

Please note: Activities are member submitted and not approved prior to uploading by SHAPE America staff.

Name of Activity	
Fitness Monopoly & The 5 Components of Fitness	
Submitted by	Katy Elbe
National Standard(s)	PE: Standard 3 – The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Grade Level Outcome or Performance Indicator	Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). (S3.E1.2) Charts participation in physical activities outside physical education class. (S3.E1.3a) Identifies physical activity benefits as a way to become healthier. (S3.E1.3b) Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4) Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)
Activity Objective	<ul style="list-style-type: none"> • Psychomotor: Students will perform a wide variety of exercises, sport skills, and other activities meant to improve endurance, flexibility, strength, agility, and hand-eye coordination. • Cognitive: Students will identify the 5 Components of Fitness, as well as analyze and define each component with the help of a group/team discussion. • Affective: Students should contribute to class discussion of components of fitness. Students will cooperate by taking turns to roll the dice and move the game pieces on the game board. Students will work together as a team to complete exercises and answer bonus questions about the Components of Fitness.
Grade(s)	2-5
Materials	<ul style="list-style-type: none"> • Fitness Monopoly Game Board, Bonus Cards, & Fitness Monopoly Money • 4 Large Cones (Red, Orange, Yellow, Green) • 4 Small Cones (Red, Orange, Yellow, Green) • 2 Large Foam Dice • 1 Rack Basketballs • 1 Rack Soccer Balls • 1 Bucket Juggling Scarves • 6 Hoppers • 8 Dumbbells &/or Resistance Bands

Please note: Activities are member submitted and not approved prior to uploading by SHAPE America staff.

Activity Description

Introductory Activities:

After reviewing the rules of Fitness Monopoly (attached), gather students at center court.

- Today we continue our fitness unit as we prepare for JRFH. Who can tell me why it is important to be physically fit? (ex: to be healthy, live a long life, avoid sickness, look and feel good, to be strong)
- While we know WHY it is important to be physically active, do we really know HOW to get fit? (ex: exercise, run, play sports, etc.)
- These are all great answers, but today we are going to learn a little more about the **5 Components of Physical Fitness** that will allow us to be completely fit kids. When we play Fitness Monopoly today, your team will have the opportunity to answer questions about each of the 5 Components of Fitness when you land on one of the bonus game spaces. If you answer correctly, your team will earn an additional \$20 Monopoly Money. So let's be sure to participate in the discussion and learn our 5 Components of Fitness so you can help your team earn that extra money!

Lesson Focus:

Class discussion of the 5 Components of Physical Fitness

- **Flexibility**- This is the ability of your muscles to stretch their full range at a joint. Give examples of joints in your body. (ex: hip, knee, shoulder, elbow, etc.) Why would flexibility be important in becoming physically fit? (It prevents injuries) What are some activities we do here in PE to improve our flexibility? (Stretch, Yoga)
- **Muscular Endurance**- Endurance is the ability to perform for a long period of time. If you remember back to the beginning of the year, the first time we began running or doing any activity, many of us complained of our muscles being tired or sore. Since then, we have built up our muscular endurance and you can work for longer periods of time before fatigue sets in. Examples of activities that will improve muscular endurance include jumping rope and running.
- **Cardiovascular Endurance**- Once again, endurance is the ability to work over a long period of time. What is "cardiovascular" referring to in our body? (Heart, Lungs, Blood, Vessels, Arteries, etc.) Let's go back to the beginning of the year again before we built up our endurance...many of you were quickly out of breath and winded or felt a cramp in your side. Now that we have been working hard in PE for a few months now, do we get out of breath as quickly? (No, because we have built our endurance and our heart and lungs can work for longer periods of time.) Examples of cardiovascular exercises include walking, swimming, and riding your bike.

Please note: Activities are member submitted and not approved prior to uploading by SHAPE America staff.

- **Muscular Strength-** Muscular endurance measures how long your muscles can perform, but muscular strength measures the amount of power your muscles can exert. This requires some form of resistance. For example, when we do our bicep curls in Fitness Monopoly, the weight of the dumbbell puts resistance on our muscles or the resistance from the bands pulls on our muscles and we exert power to pull on them. When we do push-ups we use resistance from gravity and our body weight to measure our strength.
- **Body Composition-** Does anybody know what “composition” means? (What you’re made up of) Well, what exactly is our body made up of? (Ex: muscle, blood, bones, organs, skin, etc.) When we refer to body composition in terms of physical fitness, we focus mostly on the amount of fat vs. muscle on our body. The picture shows two men; how do they look different? (One is strong and muscular, the other appears overweight or obese.) Believe it or not, both men weight 250 lbs. and are both 6’0” tall, but because their bodies are made up of different amounts of fat and muscles, they appear very different. One is very fit, and the other needs to focus on the components of fitness in order to change his body composition from fat to muscle.

Review the 5 Components of Fitness one time, allowing students to ask any questions, then divide students evenly into four teams to play Fitness Monopoly.

Rules of the Game:

- 4 colored cones set up around the gym correspond with the 4 game pieces on the Fitness Monopoly board.
- Class will be divided into teams randomly, by assigning a game piece and “home cone” color.
- Students will create an order of turns amongst their team members.
- Only one player may approach the game board at a time.
- That player will roll the dice and move their team’s game piece in a clockwise direction, the correct number of spaces.
- They will collect the dollar amount at the bottom of that game space and report to their group what exercise to perform.
- The entire group will then perform the exercise as stated on the game space and then return to their “home cone.”
- The next player on the team will then approach the game board, roll the dice, collect the money, and report the required exercise to the team.
- At the end of the game, the group to collect the highest dollar amount would win.

There are 5 Bonus Squares marked. If your team lands on a square marked for a bonus question, you must first do the exercise and then approach me to receive your bonus questions. You may fill out the answer to the bonus question and turn it in for an additional \$20.

See below for Fitness Monopoly Game Board sample

Please note: Activities are member submitted and not approved prior to uploading by SHAPE America staff.



Please note: Activities are member submitted and not approved prior to uploading by SHAPE America staff.

Conclusion/Assessment:

Students will play Fitness Monopoly for the remainder of the period. When a team lands on a bonus, they have the opportunity to meet with their team to discuss the answer to the bonus question, then send one teammate to answer. If it is correct, they will earn an additional \$20 Monopoly money. If it is incorrect, they will continue to play and have the chance to answer the remaining bonus questions. When time is up, teams will return to their “home cone” to count their money. Once the money has been counted, we will return to the center to review the answers to the 5 bonus questions. The team dollar totals will be revealed to determine a winner.

Modifications

Include ways to modify this activity for advanced, lower level and inclusion students.

Differentiation/Inclusion:

- Provide both demonstration of exercises, as well as explanation, and chance to practice correct form
- Allow students to perform modified versions of exercises if necessary
- Group students with various skill and knowledge levels so each student may contribute in some form