



## 5 Way Fitness

### KEY SKILLS OR CONCEPTS:

The students will practice a variety of physical activities that are specific to the 5 components of health-related physical fitness. The students will also learn about how physical activity has an effect on a person's heart rate.

**SUGGESTED GRADE LEVEL:** K-8. Depth of concepts and complexity of tasks will vary based on grade level.

**OBJECTIVES:** The student will be able identify the five components of health-related physical fitness and identify at least one exercise that will improve in each component.

By the end of this lesson the students will also be able to accurately measure their heart rates.

### SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

- 1 - Demonstrates competence in motor skills and movement patterns needed to perform a variety of physical activities.
- 2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- 5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

### MATERIALS NEEDED:

Stereo/music (with timed intervals if possible), stopwatch, cones, whistle, whiteboards/poster board, jump ropes, thera bands and other fitness equipment necessary for each station determined by the teacher.

### DESCRIPTION:

This lesson is designed to teach the 5 components of health-related physical fitness and give the students opportunities to practice activities that work to improve in each component. The stations will be labeled Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Fitness Assessments (Body Composition). 4 stations will be set up in a square with the assessment station set up in the middle. At the 4 fitness stations provide at least 3 different activities the students can do to improve in that stations component of fitness. At the assessment station have students measure a number of individual things related to their own physical fitness i.e. bmi, weight, height, heart rate.

### PROCEDURE:

- 1) Model each station, then divide the students into 5 even (or as even as possible) groups and send each group to a different station.
- 2) Start the music and the students begin the activities at their respective station. Predetermine the amount of time the students will spend at each station. 2-3 min. recommended.
- 3) At the end of the predetermined amount of time blow your whistle, have students clean up the stations they are at, and give them a locomotor pattern to use when traveling to the next station.
- 4) Repeat until the end of the allotted time for the fitness stations using a different locomotor pattern each time. Be sure to filter around to provide instruction and feedback to students as they go along.



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### TEACHING SUGGESTIONS:

Use a CD that has music that plays in station intervals. Be sure to adapt the activities to ensure success among all students regardless of ability or disability.

### VARIATIONS:

Allow the students to vote on the activities they do at each station. Have the students travel around with a paper and pencil to monitor their progress at each station. Allow the students to pick the music and or locomotor patterns used to transition from station to station.

### CLOSURE:

Use this time for the students to answer essential questions relate to the objectives of the lesson. Probe them for the correct answers. Explain more thoroughly the areas the students still may not comprehend.