

Physical Best: Physical Education for Lifelong Fitness and Health

One Thousand Repetitions

Levels

- Middle school
- High school

NATIONAL STANDARDS FOR K-12 PHYSICAL EDUCATION

- Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

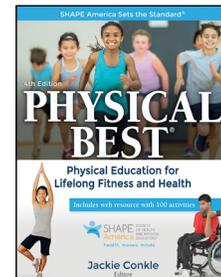
NATIONAL HEALTH EDUCATION STANDARDS

- Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Objectives

- Students will explain the relationship between diet, physical activity, and body composition.
- Students will explain how physical activity can affect growth and development.
- Students will summarize how both diet and physical activity are important for maintaining optimum health.

Lesson excerpted from *Physical Best: Physical Education for Lifelong Fitness and Health* by Jackie Conkle



2019

Book with online resources, activities and ancillaries.

376 pages

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SHAPE America Sets the Standard™

For more than 130 years, SHAPE America has been setting the standard for effective health and physical education.

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- Students will participate cooperatively by respecting other students' space while participating in a circuit training workout.

Health-Related Fitness Components

- Body composition
- Cardiorespiratory endurance
- Muscular strength
- Muscular endurance

Fitness Concept

Individuality

Equipment

- Calculators (optional)
- Pencils, one per student
- Various equipment according to stations selected, such as:
 - Jump ropes
 - Resistance bands or dumbbells
 - Basketballs and hoop
 - Soccer balls and cones for goals
 - Aerobics step benches
 - Tennis rackets and balls
 - Mats
 - Video player and cardio kickboxing recording

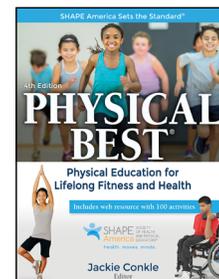
Reproducibles

- Estimated Energy Expenditure for Common Activities Chart
- 1,000 Reps and Seconds Chart

Duration

One class period

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Setup

Set up 10 to 12 stations, some with timed activities and some requiring repetitions. Here are some suggestions:

- Rope jumping—number of jumps in two minutes
- Line dancing—number of seconds
- Chest presses (with resistance band or dumbbells)—number of presses (weight training on energy expenditure chart)
- Jogging—number of seconds
- Walking—number of seconds
- Basketballs and hoop—number of baskets attempted
- Soccer balls and cones—number of goals attempted
- Aerobics steps—number of seconds
- Push-ups—number completed (fitness calisthenics on energy expenditure chart)
- Curl-ups—number completed (fitness calisthenics on energy expenditure chart)
- Tennis—number of hits off a wall
- Cardio kickboxing—number of seconds (aerobic dance on energy expenditure chart)

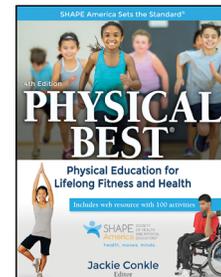
Introduction of Concepts

Growth and development: Let students know that this challenging activity involves gaining knowledge, practicing cooperation, and developing skills used in various activities.

Directions

1. Explain to students that physical activity (a) expends calories to supply the energy needed for the activity, (b) requires the body to use nutrients to maintain existing muscle tissue, and (c) requires the body to use nutrients to build new muscle tissue, therefore contributing to the body's healthy growth and development.
2. After a proper warm-up, give each student a copy of the 1,000 Reps and Seconds Chart and a pencil. Organize students into small groups of two or three, depending on the number of students and stations, and direct the groups to their stations.

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3. Explain that students will use the charts to record the number of repetitions or the number of seconds for the activity at each station. At skill-based stations (such as basketball shooting), students will count the number of attempts, not the number of successes, because the goal is activity rather than performance. However, students should be encouraged to try their best.
4. For timed activities, students will count total time. For instance, a student who jumps rope for 20 seconds, takes a short break, and then jumps for 20 more seconds would record a score of 40 for that station.
5. Direct students to move clockwise to the next station every two minutes. The objective is to reach a score of at least 1,000 by the end of the class session by adding seconds (for timed activities) and number of repetitions (for repeated activities).

Closure

Bring students together to discuss the benefits of health-related physical fitness, specifically targeting body composition, muscular strength, muscular endurance, and cardiorespiratory endurance.

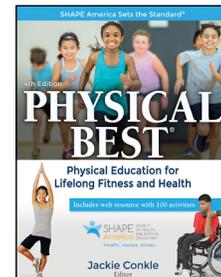
Teaching Tips

- The most effective approach for this activity is to use partners (two students per station).
- Post interesting facts at each stations. For example, muscle (lean tissue) weighs more than fat for equal volume. You must have a certain amount of fat in order to be healthy; for instance, fat helps your body use vitamins, insulates your body, and protects your bones and organs. When revisiting this activity, change some of the stations to coordinate with the rest of your curriculum and to maintain interest. Use the second assessment idea to save time while reinforcing the learning.

Assessment

- Give each student a copy of the Estimated Energy Expenditure for Common Activities Chart. Go through one example as a class, then ask students to estimate the number of calories they used in today's activities; discuss the results. Insights might include the fact that students burned different numbers of calories and that different activities expend different numbers of calories, just as different foods contain different numbers of calories.
- When revisiting the activity, circulate among the stations and ask questions to review the Estimated Energy Expenditure for Common Activities Chart and its relationship to students' activities.

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- Ask students the following questions, either as a class, in small groups, or on a quiz:
 - What is energy balance?
 - How does the amount of physical activity you perform affect the amount of food you should eat?
 - How does physical activity affect growth and development?

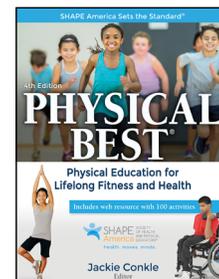
Variation

Ask partners to predict how many repetitions they will do in a two-minute period. They can then record the number of repetitions completed and compare it with their prediction.

Adaptation and Inclusion

- Supply calculators for students who will have trouble adding the numbers.
- Include pictures at each station to show proper form.
- For students who are overweight or obese, design station activities to allow for various levels or ways of completing the activity, thus assuring a level of success. Introduce such students to an appropriate initial activity or arrange the starting place of stations from easiest to most difficult.

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