

Physical Education

Unit 6: Fitness Circuit Training

Essential Understandings	▪ Correctly performing various physical activities is designed to improve and maintain muscular strength and endurance, flexibility, cardiovascular endurance, and body composition. ▪ Properly utilizing fitness machines and equipment is essential.
Essential Questions	▪ How are cardio machines properly utilized? ▪ How are universal gym stations properly utilized? ▪ How are medicine balls and flexibility balls properly utilized? ▪ How are stretch tubing and dumbbells properly utilized? ▪ How are pull-up bars, ladders, pegboards, heavy bags, and speed bags properly utilized? ▪ How are abdominal, flexibility, and stretching (upper and lower body) stations properly utilized? ▪ How are agility, cardio-coordination, balance, and coordination (hand-eye, foot-eye) stations properly utilized?
Essential Knowledge	▪ Cardiovascular endurance is doing activities that require using oxygen for a long period of time. ▪ Muscular endurance is the ability of muscles to perform a task over and over again. ▪ Muscular strength is the ability of muscles to be able to perform one more effort. ▪ Flexibility is having muscles and joints move in a complete range of motion (ROM). ▪ Body composition is the ratio of fat to muscle on the body. ▪ Frequency means how often one exercises. ▪ Intensity means how hard one works during exercise. ▪ Time means how long one exercises. ▪ Type means the kind of activity one is doing (cardio, strength, etc.) <u>Rules of Circuit Training:</u> ○ No running or horseplay. ○ Use equipment as it is designed to be used. ○ Put equipment back in place when rotate stations. ○ Follow directions at each station. If you don't understand, ask for help. ○ Stay at station until signal to change and work-out entire time at each station. ○ Work hard to individually improve weaker fitness areas. ○ Work appropriately with group assignments.
Vocabulary	▪ <u>Terms:</u> ○ Cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition. ○ Frequency, intensity, time, type, circuit-training stations
Essential	▪ Demonstrate proper use of equipment as rotate through circuit-training stations.

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Skills	▪ Demonstrate understanding of circuit-training principles.
Related Maine Learning Results	<u>Health and Physical Education.</u> G. Movement/Motor Skills and Knowledge G1. Stability and Force Students change their motion and the motion of objects by applying the principles of stability and force during skill practice. a. Demonstrate the principle of opposition. d. Demonstrate lifts and actions that decrease risk for injury. G2. Movement Skills Students demonstrate motor skills and manipulative skills during drills or modified games/physical activities. a. Demonstrate correct technique for motor skills and manipulative skills during drills or modified games/physical activities. b. Combine manipulative skills with motor skills during drills or modified games/physical activities. G3. Skill-Related Fitness Components Students describe the following skill-related components: balance, coordination, agility, speed, and power. G4. Skill Improvement Students explain how specific, positive, and correct feedback affect skill improvement. H. Physical Fitness Activities and Knowledge H 1. Fitness Assessment Students participate in a health-related fitness assessment that addresses a variety of health-related fitness components to establish personal fitness goals. H3. Fitness Activity Students participate in physical activities that address personal fitness goals for the health-related fitness components including flexibility, cardiovascular endurance, muscular endurance, muscular strength, and body composition. I. Personal and Social Skills and Knowledge I1. Cooperative Skills Students demonstrate cooperative and inclusive skills while participating in physical activities. b. Respond appropriately to peer pressure. c. Manage conflict. d. Engage peers respectfully in activities. I2. Students demonstrate responsible personal behaviors while participating in physical activities. I3. Safety Rules and Rules of Play Students describe game/physical activity rules and safety rules and their purpose.

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	a. Explain the purpose for modifying playing rules in specified situations. b. Explain the safety rules and possible risks associated with specific games/physical activities.
Sample Lessons And Activities	▪ Walk students through each of 12 circuit-training stations, demonstrating equipment use and explaining levels of challenge. ▪ Set students up in groups of 4 -5 and assign a station for each group to start circuit. Do a 3 – 5 minutes/station shortened work-out as preliminary introduction to unit. ▪ Second class, divide into groups, assign station, and work-out 6 – 8 minutes/station rotating through all 12 stations during period.
Sample Classroom Assessment Methods	▪ Demonstrate proper mechanics at each station utilizing equipment or exercises
Sample Resources	▪ <u>Publications:</u> ○ <u>Complete Physical Education Plans For Grades 7-12</u> – Kleinman ○ <u>Physical Education for Children</u> – Lee, Thomas, Thomas ○ <u>Student-Centered Physical Education</u> – Smith, Cestaro ○ <u>PE Games & Activities Kit</u> – Ken Lumsden ○ <u>President's Council on Physical Fitness Manual</u> – US Government pamphlet. ▪ <u>Websites:</u> ○ www.pecentral.org

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