

LESSON 5: MAKING CONNECTIONS BETWEEN HEALTH-RELATED FITNESS AND OVERALL HEALTH

Grade-Level Outcomes

Primary Outcomes

Engages in physical activity: Plans and implements a program of cross-training to include aerobic, strength & endurance and flexibility training. (S3.M4.8)

Physical activity knowledge: Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains connections between fitness and overall physical and mental health. (S5.M1.8)

Fitness knowledge: Designs and implements a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.8)

Embedded Outcome

Fitness knowledge: Compares and contrasts health-related fitness components. (S3.M7.8)

Lesson Objectives

The learner will:

- practice exercises to improve muscular strength and endurance.
- document physical activity outside of class and in class.
- identify the components of health-related fitness.
- explain how the components are evident in his physical activity log.
- describe the relationship between health-related fitness and health.

Equipment and Materials

- Red pens
- Portfolios
- Copies of Weight Training Chart (see lesson 7)
- Pencils
- Clipboards
- Crates to store portfolios
- Reflection of physical activity handout
- 3 × 5 cards
- Sand bells
- Hand weights
- Medicine balls
- Aerobic steps
- Station cards
- Shoulder folders for station cards

Introduction

The purpose of today's lesson is to continue practicing our exercise for improving muscular strength and endurance. Also, we will identify the components of health-related fitness and describe the relationship between health-related fitness and health. We also will design warm-up and cool-down activities for our muscular strength and endurance stations.

Instructional Task: **Design Warm-Up and Cool-Down Activities**

■ PRACTICE TASK

Now that you are comfortable with the muscular strength and endurance stations, you will design and perform proper warm-ups and cool-downs for the stations. In groups of three or four, first design a warm-up that will prepare your muscles for muscular strength and endurance activities. When you are finished, design cool-down activities.

Extension

Students evaluate one another's warm-up and cool-down activities.

Refinement

Make sure that students design activities that are specific to muscular strength and endurance.

Student Choices/Differentiation

- Provide examples of proper warm-up and cool-down activities.
- Students may choose their groups.

What to Look For

Students use activities that are specific to muscular strength and endurance activities.

Instructional Task: **Muscular Strength and Endurance Stations**

■ PRACTICE TASK

After students perform their warm-up activities, they continue with muscular strength and endurance stations.

Remind them to pay attention to the number of reps and to increase the amount of weight if necessary.

Refinement

Remind students that initial improvements in strength come from neuromuscular learning and more efficient movement rather than actual strength gains in the muscle.

Extensions

- Students perform their designed cool-down activities.
- Add a cardio station (student choice) and a flexibility station (full body).

Student Choices/Differentiation

Students can choose from a variety of equipment.

What to Look For

- Students are using proper form.
- Students are increasing in amount of weight, resistance, or reps being used.
- Students are using a proper warm-up and cool-down.

Instructional Task: **Identification of Health-Related Fitness**

■ PRACTICE TASK

Students review their physical activity logs from the previous several days.

PHYSICAL ACTIVITY PARTICIPATION (GRADE 8)

Using red pens, students write the following abbreviations (listed on whiteboard easel) to identify which one or two components of fitness are most influenced by the activities they have logged (i.e., write the abbreviation in red pen next to the activity).

- AC = aerobic capacity
- FL = flexibility
- ME = muscular endurance
- MS = muscular strength
- BC = body composition

Reinforce the idea that some activities influence one or more component of fitness. Students should identify the one or two that are most influenced by the activity (e.g., playing basketball is a good way to improve aerobic capacity and to improve or maintain body composition).

Extension

Students peer-assess others' work if they finish early.

EMBEDDED OUTCOME: S3.M7.8. In small groups, students compare and contrast health-related fitness components.

Student Choices/Differentiation

- If students struggle with this assignment, provide sample logs with components of fitness identified.
- Students can work together on this assignment if needed.

What to Look For

Students list the correct components of fitness next to activities listed in their physical activity logs.

Instructional Task: Portfolio Reflection

■ PRACTICE TASK

Students write a paragraph in their portfolios based on the following prompt: Describe the relationship between health-related fitness and overall health.

Student Choices/Differentiation

Provide students more time if needed.

What to Look For

Students are able to describe the relationship between health-related fitness and overall health.

Formal and Informal Assessments

- Identification of components of fitness in their physical activity logs
- Paragraph on the relationship between health-related fitness and health
- Peer assessment of identification of components of fitness

Closure

Today, we identified the five components of fitness and described the relationship between these components of fitness and health. You should continue to think about these components of fitness and how physical activity influences them as you continue your learning experiences for this module and select work samples to go into your portfolios.

Reflection

- Do students properly identify the components of fitness most influenced by the activities listed in their logs?
- Did students design warm-ups and cool-downs specific to muscular strength and endurance?
- Are students making the connection between health-related fitness and overall health?

Homework

Continue logging your physical activity during class and outside of class.

Resources

NASPE. (2005). *Physical best activity guide: Middle and high school levels*. Champaign, IL: Human Kinetics.

Internet keyword search: “proper warm-up and cool-down for muscular strength and endurance,” “health-related fitness”