week or so. Lets try to be very effective today and keep our distractions and outside of school stories out of the class time today.”*

The descriptions on each board are as follows: (12 minutes each x 5 stations= 60 minutes)

Cardiovascular Endurance

- Cardiovascular endurance is the ability of the body's circulatory and respiratory systems to supply fuel during sustained physical activity To improve your cardiovascular endurance, try activities that keep your heart rate elevated at a safe level for a sustained length of time. The activity you choose does not have to be

strenuous to improve your cardiovascular endurance. Start slowly with an activity you enjoy, and gradually work up to a more intense pace.

- Your Job: One person will be the timer and the other will be the “stepper”. The stepper must step on and off the 12inch high bench repeatedly for two minutes (the timer will tell them when to start and stop). Once the stepper has done this for two minutes, the timer will reset the stopwatch so that the stepper can take their heart rate. Find your pulse either at your neck or wrist and time the heart rate for six seconds. Add a zero to the end of this number and you have your heart rate for a minute. Record this on your worksheet and change positions.
- You have 12 minutes at this station so work effectively as a group!

Body Composition

- Body composition refers to the relative amount of muscle, fat, bone, and other vital parts of the body. A person's total body weight (what you see on the bathroom scale) may not change over time. But the bathroom scale does not assess how much of that body weight is fat and how much is lean mass (muscle, bone, tendons, and ligaments). Body composition is important to consider for health and managing your weight!

Your Job:

- You will walk around the cones that are set in the up in the gymnasium.
- You are to brainstorm with your partner ways to improve your own body composition and write them down on your worksheet. This will go into your fitness plan and further developed within this unit.
- Walk for ten minutes and write down your improvements for the last two minutes (12minutes total).

Muscular Endurance

- Muscular endurance is the ability of the muscle to continue to perform without fatigue.
- During this time you will be doing sit-ups! With them six to seven members in your group, brainstorm as many different types of sit-ups/crunches possible. Split up into two groups. While one group is doing the sit-ups, the other group needs to document the types of sit-ups you are participating in; they must also time the activity.
- You will do the sit-ups in 20-second intervals, between sets there should only be a 10-second break to maximize your time.

Muscular Strength

- Muscular strength is the ability of the muscle to exert force during an activity. The key to making your muscles stronger is working them against resistance, whether that be from weights or gravity.

Your Job:

- You will be doing push-ups and lunges! With your partner, you will trade off timing and exercising. The timer will watch the clock for 25 seconds. You must do lunges for a set then push-ups for a set and continue until the time is up.

- On your worksheet, when there is one minute left, write down which muscles you feel you worked the most.

Flexibility

- Flexibility is the range of motion around a joint. Good flexibility in the joints can help prevent injuries through all stages of life.

Your Job:

- At this time you will go through a series of stretches.
- Each stretch should be held for 15 seconds, take turns with your partner counting to 15.
- Muscles/Body Parts to Stretch: Hamstrings, Quadriceps, Calf’s, Lower Back, Shoulders, Triceps, Ankles, Buttocks, Neck
- You will need to write down all of these stretches on your worksheet and keep them documented so you will be able to place them in your fitness plan.
- You have twelve minutes to complete all the stretches and document them also.

• *“I will be walking around from group to group to make sure there are no questions and that each group is getting through the activity and staying on task. If you have any questions about directions at the board, please call me over to your station.”*

To close the day I will have the students get back into their pods on the floor for a final discussion about the day and fitness plans.

• *“Thank-you all for working in groups today and staying on task, you did a great job! To finish up for the day, does anyone have any questions about the fitness plan? Well, as you can see you got a preview of some of the components of fitness that we will be covering throughout the rest of this unit. Please make sure you continue to keep up with your fitness plan, thank you for your hard work today, you now have seven minutes to change back into your school clothes, lets all try to remember the locker room rules today! You need to hand in to me before you leave, your components worksheet, if it is not completed, change quickly and keep working on it, we will talk if it is not completed when the bell rings.”*

Group	Names
1	Andy, Joey, Blake, Jenny, Sassy, Kim
2	Ashlee, Jordan, Fasi, John, Kris, Joe
3	Doug, Katie, Tiff, John, Justin, Rose, Dan
4	Erik, Levi, Charles, Darren, Lindsey, T.J.
5	Heidi, Ryan, Chelsie, Erica, Jeremy, Nick, Bryce

8. Accommodations Required

There will be many accommodations made throughout this lesson for individual students. Tiff who is in a wheelchair will have separate directional worksheet that she will be given prior to the beginning of the lesson (attached in appendix). I will also ask her to pair with Katie who is in her group. She is a Hispanic student also and can help Tiff when reading

this information because she is ESL. Tiff will also have an aid with her that can read directions and help Tiff with her movements. For Jenny, Kim and Sassy I will quickly speak to them at the start of each station, they were all placed in the same group. They will not be held responsible to do the sit-ups and push-ups during those stations, but they will have to be the timer for their group members. The step up block at the endurance station will also only be 6 inches off the ground instead of 12. This will allow the girls to continue to exercise at a less intense level. I did not place and Behavior Disordered students in the same group and they will be expected to follow the directions as stated.

9. Differentiated Instruction

I use a wide variety of differentiated instruction in this lesson. Students are asked to work in cooperative learning groups throughout the lesson. I differentiated by ability within the groups, trying to make sure there was a mixture of ability in each group (LD, EBD, ESL, pregnant). The posters with the directions on them are indirect and students may ask me for help as needed. The assignments at each poster guide the students to use prior knowledge in the lesson. If they do not know how to do an activity, they not only have their individual partner but also four to five other members in their group to rely on for help. The students are also asked to begin their large project, which gives not as active students a chance to showcase their knowledge about physical activity.

10. Assessment of Objectives

Students will not be given a concrete grade for this assignment in the unit. The worksheet that they are to go through during the lesson will be given a check, plus or minus and later graded after the Fitness Plan is turned in with revisions and analyses. They will also be aware of the participation scale. The students can receive between zero and two points per day depending on how much they participate as observed by the teacher.

Participation Scale	
0	Is reprimanded more than three times during the lesson and does not show quality participation throughout the lesson.
1	Participates at 100% for between 50% and 90% of the lesson, or is reprimanded for activity once during class.
2	Participates at 100% for over 90% of the lesson.

11. Materials/Resources Needed

- Five Component Posters with instructions written on them
- Stop watches/timers for each station (10-15)
- Cones (Body Composition station)
- Work Sheets (Anticipatory set and lesson)
- Groups List

APPENDIX

SHORT TERM GOALS

Name: _____.

Date: _____.

***Please write complete sentences. If you know any of these words, please use them in your short term goals.**

Cardiovascular Endurance	Body Composition	Muscular Strength	Muscular Endurance	Flexibility
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Short Term Goal #1:

Short Term Goal #2:

Short Term Goal #3:

Five components of Physical activity Worksheet

Name: _____.

Date: _____.

Cardiovascular Endurance

Heart Rate Trial #1:

Heart Rate Trial #2:

Body Composition

How do I improve my own body Composition?

-
-
-
-

Muscular Endurance

Types of sit-ups I did today?

-
-
-
-
-
-

Muscular Strength

Muscles I used?

-
-
-

Flexibility

Muscle/body parts	Stretch
Hamstrings	
Quadriceps	
Calf's	
Lower Back	
Shoulders	
Triceps	
Ankles	
Buttocks	
Neck	

Five components of Physical activity Worksheet

Name: TIFF.

Date: _____.

Cardiovascular Endurance

*Please take your heart rate. This is called your resting heart rate. Later this unit we will have you calculate your active heart rate.

Resting Heart Rate Trial #1:

Resting Heart Rate Trial #2:

Body Composition

*Please use your arms to push your wheel chair around the cones, talk with Katie about your own body composition.

How do I improve my own body Composition?

-
-
-

Muscular Endurance

*You are going to have the job of the “timer” at this station. Make sure you have a good grip on the stopwatch. There will be a red piece of paper at the station, lift this up when you want Katie to be stopped and set it on your lap when you want her to be doing the abdominal work.

Muscular Strength

*There will be cans of soup at this station. You must hold onto these cans during your time and raise them to the side of your body and to the front of your body. Try to do this many times!

Muscles I used?

-
-
-

Flexibility

Muscle/body parts	Stretch
Hamstrings/Quadriceps	Straighten leg and squeeze muscles in thigh. Lift leg as close to your chest as possible.
Calf's/Ankles	Perform Heel raises and toe raisers. Lift heel off the ground then bring it back to the ground, lift toes of the ground and bring it back down, repeat process.
Shoulders	Shrug shoulders up and down.
Triceps	Have Katie help hold arm across your body. Hold for at least 10 seconds and switch arms.
Neck	Rotate head on shoulders 180 degrees to the right/left, then back to the center. Nod your head like you are saying “yes” or “no”.