

| LEVEL | UNIT | LESSON Number 2 | EQUIPMENT |
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| Seventh Grade | Fitness | THREE COMPONENTS OF FITNESS, Aerobic routine that includes all three areas of fitness. | MP3 Player, Jump ropes, Jump Rope Cards, Strength Bands & cards, Yoga Cards, cardio Cards, Jr. high fitness cards, worksheets, pens. W3: Workout Routine. |

Objectives

Students will:

1. Demonstrate exercises with correct form.
2. Cooperate with the 3 people in their group to create a warm-up routine.
3. Distinguish between exercises that address different components of fitness.
4. Have fun, be safe, do their best and be respectful.

Benchmarks

- 3.4 Plan a weekly personal physical fitness program in collaboration with the teacher.
- 3.5 Participate in moderate to vigorous physical activity a minimum of 4 days per week.
- 4.2 Identify physical activities that are effective in improving each of the health-related fitness components.
- 4.1 Develop a one-week personal physical fitness plan specifying the proper warm-up, cool-down, principles of exercise for each component of health related fitness.
- 4.3 Match personal preferences in physical activities with each of the five areas of health-related fitness.
- 4.6 Identify and apply principles of resistance in safe, age-appropriate activities.
- 4.7 Explain progression, overload, and specificity as principles of exercise.
- 4.4 Explain the effects of physical activity on heart rate and recovery rates.
- 5.3 Demonstrate acceptance of differences in gender, physical development, and personal preferences as they affect participation in physical activity.

If you have any questions/ comments on the lesson please email me at brummiejo@msn.com. I would appreciate any feedback. Thanks, Jo.

| Activity | Time (Minutes) | Procedure | Comments / Diagram |
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| Intro Pedometers | 5 | <p>I will have the rules on the whiteboard: “Be safe, be respectful and do your best.”</p> <p>Explain that the pedometers each have a number which is marked on the pedometer itself and in the box where they are stored. Assign each student a # which they will always use. You can use the # which they are in roll. Set up a procedure for collecting the pedometer and returning it at the end of class. The pedometers must be placed in box cord first with the # showing so they are ready for the next class. Setting this up well is the first step to making the pedometers a success. Teach students how to position the pedometer and attach the safety clip is also crucial. It should be aligned directly above the knee. Students who are overweight may have to position the pedometer more toward the side to keep pedometer level.</p> <p><i>How many steps should we take as a minimum every day? 10,000</i></p> <p>Have students zero the pedometer, take 20 steps and then check the pedometer for accuracy. If it is more than 1 step off, reposition pedometer and try again.</p> <p>Give an overview of the lesson and have students set step goals</p> | Journals: Have students write a step goal for the lesson. |
| Part 1A Content | 5 | <p>Quickly review the 3 components of fitness and how to ascertain which component of fitness a particular exercise is addressing.</p> <p>What is the definition of a CV activity? Activity that raises the heart rate. Introduce/ review training heart rates and the aerobic zone. Let the class know that we will be stopping periodically to take heart rate and see what zones they are in.</p> <p>What is the definition of a strength activity? Activity that increases the ability of a muscle to exert force. Talk about resistance training, what they are and how they work (We use strength bands). Have a student demonstrate resistance training and discuss safety.</p> | Journals: Write definitions. |

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| | | <p>What is the definition of a flexibility activity? Activity that increases the ability of your muscles, tendons and ligaments to stretch which allow your joints to have a larger range of movement. Introduce PROGRESSION, OVERLOAD & SPECIFICITY OVERLOAD: Making the systems of the body work harder than normal by</p> <ul style="list-style-type: none"> a) increasing frequency (sessions per week) b) increasing intensity (work rate/ load) c) increasing duration (length of training session) <p>PROGRESSION: Overloading the systems of the body slowly and gradually over a period of time by altering the Frequency, intensity or duration of training. SPECIFICITY: Training that works specific muscles that you are trying to focus on.</p> | |
| Part 1A Warm-Up | 15 | <p>Explain that the circuit they are going to do covers all areas of fitness and the class is going to go round the circuit 2 times. The first time they are to figure out as a squad what component of fitness they are addressing and complete the exercises as a team.</p> <p>In this activity, how can we control the level of overload? Can we increase frequency? Maybe, but not right now Can we increase duration? No we rotate with the mp3 player Can we vary the intensity level? YES</p> <p>Introduce low/moderate and high as terms to represent intensity.</p> <p>Let them know you will be walking around and asking them what component of fitness they are addressing and what intensity level they are operating at. Stop the class a few times to take heart rate and figure out what zones they are operating in. Have the class complete the circuit once.</p> | Set up a 12 station circuit, that covers the three components of fitness. |
| Part 2 | 15 | <p>Explain that the second time they complete the circuit they are going to be given a worksheet to fill in so they can begin to create their own specific group fitness routine. As the move around the stations again they are to consider whether they as a group want to use that exercise. Everyone should fill in their own handout. Then can also use exercises that they already know or ones they invent.</p> <p>Talk to the group about accepting differences in gender, development and personal preference. Explain that the routine should be completed and performed as a group, but if individuals prefer one exercise over another they can at times chose different exercises.</p> <p><i>Each squad is going to create a ten minute exercise routine that will include all the three areas of fitness. This routine should be continuous, smooth and fun! You will turn in a routine at the end of the lesson.</i></p> <p><i>You will be in groups of 4.</i> <i>Write out your routine clearly and with detail on the sheet provided. Be sure to include the following details:</i></p> <ul style="list-style-type: none"> ✓ <i>Write down in order of use all the names of the stretches and exercises you will use. Be sure to include descriptions of any exercises that are not common.</i> ✓ <i>Write down the number of times to do each exercise, or the amount of time to spend on each exercise.</i> ✓ <i>Which of the three areas of fitness the activity is benefiting.</i> | W 3 Work out routine. |
| Part 3 | 5 | <p><i>Now it is time to practice and perfect the routine. This routine should be continuous, smooth and fun. Make sure that all member of your group</i></p> | As the students are working I |

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| | | <p><i>are in time with each other and understand how to complete each exercise effectively.</i></p> <p><i>I will play music so you can practice the routine's timing. We will use these routines at the beginning of each class.</i></p> | rotate around to the groups and assist. |
| Closure | 5 | <p>Collect the papers congratulate good work.</p> <p>Have students look at their pedometer score, zero it and place it back in the container.</p> <p>Ask for student understanding of OVERLOAD, PROGRESSION & SPECIFICITY.</p> <p>Have student reflect on whether they met their step count goal.</p> | Journal: Reflect on step count. |