

LEVEL	UNIT	LESSON Number 7	EQUIPMENT
Eighth Grade	Fitness	Fitness plan, FITT principles & Team Handball	SAQ Cards, FITT principles station cards, MP3 Player, Playground Balls, 3 handball courts, Print-Out W10 – One day fitness plan.

Objectives

The Students will:



















1. Create a one day fitness plan that addresses their specific fitness level
2. Learn what SAQ drills are and demonstrate how to do them
3. Learn the difference between aerobic and anaerobic exercise
4. Play responsibly in a competitive situation.
5. Have fun, be safe, do their best and be respectful.

If you have any feedback on the lesson please email me at brummiejo@msn.com.
Thanks, Jo.

Benchmarks

- 3.3 Plan and implement a two-week personal physical fitness plan in collaboration with the teacher.
- 4.1 Develop a two-week personal physical fitness plan specifying the proper warm-up, cool-down and principles of exercise for each the five components of health-related fitness.
- 4.3 Identify ways to increase physical activity in routine daily activities.
- 5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation of participants.
- 5.2 Organize and work cooperatively with a group to achieve goals.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Intro	5	<p>Have students look at their fitness profile. Explain that this is their starting point for the year and that challenge them to see how much they can improve. Go over long term and short term goals. Let students know what their first unit is e.g. Basketball, Dance, soccer. Explain that they will not retest until the first lesson of the second unit so they have a month to see what they can do to improve their fitness.</p> <p>Q= <i>What are the three principles of training?</i> Q= <i>Who is in control of your fitness level?</i></p> <p>Explain to the students that making a change means they have to make a commitment and it doesn't mean changing everything they do, but recognizing opportunities everyday to take better care of themselves.</p> <p>Review: The F.I.T.T. Principles</p> <p>When considering the guidelines for training, keep in mind the F.I.T.T. Principles (frequency, intensity, time and type):</p> <p>Frequency : Number of exercise sessions per week. Intensity: How much weight/resistance Time: Number of Reps and Sets Type: Activities that count</p>	<p>(You could use a recognition system of your choice for the most improved.)</p> <p>Journals: Have students write these in their journals.</p>
Part 1 Warm-up	15	<p>Explain what SAQ is to the students. (Speed, agility, quickness).</p> <p>SAQ is a relatively new fun method of training to improve speed, fast feet and multi-directional agility. SAQ workouts consist of short, intense drills, that require you to quickly accelerate or decelerate, while moving backwards, forwards, or side-to-side. SAQ improves balance, power, and neuromuscular firing patterns so that your movements become fast, dynamic and precise. As a result, you'll notice improvements in your response time and in your ability to change direction lightning-fast, as in basketball, tennis, skiing and soccer.</p> <p>Review aerobic (with oxygen) vs anaerobic (without oxygen) exercises. Ask the class whether they think SAQ is aerobic or anaerobic. Have them explain why. SAQ is actually both, but has a particular focus on training the anaerobic system.</p> <p><i>QUIK-FIT</i></p>	<p>6 SAQ Stations</p> <p>Have students work with their handball teams.</p> <p>There are two station cards with definitions.</p>

		<p><i>Tell students that while they are completing the SAQ drills you want them to think of when they could fit short bursts of activity into their daily lives, or when they could substitute an activity for a more health-enhancing one. For example taking the elevator instead of the stairs.</i></p> <p>Objective SPEED < SPEED < SPEED</p> <p>Stop the class 2-3 times during the activity and have students take their heart rate for 6 seconds and from their calculate what zone they are operating in.</p>													
Part 2/3 Team Handball	15	<p>Ask the class when they can fit <i>short bursts of activity into their daily lives, or when they could substitute an activity for a more health-enhancing one.</i></p> <p>Team handball has origins reaching as far back as the antiquity: <i>Urania</i> in ancient Greece.</p> <p>The International Handball Federation has organized Men's World Championships in 1938, and then every two, three or sometimes four years since the World War II. The Women's World Championships have been played since 1957. The IHF also organizes Women's and Men's Junior World Championships.</p> <p>The IHF reports to have 160 member federations representing approximately 800,000 teams and more than nearly 19 million sportsmen and women.</p> <p>Give the teams the following countries Red = Denmark, Orange = Croatia, Yellow = Ukraine, Green = Hungary, Blue = Russia, Black = Germany.</p> <table border="1" data-bbox="378 905 1312 1178"> <thead> <tr> <th>Games</th> <th>Gold</th> <th>Silver</th> <th>Bronze</th> </tr> </thead> <tbody> <tr> <td>2004 Athens Men</td> <td> Croatia (CRO)</td> <td> Germany (GER)</td> <td> Russia (RUS)</td> </tr> <tr> <td>2004 Athens Women</td> <td> Denmark (DEN)</td> <td> Hungary (HUN)</td> <td> Ukraine (UKR)</td> </tr> </tbody> </table> <p>The class will play a five minute tournament of team handball. The fields are numbered in order 1,2 and 3. The teams are put in the hat (Six flag colors) and drawn out randomly. As the color is drawn, that team is sent to the field in order, first two teams play on field three, second two on field two and the last two teams on field 1. The teams beginning field determines where they go next. On fields two and three the winning team rotates up one field toward one. The losing teams stay where they are. On field one, the winning team stays and the losing team moves to court three. The object is to be in field one as the winner by the time the tournament ends. If the score is tied, the two teams should rosham-bo to decide who moves on.</p> <p>During any of the games, any students who did not complete the fitness tests will be pulled out to do so.</p>	Games	Gold	Silver	Bronze	2004 Athens Men	 Croatia (CRO)	 Germany (GER)	 Russia (RUS)	2004 Athens Women	 Denmark (DEN)	 Hungary (HUN)	 Ukraine (UKR)	<p>Journals: Under the titles QUICK-FIT write three ways you can increase activity in routine daily activity.</p> <p>Cross-curricular: They will study ancient Greece in history this year.</p>
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Closure	2	<p><i>What is the difference between aerobic and anaerobic exercise? How did you show good sportsmanship today? Tell me about when you saw someone else displaying good sportsmanship.</i></p> <p><i>Give out the fitness plan homework and tell them that next lesson everyone will be sharing their plans during the warm-up. Tell students next lesson they will also receive bonus points for finding out interesting facts about the country they are representing.</i></p>													