

Invisible Dumbbells

STUDENT TARGETS

- ✓ **Skill:** I will perform each exercise with correct form.
- ✓ **Cognitive:** I will discuss the reasons why I chose certain activities over others.
- ✓ **Fitness:** I will perform each exercise without teacher prompting.
- ✓ **Personal & Social Responsibility:** I will work with my peers in a positive and helpful way.

TEACHING CUES

- ✓ Exercises are Smooth and Slow
- ✓ Contract (Tighten) Muscles as You Work
- ✓ Move Carefully from Station to Station

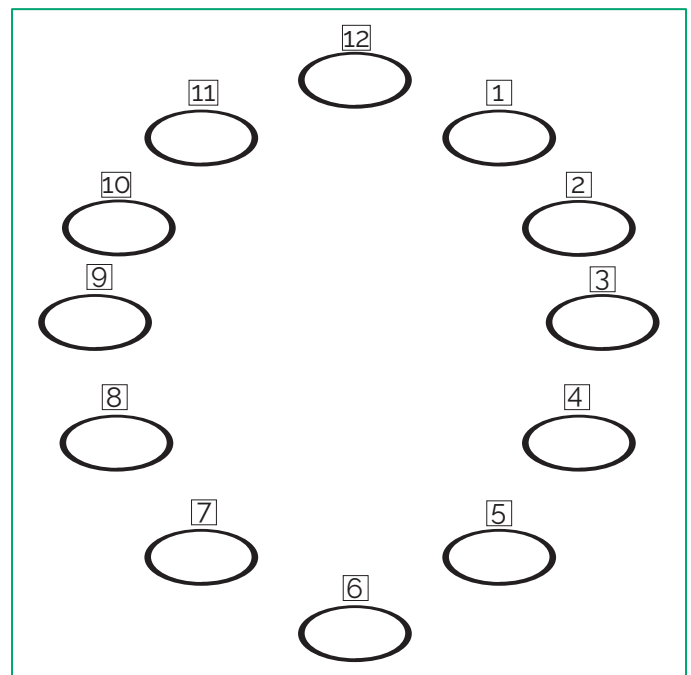
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 12 hula-hoops
- ✓ 12 Fitness Station Cards
- ✓ 1 Invisible Dumbbell Challenge Card per student
- ✓ 2 pencils per station

Set-Up:

1. Create a large circle or grid with hula-hoops identifying each station. Number stations 1-12 using Fitness Station Cards.
2. Place station cards and pencils inside hoops.
3. Create groups of 2-4 students. Send each group to a different station to begin the rotation.



Activity Procedures:

1. Today we're going to complete a series of Invisible Dumbbell Challenges by working in stations and then rotating after 1 minute.
2. Look at the station number where you're starting. Be sure to start with the same number on your challenge card (teachers provide an example). Write down how many repetitions of each exercise or challenge you complete.

Grade Level Progression:

- 3rd: Provide detailed instruction for each station and post discussion questions at Station 12. This will allow you to circulate and supervise all stations.
- 4th: Provide a brief overview of each station and observe student performance as an assessment of reading and content comprehension.
- 5th: Give students 1 minute to read and review the challenge card, then check for understanding.

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CHALLENGE PROGRESSIONS

- ✔ Instead of invisible dumbbells, have students perform the routines at some of the stations using exercise bands.

MODIFICATIONS

- ✔ Perform each routine one at a time, together with the entire class.

ACADEMIC LANGUAGE

Active Lifestyle, Circuit Training, Fitness, Health-Related Fitness, Muscular Endurance, Muscular Strength, Skill-Related Fitness, Balance, Coordination, Power

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 4 [E1.3-5]** Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations. (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher) (5).
- ✔ **Standard 5 [E3.3-5]** Reflects on the reasons for enjoying selected physical activities (3); Ranks the enjoyment of participating in different physical activities (4); Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What are physical activities that you like to do?
- ✔ **DOK 1:** What are physical activities that you do not like to do?
- ✔ **DOK 2:** What are some differences between the activities you like and those you don't?
- ✔ **DOK 3:** Can you elaborate on reasons why you don't like specific types of activities?
- ✔ **DOK 3:** How might you change or modify an activity you said you didn't like so that it becomes enjoyable? Provide details.
- ✔ *Complete the Feelings and Attitudes section of the Physical Education Fitness Portfolio.*

TEACHING STRATEGY FOCUS

Help students examine their reasoning: Finding health-enhancing physical activities that are enjoyable is an important aspect of becoming physically literate. Help students process and examine their physical activity preferences in order to guide their interests and expand their possibilities.