

<p align="center"><u>Lesson One</u></p> <p>Five Types of Fitness</p>	<p>1 Topic: Physical Fitness Standard: Participates in fitness assessment (i.e., Fitness Gram) and developmentally appropriate health-related fitness activities for the purpose of improving skill performance and physical fitness.</p> <p>4 Topic: Physical Fitness Standard: Selects and participates in appropriate activities to improve personal fitness levels.</p> <p>5 Topic: Physical Fitness Standard: Describes health benefits that result from regular and appropriate participation in physical activity.</p>												
<p>Whole Group Activity</p>	<p>The class divides into two groups and begins the five fitness types matching cards. The definitions and key concepts are posted on the wall for easy referral. The group must match the term (blue) with the definition (red), as well as, determine the fitness types of different activities (yellow). When the groups are finished, the matching cards are left on the table for referral during the small group activity.</p>												
<p>Small Group Activity</p>	<p>At this time, go back to your table and work with a group of three to four. Using the magazine provided, cut and paste a picture that describes the fitness term. Use the matching cards and wall words to assist in the activity.</p> <table border="1" data-bbox="488 1014 1336 1276"> <thead> <tr> <th data-bbox="495 1014 987 1087">Term</th> <th data-bbox="987 1014 1330 1087">Picture cut & pasted that describes the term</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 1087 987 1129">Cardiovascular Endurance</td> <td data-bbox="987 1087 1330 1129"></td> </tr> <tr> <td data-bbox="495 1129 987 1163">Cardiovascular Strength</td> <td data-bbox="987 1129 1330 1163"></td> </tr> <tr> <td data-bbox="495 1163 987 1203">Muscular Strength</td> <td data-bbox="987 1163 1330 1203"></td> </tr> <tr> <td data-bbox="495 1203 987 1241">Muscular Endurance</td> <td data-bbox="987 1203 1330 1241"></td> </tr> <tr> <td data-bbox="495 1241 987 1276">Flexibility</td> <td data-bbox="987 1241 1330 1276"></td> </tr> </tbody> </table>	Term	Picture cut & pasted that describes the term	Cardiovascular Endurance		Cardiovascular Strength		Muscular Strength		Muscular Endurance		Flexibility	
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<p>Assessment Rubric</p>	<table border="1" data-bbox="488 1392 1463 1619"> <tbody> <tr> <td data-bbox="495 1392 987 1432">Picture is appropriate for:</td> <td data-bbox="987 1392 1463 1432"></td> </tr> <tr> <td data-bbox="495 1432 987 1470">Cardiovascular Endurance</td> <td data-bbox="987 1432 1463 1470">20 points:</td> </tr> <tr> <td data-bbox="495 1470 987 1507">Cardiovascular Strength</td> <td data-bbox="987 1470 1463 1507">20 points:</td> </tr> <tr> <td data-bbox="495 1507 987 1545">Muscular Strength</td> <td data-bbox="987 1507 1463 1545">20 points:</td> </tr> <tr> <td data-bbox="495 1545 987 1583">Muscular Endurance</td> <td data-bbox="987 1545 1463 1583">20 points:</td> </tr> <tr> <td data-bbox="495 1583 987 1619">Flexibility</td> <td data-bbox="987 1583 1463 1619">20 points:</td> </tr> </tbody> </table> <p>Comments:</p>	Picture is appropriate for:		Cardiovascular Endurance	20 points:	Cardiovascular Strength	20 points:	Muscular Strength	20 points:	Muscular Endurance	20 points:	Flexibility	20 points:
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Lesson Two for Five Fitness Types Unit

1 Topic: Physical Fitness

Standard: Participates in fitness assessment (i.e. , Fitness Gram) and developmentally appropriate health-related fitness activities for the purpose of improving skill performance and physical fitness.

4 Topic: Physical Fitness

Standard: Selects and participates in appropriate activities to improve personal fitness levels.

5 Topic: Physical Fitness

Standard: Describes health benefits that result from regular and appropriate participation in physical activity.

Fifth Grade

Congratulations! Your team of three to four students is the proud owners of a new, innovative fitness club for kids. Specifically a fitness club for kids in fourth and fifth grade. As the new owners, you have the arduous task of getting your fitness club up and running. Please look at the following task and get to work! Please use the attached think sheet to process your ideas. Be sure to put your team members names and home room teacher on the think sheet rubric. The rubric will be turned in blank for teacher assessment. Have fun new business owners! I will be handing back your printed copy of your graded Five Fitness Types Web Quest. Please refer to my website: www.freewebs.com/mscarmon from my home page click on favorite links and use the resources to research information needed for your brochure.

Task

1. As new fitness club owners, you must come up with a name for your club. Along with a name for your club, you must come up with a catchy slogan to interest new clients.
1. As with any new facility, your team must market your club to the fourth and fifth grade students. Creating a brochure for your fitness club will do this. Please use the attached Think Sheet to organize your thoughts and ideas for your brochure. Your next lesson will involve actually creating the brochure.
 - a. Fitness club name
 - b. Owners name's
 - c. Catchy slogan
 - d. Hours of operation
 - e. Graphics- The graphics must depict the five forms of fitness.
 - f. Activities along with weekly schedule. All five forms of fitness must be covered and pointed out.
 - g. A paragraph offering compelling reasons that kids should begin exercising.Remember to be creative and find ways to entice kids to your fitness club.
Good Luck!

Lesson Three for Five Fitness Types Unit

1 Topic: Physical Fitness

Standard: Participates in fitness assessment (i.e. , Fitness Gram) and developmentally appropriate health-related fitness activities for the purpose of improving skill performance and physical fitness.

4 Topic: Physical Fitness

Standard: Selects and participates in appropriate activities to improve personal fitness levels.

5 Topic: Physical Fitness

Standard: Describes health benefits that result from regular and appropriate participation in physical activity.

Welcome back fitness club owners!!!! Your team will be receiving your think sheet and graded rubric assessment. The information provided should be corrected based on the feedback given. Once the think sheet is corrected your team will begin working on your brochure. The brochure rubric is included, please put all of the team members name's in the right corner with your homeroom teacher's name. The grading of the brochure will be assessed by the rubric. The following information is required for your brochure:

- a. Fitness club name
- b. Owners name's
- c. Catchy slogan
- d. Hours of operation
- e. Graphics- The graphics must depict the five forms of fitness.
- f. Activities along with weekly schedule. All five forms of fitness must be covered and pointed out.
- g. A paragraph offering compelling reasons that kids should begin exercising.

Please use the template provided on my website at: www.freewebs.com/mscarmon
On the home page, the brochure template may be downloaded to your computer. Remember the student helpers will be walking around to assist you with technical issues. Have fun and be creative, you have already done the brainstorming and researching now it is time to apply the knowledge to the brochure. Ask yourself and your team if the brochure is interesting, informative and fun. When your team is done, print out your brochure and turn in.

Brochure Rubric

CATEGORY	(4) Excellent	(3) Good	(2) Almost	(1) Not Yet
Attractiveness & Organization	The brochure has attractive formatting, is in point form and has very well organized information.	The brochure has attractive formatting, is in point form and has organized information.	The brochure has adequate formatting, is in point form and is somewhat organized.	The brochure's formatting and organization of material are confusing to the reader. Information is not in point form.
Content - Accuracy	The brochure has all of the required information and some additional information.	The brochure has all of the required information.	The brochure has half of the required information.	The brochure has little of the required information.
Writing – Mechanics: Spelling Sentence Form Grammar Punctuation Capitalization	All of the writing is in complete sentences. Capitalization, punctuation and spelling are correct throughout the brochure.	Most of the writing is in complete sentences. Most of the capitalization, punctuation and spelling are correct throughout the brochure.	Half of the writing is in complete sentences. Some of the capitalization, punctuation and spelling are correct throughout the brochure.	Much of the writing is not in complete sentences. Much of the capitalization, punctuation and spelling is not correct throughout the brochure.
Graphics/Pictures	More than five neatly colored graphics are included and go well with the text.	Four neatly colored graphics are included and go well with the text.	Three graphics are included but do not always go well with the text. Graphics may or may not be colored or neat.	Less than two graphics are used and may or may not go with the text. Graphics may or may not be colored or neat.

16 POINTS MAY BE EARNED

TOTAL POINTS EARNED BY TEAM: _____

TEACHER COMMENTS AND FEEDBACK: _____

ACTIVITIES FOR
CARDIOVASUCLAR
ENDURANCE,
FLEXIBILITY,
MUSCLUAR
STRENGTH,
MUSCULAR
ENDURANCE AND
FLEXIBILITY



Caption describing picture or graphic.

Back Panel Heading

MORE SPACE FOR
ACTIVITIES FOR
CARDIOVASUCLAR
ENDURANCE,
FLEXIBILITY,
MUSCLUAR
STRENGTH,
MUSCULAR
ENDURANCE AND
FLEXIBILITY



Team member's
names and home
room teacher



Fitness Club Name

Beecher Hills Elementary



*Your fitness club
slogan*

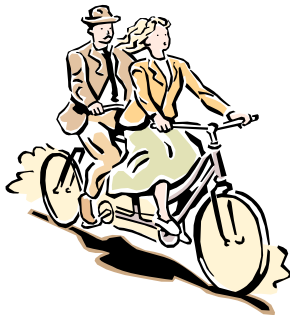
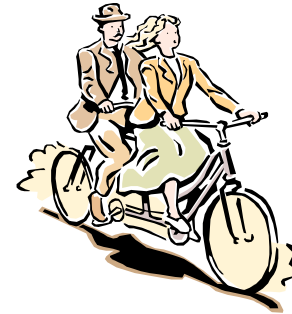
HOURS OF OPERATION



PARAGRAPH CONTINUED

YOUR PARAGRAH.

SCHEDULE OF CLASSES



*You can place a caption
here.*

FITNESS CLUB NAME
2257 Bollingbrook Drive
Atlanta, GA 30311
USA
Phone: 404-752-0785
Fax:
Email: acarmon@atlanta.k12.ga.us

Rubric for Think sheet assessment: Please put all team member's names and homeroom in the right hand top corner and attach the blank copy with your think sheet for teacher assessment.

Possible points: 34

Points	Points earned	Task
.5		Fitness club name
.5		Owners name's
.5		Catchy slogan
.5		Hours of operation
2		Activities for muscular endurance
2		Activities for muscular strength
2		Activities for cardiovascular endurance:
2		Activities for cardiovascular strength
2		Activities for flexibility
2		Graphics for muscular endurance
2		Graphics for muscular strength
2		Graphics for cardiovascular endurance:
2		Graphics for cardiovascular strength
2		Graphics for flexibility
1		Rate of obesity for children ten to twelve
1		Amount of exercise children are getting
1		Amount of exercise recommended for children
3		Risk factors of children not exercising (three)
3		Physical benefits of exercise for children (three)
3		Mental benefits of exercise for children (three)
34		

Think Sheet

1. Fitness club name: _____
2. Owners name's: _____
3. Catchy slogan: _____
4. Hours of operation: _____
5. Activities along with weekly schedule. All five forms of fitness must be covered and pointed out.
Activities for muscular endurance: _____
Activities for muscular strength: _____
Activities for cardiovascular endurance: _____
Activities for cardiovascular strength: _____
Activities for flexibility: _____
6. Graphics- The graphics must depict the five forms of fitness.
Graphic for muscular endurance: _____
Graphic for muscular strength: _____
Graphic for cardiovascular endurance: _____
Graphic for cardiovascular strength: _____
Graphic for flexibility: _____
7. A paragraph offering compelling reasons that kids should begin exercising. Your paragraph must include the following information:
 - a. Rate of obesity for children ten to twelve: _____
 - b. Amount of exercise children are getting: _____
 - c. Amount of exercise recommended for children: _____
 - d. Risk factor of children not exercising (three)
 1. _____
 2. _____
 3. _____
 - e. Physical benefits of exercise for children (three)
 1. _____
 2. _____
 3. _____
 - f. Mental benefits of exercise for children (three)
 1. _____
 2. _____
 3. _____

Let the Games Begin!

Rubric

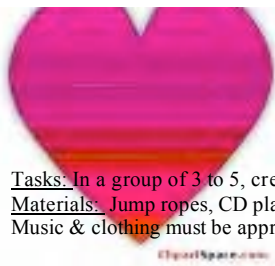
	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Accuracy	Students often make mistakes setting up fitness cups.	Students make some mistakes setting up fitness cups.	Students have very few mistakes setting up fitness cups.	Students have no mistakes setting up fitness cups.	
Insync	Students frequently were not in sync during fitness activities.	Students sometimes were not in sync during fitness activities.	Students were mostly in sync during fitness activities.	Students always in sync during fitness activities.	
Honesty	Team counts to full amount on exercises and puts up fitness cup when required without prompting with two oversights.	Team counts to full amount on exercises and puts up fitness cup when required without prompting with one oversight.	Team counts to full amount on exercises and puts up fitness cup when required without prompting.	Team counts to full amount on exercises and puts up fitness cup when required without prompting even self-correcting each other.	
Teamwork	Students uncooperative and unsupportive.	Students sometimes cooperative and supportive.	Students mostly cooperative and supportive.	Students work cooperatively and supportively.	
Size of Creation	Creation is less than ten levels high.	Creation is ten to fifteen levels high.	Creation is fifteen to twenty levels high.	Creation is more than twenty levels high.	
Completion	Creation appears to be less than half-way complete design.	Creation appears to be a more than half way design.	Creation appears to be a mostly complete design.	Creation appears to be a complete design.	
Enthusiasm	Team is unenthusiastic and unenergetic.	Team is not very enthusiastic with moderate energy.	Team is mostly enthusiastic and energetic.	Team is enthusiastic and energetic.	
Sportsmanship	Team is respectful to self, teammates, and the other teams with no compliments, encouragement, and feedback.	Team is respectful to self, teammates, and the other teams with little compliments, encouragement or feedback	Team is usually respectful to self, teammates, and the other teams with some compliments, encouragement, and feedback.	Team is always respectful to self, teammates, and the other teams. Giving compliments, encouragement, and feedback	
Following Directions	Team needed constant reminding and prompting.	Team needed some reminders or prompting.	Team needed little reminders or prompting.	Team needed no reminders or prompting.	
Creativity	Student's creation shows no creativity or originality.	Student's creation shows little creativity or originality.	Student's creation shows some originality and creativity.	Student's creation shows originality and creativity.	

Let the Game's Begin!!!

Materials: Fitness Cups, Jump Ropes, Music (three songs), CD Player, Pacer CD

- Procedure:
1. Students will choose groups of three to five
 2. Students will review the rules* of the game, along with rubric and practice.
 3. Students in all groups will be asked to line up behind the "blue" line.
 4. Each group will complete the Pacer to level 5.
 5. At this time the first of three songs will start.
 6. Each group will go the designated area for cup building.
 7. Fitness cups are sitting out ready to build.
 8. Each team is given a rotation for fitness activities in the designated area.
 9. Each student may retrieve five cups for building. After building together, the team goes to the designated for fitness and complete fitness challenge together.
 10. The team completes the next fitness challenge.
 11. Five more cups retrieved by each student.
 12. The team continues the rotation.
 13. When the third song ends, the students must cease building and moving.
 14. Teams with a perfect score are eligible to be spotlighted on Ms. Carmon's website for global impact and exposure.

*If more than four cups fall, the team must put those cups back, along with the cups just received and go to next fitness challenge.



Tasks: In a group of 3 to 5, create a jump rope routine in routine to an appropriate song.
Materials: Jump ropes, CD player, and music.
 Music & clothing must be appropriate for school, if not, administrative action will be taken.

Jump Rope Routine Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Jump Rope Stunts	Students perform a routine with one stunt.	Students perform a routine with more than 2 different types of stunts of which at least 1 is an advanced.	Students perform a routine with more than 3 different types of stunts of which at least 2 are advanced.	Students perform a routine with more than 4 different types of stunts of which at least 3 are advanced.	
Accuracy	Students frequently miss beats, and do not follow routine.	Students Sometimes miss beats, and do not follow routine.	Students rarely miss beats, and mostly follow routine.	Students do not miss beats and follows routine.	
Teamwork	Students uncooperative and unsupportive.	Students sometimes cooperative and supportive.	Students mostly cooperative and supportive.	Students work cooperatively and supportively.	
Rhythm to Music	Student's stunts never timed to the beat of the music.	Student's stunts rarely timed to the beat of the music.	Student's stunts mostly timed to the beat of the music.	Student's stunts timed to the beat of the music.	
Creativity	Student's routine, stunts, and music show no creativity or originality.	Student's routine, stunts, and music show little creativity or originality.	Student's routine, stunts, and music show some originality and creativity.	Student's routine, stunts, and music show originality and creativity.	
Extra Credit: Coordinated/Thematic clothes	No Attempt	An attempt at coordinating or thematically appropriate clothing is tried.	Some what coordinated or thematically appropriate.	Very coordinated or thematically appropriate.	