

LESSON 1: INTRODUCTION TO SKILL-RELATED FITNESS AND STRETCHING

Grade-Level Outcomes

Primary Outcomes

Physical activity knowledge: Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)

Fitness knowledge: Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation [PNF], dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)

Fitness activities: Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)

Embedded Outcomes

Working with others: Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)

Safety: Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

Lesson Objectives

The learner will:

- reflect on and discuss the importance and benefits of living a physically active lifestyle.
- identify the components of health-related fitness and how those components are necessary across a lifetime.
- discuss the importance and benefits of flexibility.
- practice dynamic and static stretching to improve flexibility and range of motion (ROM).
- develop a flexibility training plan for improving flexibility and ROM.

Equipment and Materials

- Whiteboard and markers
- Worksheet for collecting stretch names and pencils
- Flexibility plan template

Introduction

Today, we begin a module on different forms of strength and conditioning. We will concentrate on resistance training and skill-related fitness components. By the end of the module, you will be able to develop a resistance-training plan as well as a plan for skill-related fitness. We will start the module by discussing the benefits of physical activity and compare the components of health-related fitness with skill-related fitness. We also will learn about different types and purposes of stretching exercises. Throughout the module, we will highlight exercises you can perform at home with very little equipment.

Instructional Task:

Discussion on Benefits of Physical Activity

■ PRACTICE TASK

Provide a PowerPoint on the importance of and the benefits of physical activity and exercise.

Guiding questions for students:

- Why do we need to participate in physical activity?
- What are some of the benefits achieved through participation in physical activity?
- What is exercise?
- What are some examples of physical activity and exercise that you have performed?
- Is physical activity the same as exercise?

Extension

The discussion can move into the differences between physical activity and exercise, with examples of popular activities in the past and present.

Student Choices/Differentiation

Provide videos and handouts to reinforce material.

What to Look For

Students are able to define physical activity and exercise accurately and relate appropriate examples of each.

Instructional Task: Quick Write

■ PRACTICE TASK

Ask students the following questions and have them respond first on the paper and then share with the class.

Guiding questions for students:

- Name the five components of health-related fitness.
- Identify at least one test that can be used to measure your individual level of health-related fitness.
- Name the six components of skill-related fitness.
- Choose one skill-related fitness component and identify how it could be tested.

Extension

Add more than one assessment tool for each component (students can access the Internet for more options).

Student Choices/Differentiation

Students can work with a partner.

What to Look For

- Students are able to identify all five components of health-related fitness.
- Students can identify the six components of skill-related fitness.
- Students are able to identify at least one assessment tool for each component.

Instructional Task: Class Discussion on Stretching

■ PRACTICE TASK

Remind students that no single test for flexibility can measure total body flexibility. When warming up, dynamic stretches are more appropriate for most activities; static stretching for improving range of motion is best done after the workout.

Guiding questions for students:

- What are the benefits of stretching?
- How often should a person stretch?
- What types of stretching should a person do?
- Does it matter how long a person stretches?
- When should a person stretch?
- Are there any types of stretching that should be avoided?
- What is the difference between static stretching and dynamic stretching?

Have students work in groups to identify a variety of stretches for each body part. Hand out worksheets for students to list specific stretches by name. Allow group members to write the names of stretches on the board under the category of dynamic stretches and static stretches.

Extension

Show students a video of various types of stretches done properly and stretches that need to be avoided.

Student Choices/Differentiation

Students may choose a group representative to write the stretches on the board.

What to Look For

- Students are aware that some stretches can be performed in a static and a dynamic form.
- Students are able to identify multiple stretches for each major muscle area.

Instructional Task: Dynamic Stretching Activities

■ PRACTICE TASK

Have students move into their own space at one end of the gym floor, facing the opposite end. Demonstrate how to perform dynamic stretching while moving from one side of the gym to the other. Use a pre-selected list of dynamic stretches to start.

Extension

After a few stretches, allow students to rotate, demonstrating and leading the class in additional dynamic stretches.

EMBEDDED OUTCOME: S4.H3.L1. If students choose to participate as a group leader, encourage them to provide positive feedback, not unnecessary criticism about someone's lack of flexibility.

Student Choices/Differentiation

- Students move at their own pace when performing dynamic stretches.
- Students can rotate performing as the leader in specific stretches.

What to Look For

Students are attempting to perform each repetition of the stretch in a full range of motion for the joint.

Instructional Task: Static and Partner-Assisted Stretches

■ PRACTICE TASK

Demonstrate a variety of stretches that one can do with the aid of a partner (e.g., butterfly groin stretch, supine hamstring stretch, chicken-wing chest stretch). Students pair up and practice the stretches.

Have students find a space in the gym to themselves facing the front. Allow students to rotate, leading specific static stretches listed on the board in front of the class.

Refinement

Provide feedback to students on how much pressure to apply to their partners' joints.

EMBEDDED OUTCOME: S4.H5.I.1 Remember not to stretch your partner too far the first time and to begin a static hold once she indicates you have achieved her full range of motion.

Student Choices/Differentiation

- Students choose their partners.
- Students can lead the class in specific stretches.

What to Look For

Students are holding each stretch for at least 10 seconds.

Instructional Task: Flexibility Plan

■ PRACTICE TASK

Hand out the flexibility plan worksheets, and ask students to design a dynamic stretching routine to use as a warm-up and a static stretching routine to improve range of motion after working out. They should be able to perform both routines at home. A basic plan should include at least one primary stretch for each muscle group. Have students complete the plan for homework.

Extension

Have students create a plan that has at least two different stretches for each muscle group.

Refinement

If students struggle with creating separate plans for static and dynamic, have them prepare a plan for just the one version that they feel most comfortable with.

Student Choices/Differentiation

- Students choose which exercises to include in their plans.
- Students may work with partners.
- Provide a list of exercises from which students can choose.

What to Look For

Students are placing each stretch correctly in the appropriate column for static and dynamic.

Formal and Informal Assessments

- Flexibility plans
- Exit slip: What are the components of skill-related fitness?

Closure

- Today, we focused on the importance of physical activity and exercise in our lives. Being able to identify various types of physical activity and exercise, along with performing self-assessments, goes a long way in living a healthy lifestyle.
- I encourage you to find time after school each day to participate in some type of physical activity, on your own or with a group.
- Remember, you will need to learn your flexibility routines to do as warm-ups and cool-downs for each class.

Reflection

- Were students generally knowledgeable about the five components of health-related fitness? Skill-related fitness?
- Were they able to distinguish between the testing methods for each component?
- Did students recognize that some stretches could fit into dynamic, static, and partner categories depending on how quickly they were performed?
- Review flexibility plans. Check to see that students have covered all major muscle groups and that plans are appropriate for their purposes.

Homework

- If plans were not completed, have students finish them for homework.
- Students should practice their plans at home so they will be ready to use them in class.
- Choose a physical activity you enjoy, and write down the components of fitness that you need in order to be successful in doing it (health-related and/or skill-related).

Resources

Bompa, T. (2015). *Conditioning young athletes*. Champaign, IL: Human Kinetics.

Corbin, C., & Lindsey, R. (2007). *Fitness for life*. 5th ed. Champaign, IL: Human Kinetics.

HIGH SCHOOL PHYSICAL EDUCATION FLEXIBILITY PLAN SAMPLE WORKSHEET

For each body part, identify the name of at least one dynamic stretch and one static stretch that you can complete in a total-body flexibility development plan. For this assignment, name at least one stretch in the primary body part category. If you can, identify exercises for each subset of body parts.

Primary body part	Subset body part	Dynamic stretch	Static stretch
Ankles	Calves		
	Shins		
Knees	Quads		
	Hams		
Hips	Abductors		
	Adductors		
	Hip flexors		
	Hip extensors		
Shoulders	Chest		
	Back		
	Deltoids		
	Traps		
Elbows	Biceps		
	Triceps		
Wrists	Forearm flexors		
	Forearm extensors		