



Health Smart Virginia - Sample Lesson Plan

Grade Level 9

Unit **Fitness Stations**

SOLs:

Anatomical Basis of Human Movement

- 9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.
 - 9.2 d) Explain the body's response to the principles of specificity, overload, and progression (SOP) in relation to frequency, intensity, time and type of exercise (FITT).
 - 9.2 f) Analyze movement performance, and utilize feedback to learn or to improve the movement skills of self and others.

Fitness Planning

- 9.3 The student will evaluate current fitness behaviors and demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.
 - 9.3 a) Demonstrate program-planning skills by assessing and analyzing personal fitness levels, setting goals, devising strategies, making timelines for a personal physical fitness plan, and evaluating the components and progress of the personal fitness plan.
 - 9.3 b) Apply the FITT (frequency, intensity, time, type) principle and other principles of training such as overload, specificity, and progression, in accordance with personal goals to the personal fitness plan.

Title: Fitness Stations

Objectives/ Goals:

The student will ...

- Perform at least 3 strength, 3 flexibility, and 3 cardio activities during the lesson using the correct technique.
- Provide and receive constructive feedback for a peer on at least one element of fitness.
- Apply knowledge of the F.I.T.T. and specificity overload and progression to fitness stations.
- Be at a low intensity for 20% of the fitness stations, moderate at 40% of the stations, and high intensity for 40% of the stations.

Materials:

- 1 Music Cart to play CD
- 2 jump ropes
- 2 medicine balls, 4 pounds and 8 pounds
- 2 aerobic steps
- 4 elastic fitness bands
- 2 floor mats
- 2 Chairs
- 1 LCD Projector and laptop/cart
- 3 basketballs
- 2 volleyballs
- 6 long jump ropes
- 1 badmintons station with 4 racquets, 2 birdies, 1 net

Procedure:

0-25 Minutes

- Students meet in locker room, to dress and prepare for physical activity.
- As students come out of the locker room they go to any of the 4 instant activity stations that are set up. (basketball, badminton, double dutch/jump rope, and volleyball.)
- Students practice previously learned skills with peers while attendance and PE uniforms are checked.
- When whistle is blown, students help put equipment away, nets against wall.

10 Minutes

- Students will sit around the center circle.
- Station cards will be posted at all 10 stations.
- Teacher will model or have a student model all 10 stations

40-50 Minutes

- Students will pick a partner and go to a station, there will be enough equipment for 2 pairs of 2 at each station, some stations will have one pair, some will have 2 pairs, but no more than 2 pair per station.
- Students will start station on the whistle, and rotate clockwise when the music stops. Stations will switch every 2 minutes with 30 seconds in between to switch stations, set up and read cues.
- List of 10 stations:
 - Jump Rope
 - Planks
 - Core Twist
 - Tricep Dips
 - Ab Video
 - Wall Squats
 - Hamstring/Calf Stretch
 - Vertical Leaps
 - Steps
 - Push Ups

5-10 Minutes

Closure:

- When the whistle blows and music stops, students will clean up stations and will sit around center circle again. Teacher will ask questions:
 - What Intensity level were you at for most of the class?
 - What station was your highest intensity/lowest intensity
 - How you might build strength in your arms using the overload principle?
 - How would you progress your ab workout? By adding weight, or time/repetitions?

Modifications:

- Student can have clarification of directions.
- Student can choose instant activity.
- Student can have modified cue cards for the fitness stations.
- Student can do line jumps, step over a rope, use a pool noodle through jump rope or swing rope.
- Student can use a therapy ball for core exercises. Planks can be done in a table top position.
- Tricep dips can be done seated in a chair pushing up and down.
- Student can do squats sitting up and down in a chair or using a therapy ball behind their back.
- Vertical leaps can be done by stepping forward or moving between two lines on the floor.
- Steps can be done while seated by lifting feet up and down on the step box. Step in place or between two lines on the floor.
- Push-ups can be done on the wall, while increasing the length of leg position in relation to the wall.

Assessments, References & Sources:

- <https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=784#.Wzvj8WyovIU>
(Interval Workout)
- http://www.doe.virginia.gov/testing/sol/standards_docs/physical_education/index.shtml
1 (VA SOL's)
- Bodyweight Strength Training: 12 Weeks to Build Muscle and Burn Fat, by Jay Cardiello, Rockbridge Press, Dec. 2017
- https://www.youtube.com/watch?v=V4y_82kIlxQ (Youtube Ab Video)