

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

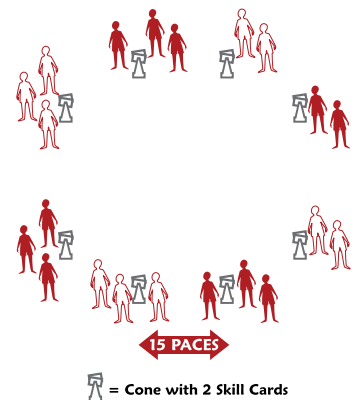
- If you don't know the answer, ask others at your station.
- Focus on your body cues. Is your heart beating faster? Are you breathing faster and harder? Can you still talk with your group?

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

Key Standards Addressed

Standard 1.5.1

Combines varied locomotor skills in a variety of practice tasks.

Standard 1.5.7

Demonstrates jumping and landing in a non-dynamic environment.

Standard 2.5.1

Applies movement concepts and strategies for safe movement within dynamic environments.

Standard 2.5.7

Defines and provides examples of movement activities for developing the health-related fitness components.

Standard 2.5.15

Recognizes the critical elements that contribute to proper execution of a skill.

Standard 2.5.17

Describes the impact of food and hydration choices on physical activity.

Standard 3.5.3

Demonstrates respectful behaviors that contribute to positive social interaction in group activities.

Standard 4.5.7

Identifies movement strengths and opportunities for practice for individual improvement.

(The complete set of standards for this lesson can be found in the Curriculum Resources section on SPARKfamily.org)

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

