

## LESSON 4: FINISH CIRCUIT TRAINING

### Grade-Level Outcomes

#### Primary Outcomes

**Fitness knowledge:** Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.8)

**Fitness knowledge:** Uses the overload principle (FITT formula) in preparing a personal workout. (S3.M11.8)

#### Embedded Outcome

**Personal responsibility:** Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.M1.8)

### Lesson Objectives

The learner will:

- use a heart rate monitor to self-monitor the amount of exercise in which she participates.
- use the overload principle with available technology to increase the amount of exercise in which she participates.
- create fitness circuits with a range of fitness activities.
- reflect on own task cards and review others.

### Equipment and Materials

- IHT heart rate monitors that estimate Calories (kcal) burned
- Fitness center:
  - Agility ladders
  - Sand bells
  - Aerobic steps
  - Weighted bars
  - Jump ropes
  - Medicine balls

### Introduction

*Today, you will continue using available technology to self-monitor the amount of exercise you need to attain a minimal standard of health and for optimal functioning. In Lesson 2 you designed a circuit training workout and reflected on the total number of Calories you burned. This time, you will finish designing the circuit training workout and review other groups' material to see whether we all are using the principle of overload to burn a higher number of Calories.*

## Instructional Task: Circuit Training

### ■ PRACTICE TASK

In the same groups from Lesson 2, have students finish rotating through the following pieces of equipment:

- Agility ladders
- Sand bells
- Aerobic steps
- Weighted bars
- Jump ropes
- Medicine balls

Remind students to create their own fitness circuit training stations using their piece of equipment. After 4 or 5 minutes, groups will rotate to the next piece of equipment and design a new fitness circuit training station.

Cycle continues until all groups have completed six different circuit training stations (three of the circuits should come from Lesson 2).

Encourage students to design the routine with various levels at each station so that students of various ability levels can be challenged (e.g., beginning, intermediate, and advanced agility ladder drills).

## Refinements

- Make sure students are designing a circuit that will keep their group moving and provide a significant workout.
- Remember, you're trying to create an overload, so think about ways to increase the intensity for your station.

## Extension

Have students put heart rate monitors on and lead each other through their stations. Note: Keep track of the total time of the workout so that it is the same amount of time as in Lesson 2.

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**EMBEDDED OUTCOME: S4.M1.8.** It is each student's responsibility to improve levels of fitness. Remind students they should be working hard during the activities to improve their fitness levels.

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## Student Choices/Differentiation

- Students design various levels at each station.
- Students create their own circuits.

## What to Look For

- Students properly execute the exercises at each station.
- Students fully participate in the circuit training workout.

## Instructional Task: Circuit Training Share

### ■ PRACTICE TASK

For each piece of equipment, have each group leave the circuit training task card they created.

Students should explore each piece of equipment with the different groups' task cards (no heart rate monitors since this would throw off the data for the homework assignment).

In groups, students should answer the following questions.

### Guiding questions for students:

- Please provide evidence of the overload principle using other groups' circuit training task cards.
- Which task card for each station is the best? Justify your answer.
- If you could make modifications to your task cards, what would they be? Why?

## Student Choices/Differentiation

- Students can work at their own pace.
- Students can choose their groups or work alone for this activity.

## What to Look For

- Students are exploring other groups' circuit training task cards.
- Students are evaluating their own and other groups' circuit training task cards.
- Students are using class-related terminology when answering the questions.

## Formal and Informal Assessments

Homework reflection submitted via e-mail and cloud storage

## Closure

*Today, you used technology to track how much physical activity you were able to obtain in a typical physical education class. Based on the data you collected and the amount of physical activity you determined necessary, what can you conclude?*

- Students should conclude that we need additional physical activity outside of physical education if we want to be healthy (i.e., a typical physical education class does not provide enough time to get enough physical activity).
- Ask students if their use of technology provided them with additional motivation.

## Reflection

- Does the use of technology seem to enhance engagement in the lesson?
- Are students applying the overload principle successfully?
- Are students working hard at each station?
- Are students reflecting on their own work after viewing their classmates' task cards?

## Homework

*Later today, you will receive an e-mail with a link to look at the data. For homework, compare the total number of Calories you expended today with the total number you expended for the previous circuit training workout (Lesson 2). Reply to the e-mail and answer the following questions:*

- Did you successfully burn more Calories today?
- What kind of workout provided you with more objective data: using an ergometer (elliptical or stationary cycle) or circuit training?
- Which type of workout made it easier to use the principle of overload: using an ergometer (elliptical or stationary cycle) or circuit training?
- Which type of workout was more fun?

*In addition, for those of you with smartphones, please remember to bring them to class next time. If you have a smartphone, also download a free physical activity tracker such as Endomondo or MapMyRun. Be sure to get your parent's or guardian's permission before doing so. We will use smartphone technology the next time we meet to track our physical activity.*

## Resources

Corbin, C., Pangrazi, R., & Welk, G. (1994). Toward an understanding of appropriate physical activity levels for youth. *Physical Activity and Fitness Research Digest*, 1(8), 1-8.

Interactive Health Technologies Spirit System (heart rate monitor supplier and cloud management system)