Enhancing your Students Life with Five for Life Handouts

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SHAPE-IT-UP

Objective(s):
1. Maintain Intensity Level 3 or higher for the duration of the circuit.
2. Perform burpees and jumping lunges at Intensity Level 4 or 5.
3. Correctly perform exercise movements and apply exercise modifications if necessary.
4. Describe the importance of maintaining an Intensity Level 3 or higher.

Equipment:
- Cones
- Circuit Training Cards

Key Safety & Management Tip(s):
1. Create two identical Shape-It-Up circuits and divide the class in half.
2. Use the circuit training cards for station identification, instructional content, and quick reminders for proper form and technique.

Student Explanation:
Shape-It-Up is a muscle toning circuit that will help you build lower body and core muscular strength and muscular endurance. It also includes high intensity, anaerobic exercises that will enhance power and strength. This particular circuit will require you to exercise at Intensity Level 3 or higher for the duration of the circuit. This will enhance cardiorespiratory endurance and push you to exercise at Intensity Levels 4 and 5 at the stations for burpees and jumping lunges. Shape-It-Up does not require equipment. It can be performed almost anywhere, and is easily modified to incorporate different exercises.

Direction(s):
1. Lead students through a warm-up so they are prepared to complete high intensity activities.
2. Explain the circuit using the student explanation above.
3. Anaerobic exercises are difficult to perform; rotate students every 25-30 seconds.

Assessment(s):
1. Have students assess their Intensity Levels every three stations to ensure they are exercising at an Intensity Level 3 or higher.
2. At the conclusion of the circuit, have students identify the importance of maintaining an Intensity Level 3 or higher for the duration of the circuit.

Modification(s): Please refer to page 5 for exercise modifications.

<table>
<thead>
<tr>
<th>Station/Exercise</th>
<th>Fitness Component(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Burpees</td>
<td>Combination</td>
</tr>
<tr>
<td>2. Reverse Lunge</td>
<td>MS/ME</td>
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<tr>
<td>3. Crunches</td>
<td>MS/ME</td>
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<tr>
<td>4. Jumping Lunges</td>
<td>Combination</td>
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<tr>
<td>5. Calf Raises</td>
<td>MS/ME</td>
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<tr>
<td>6. Standing Knee Crunch</td>
<td>MS/ME</td>
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</tbody>
</table>
Food Group Speedway

Explanation:
There are five food groups represented on the USDA’s MyPlate. Each food group has a recommended amount in either cups or ounces (oz.) that we should eat daily. The term Recommended Daily Amount is sometimes shortened to RDA. [Note to the teacher: please see the Recommended Daily Amounts Chart on page 2.6.]

- A cup is used to measure volume. On the Nutrition Cards, dairy, fruits, and vegetables are measured in cups. Small individual milk containers, like those served in school cafeterias, hold one cup.
- Ounces are a measure of weight. On the Nutrition Cards, grains and protein are measured in ounces. A slice of bread usually weighs one ounce.

Directions:
1. Divide class into groups of three or four on the inside of the track.
2. Each group will need a MyPlate Placemat Poster. Use the RDA’s Chart on page 2.6. Assign each group either a male or female RDA.
3. Taking turns, each student in the group runs one lap.
4. Deal one Nutrition Card to each student as he/she runs by. [Note: depending on class size it might take two sets of Nutrition Cards to finish this game.]
5. The object is for each group to try to get at least the minimum recommended daily amounts for each of the food groups on their MyPlate Placemat Poster. They should not go over the maximum RDA.
6. If students receive a Nutrition Card they do not need, they return it on their next turn and do not pick up another Nutrition Card until they run by again.
7. The team that first collects at least the minimum recommended daily amounts in each food group wins.

Assessment:
Lead a discussion about how following the Recommended Daily Amount in each food group will provide a person with a well-balanced diet.