

## Learning Objectives

- Students will identify healthful choices for meals and snacks that improve physical performance.
- Students will sustain continuous movement while participating in MVPA.
- Students will identify the benefits of maintaining body composition.

## Learning Targets

- I can describe how the foods I eat affect my ability to perform physical activities.
- I can actively participate in activities that keep my heart rate up.
- I can describe why it's important to stay at a healthy body weight.

## Teaching Cues

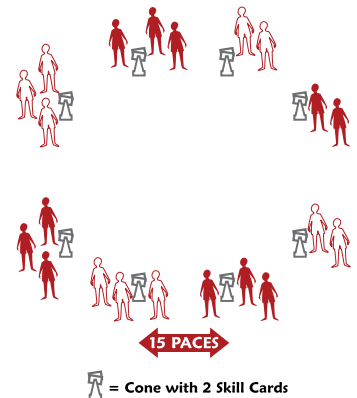
- If you don't know the answer, ask others at your station.
- Focus on your body cues. Is your heart beating faster? Are you breathing faster and harder? Can you still talk with your group?

## PREP

- 8-10 [cones](#) (1 per station)
- Choose 16-20 [Fitness Circuit Skill Cards](#)
- Half Body Composition, the other half Muscular Strength and Endurance - ([SPARKfamily.org](#)) to use as stations (2 per station). Use a few types for variety and fun.
- Read through the chosen [Fitness Circuit Skill Cards](#) for specific equipment needs.
- Music and player

## SET

- Create the circuit by placing cones around the perimeter with at least 15 paces between stations. The greater the distance, the more aerobic the activity.
- Place 2 *Fitness Skill Cards* on each cone: 1 each of Body Composition, and Muscular Strength and Endurance. Students answer the question on the Body Composition Card, while completing the task on the other.
- Place needed equipment at each station.
- Disburse students equally among stations.



## TEACH

### 1. Lesson Objective

- The object of **Body Composition Circuit** is to increase nutrition awareness by answering questions and completing tasks at each station.

### 2. Instructions

- We will have students demonstrate all stations. The focus in each station should be on proper technique.
- (Describe the rotation between stations.)
- When you arrive at the station, read the *Body Composition Card* first.
- Answer the question and complete the task on the other card.
- When the music stops, rotate to the next station.
- Continue until you hear the stop signal.

### 3. Challenges

- If you finish the answer before it is time to rotate, embellish it.
- Without sacrificing quality, challenge yourself to do as many repetitions as possible before the signal to rotate.

## REFLECTION QUESTIONS

- Can you name three foods that are great sources of protein?
- What are some short-term benefits of maintaining your body composition in the healthy fitness zone? Can you name some long-term benefits?
- From which food group should you eat most of your food?



# Body Composition Circuit

## Standards Alignment

### Standard 1: Outcome 1

Uses locomotor skills in a variety of tasks.

### Standard 2: Outcome 3

Combines movement concepts with skills.

### Standard 3: Outcome 2

Engages in the activities of physical education class without teacher prompting.

### Standard 3: Outcome 5

Demonstrates health-related fitness components.

### Standard 3: Outcome 6

Analyzes impact of food choices on physical activity and health.

### Standard 4: Outcome 2

Participates with responsible personal behavior in a variety of physical activity contexts.

### Standard 5: Outcome 6

Works independently and safely in physical activity settings.

## SEL Competencies

### Self-Awareness

Self-efficacy, healthy self-perception

### Self-Management

Self-discipline, self-motivation

### Relationship Skills

Cooperation

## Vocabulary

- body composition
- nutrition
- pace

## SPARK It Up!

### 1. New Stations

- (Choose different Fitness Circuit Skill Cards each time to keep it fresh.)

### 2. Pedometer

- (Need 1 pedometer per group.)
- Clear your pedometer at each station.
- See which station promotes the most steps.

### 3. My Own Pace

- Move through the stations at your own pace and in any order.
- You may choose to stay longer at stations you need to focus on or enjoy the most.
- (Provide any guidelines you see fit.)

## Teaching Suggestions

- Choose and place the Muscular Strength and Endurance tasks to offer a good mix of high and low intensity, challenge, and fun.
- Use fun music to motivate your students. Pre-recorded music with built-in intervals for learning and/or working at each station and rotation allow you to move around the stations to provide feedback to all your students.

## Integration

Did you know that some types of food fat are good for you and others are not? Experts say that kids your age (9-12) should eat between 60 and 75 grams of fat each day. Look at food labels to see how many grams of fat a serving of a specific food has. Try to stay away from trans fats, reduce your saturated fats, and eat the “good” fats found in fish and some vegetables.

## Teacher Reflection

