



FOCUSED FITNESS

Sensible Fitness and Health Programs for Today's Kids

WELNET® - 21st Century Technology in PE Handouts

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JUMP ON THE FITNESS TRAIN

Objective(s):

1. Perform a circuit at Intensity Level 3 or higher.
2. Identify the primary component of fitness for each station and an alternative exercise to improve the component of fitness.
3. Demonstrate locomotor skills during station rotation.

Equipment:

- Cones
- Circuit Training Cards

Key Safety & Management Tip(s):

1. Create circuit training cards for station identification, instructional content, and quick reminders for proper form and technique.
2. Make sure students have plenty of room to use equipment at each station.

Student Explanation:

This warm-up circuit will prepare your body for more exercise. Each exercise should be performed at a minimum of Intensity Level 3. This circuit includes combination exercises such as mountain climbers and squat thrusts that will elevate your heart rate to improve cardiorespiratory endurance as well as build muscular strength and endurance. The other exercises, push-ups and crunches help build muscular strength and endurance. During rotation, you will perform the locomotor skill of running, skipping or galloping to the next station (select one)

Direction(s):

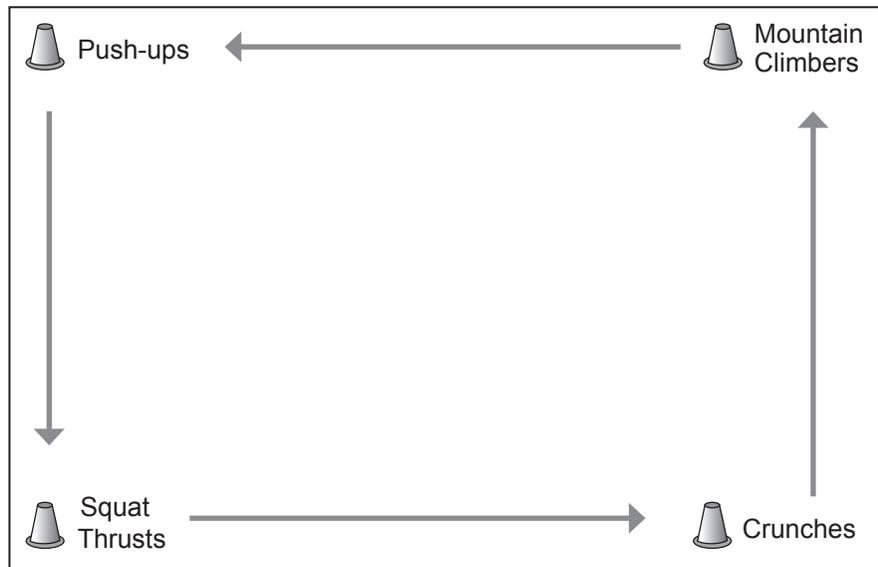
1. Introduce circuit using the student explanation above.
2. Clarify circuit rotation (clockwise, counterclockwise, locomotor skill).
3. Explain and demonstrate the stations and locomotor skill.
4. Time 30-50 seconds and then rotate students.

Assessment(s):

1. Self-assess Intensity Level throughout the duration of the circuit.
2. Name the exercise and what component of fitness it works.
3. Identify other exercises to improve each component of fitness.
4. Compare and contrast muscular strength and muscular endurance.
5. Explain the purpose of a warm-up.
6. With a partner, talk about why static stretches are not included in a warm-up.

Station/ Exercise	Fitness Component(s)
1. Push-ups	MS/ME
2. Squat Thrusts	Combination
3. Crunches	MS/ME
4. Mountain Climbers	Combination

Modification(s): Please refer to page 5 for exercise modifications.



**Key Concept:
Energy Content of
Macronutrients**

**Objective:
Students will identify
the amount of energy
provided in one gram of
carbohydrates, fat and
protein.**

Equipment:

- Poly Spots
- Small Foam Balls

Energy Tag

Explanation:

Our bodies receive energy from the food we eat every day (Energy In, Energy Out). Energy in food is measured by the number of calories it contains. The energy in food is found in the three macronutrients: carbohydrates fat and protein.

Carbohydrates provide 4 calories in each gram. Exercises that are higher in intensity will use carbohydrates as their energy source.

Fat provides 9 calories in each gram. Exercises that are low in intensity will use fat as their energy source.

Protein provides 4 calories in each gram and is used primarily to build and repair muscle.

Directions:

1. Create multiple triangles with poly spots throughout the play area.
2. Separate students into groups of three.
3. Have each group of students find a triangle to play catch around.
4. Students throw and catch a small foam ball using proper form.
5. On the signal to stop, the student with the ball becomes the tagger. The tagger represents carbohydrates and attempts to tag other students as they all run to the right around the triangle.
 - If a student is tagged by the tagger representing carbohydrates, he/she steps inside the triangle and performs 4 rocket blasters. This demonstrates that there are 4 calories in 1 gram of carbohydrate.
6. Students will resume throwing and catching after tagged students have completed 4 rocket blasters.
7. On the signal to stop, the student with the ball becomes the tagger. This tagger represents fat and attempts to tag the other two students as they all run to their right around the triangle.
 - If a student is tagged by the tagger representing fats, he/she steps inside the triangle and performs 9 jumping jacks because there are 9 calories in 1 gram of fat.
8. Students will resume throwing and catching after tagged students have completed 9 jumping jacks.
9. On the signal to stop, the student with the ball becomes the tagger. This tagger represents proteins and attempts to tag other students as they all run to the right around the triangle.
 - If a student is tagged by the tagger representing protein, he/she steps inside the triangle and performs 4 push-ups. This demonstrates that there are 4 calories in 1 gram of protein.

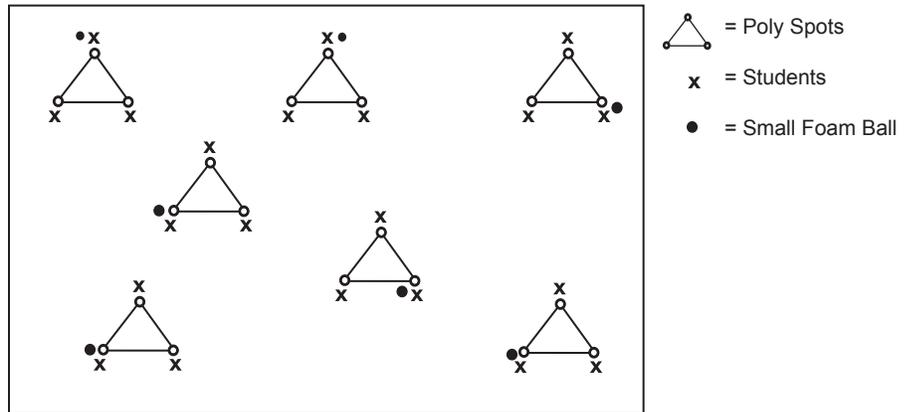
(continued) 46

Energy Tag – Continued

10. Students will resume throwing and catching after tagged students have completed 4 push-ups.
11. On the signal to stop, the student with the ball will represent the nutrient selected by the teacher and attempt to tag other students while they all run to the right around the triangle.
 - This will provide the students an opportunity to demonstrate the correct calories contained in 1 gram of carbohydrates, fat or protein.

Assessment:

At the end of the activity, ask students to identify the correct number of calories per gram of carbohydrates, fat and protein.



**Key Concept:
Energy Content of
Macronutrients**

**Objective:
Students will recognize
that carbohydrates, fat and
protein supply different
amounts and types of
energy to the body.**

Equipment:

- Small Foam Balls
- Large Foam Balls
- Foam Footballs
- Plastic Bowling Pins

Energy Pin-Down

Explanation:

Our bodies receive energy from the food we eat every day (Energy In, Energy Out). Energy in food is measured by the number of calories it contains. Energy in food is found in carbohydrates, fats, and proteins.

Carbohydrates provide 4 calories in each gram. Exercises that are higher in intensity will use carbohydrates as their energy source.

Fat provides 9 calories in each gram. Exercises that are low in intensity will use fat as their energy source.

Protein provides 4 calories in each gram and is used primarily to build and repair body muscle.

Directions:

1. Place 15 plastic bowling pins throughout the playing area.
2. Send one student to each pin.
3. The remaining students spread out on the outside of the boundary lines.
4. On the signal to start, students on the inside guard their pin while attempting to throw or roll balls at the other pins.
5. The students standing on the outside retrieve balls that leave the play area and wait for a pin to open up.
6. If a student's pin is knocked down with a ball, he/she goes to the outside of the play area and performs an exercise that corresponds to the type of ball his/her pin was hit by:
 - **Small Foam Balls** represent carbohydrates and receive quick energy. To burn off carbohydrates, the student does 4 rocket blasters.
 - **Large Foam Balls** represent fat and receive a lot of energy. To burn off fat, the student does 9 jumping jacks.
 - **Foam Footballs** represent proteins and receive energy and also the ability to repair muscle. To burn off protein, the student does 4 push-ups.
7. When a student completes his/her exercise, he/she stands on the outside of the play area to retrieve balls and waits for a pin to open up.

Assessment:

Throughout the activity, periodically stop and ask students what types of energy carbohydrates, fat, or protein provide and their calorie amounts.

