

## Lesson plan: The components of fitness

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This sample lesson plan has been designed to help teachers to structure a one hour lesson on 'physical training' as part of GCSE Physical Education (Scheme of work 2016, 2 and 3 year plan). It is suggested as a guide only and can be amended to suit teachers and their students' needs.

### Assessment objectives

The lesson plan is part one of a two-part lesson, designed to introduce and develop knowledge and understanding of components of fitness.

The following learning objectives and learning outcomes link directly to the assessment objectives outlined in the GCSE PE specification (8582).

- A01: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- A02: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- A03: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

### Learning objectives

- Develop knowledge and understanding of the different components of fitness.
- Develop knowledge and understanding of how each component of fitness impacts sports performance.
- Develop knowledge and understanding for identifying own strengths and areas to improve, based on components of fitness.

### Learning outcomes

- All students should be able to define each of the components of fitness.
- All students should be able to identify key components of fitness relating to sporting scenarios.
- Most students should be able to analyse sports performance and identify the importance of each component of fitness within sports performance.

## Prior knowledge needed

Students may have a basic understanding of the components of fitness applied through practical PE lessons at KS3 in preparation for the GCSE specification. However, this isn't a pre-requisite.

## Lesson preparation

A seating plan should be implemented to encourage paired work with high ability and lower ability students for maximum effect.

Printing the supplied 'Definition Resource Cards' for use as a paired starter activity would allow students to actively match the correct definition with each component of fitness. 'Scenario A and B Task Cards', along with 'Assessment Task', should also be printed for use in the lesson.

A basic PowerPoint would be useful to support this task to reveal the correct answers for students to self/peer-assess. It should include correct definitions for each component, along with answers based on the assessment task. These answers have been provided with this lesson plan for your benefit.

## Activity

Duration	Activity	Group size	Assessment objective
10 minutes	<p>Students should be issued the definition task cards. They should attempt to link each definition with the correct component of fitness.</p> <p>Pupils then share their findings with the group by comparing their accuracy with correct responses shown on the screen.</p>	Pairs or small groups no bigger than 4	All students start to identify and learn the different definitions associated with each component of fitness.
5 minutes	<p>Students analyse the scenarios and identify the top three components of fitness needed in each example to have the most positive performance outcome.</p> <p>Students issued a scenario each.</p>	Individual task	Students start to identify the different components of fitness in sporting scenarios.
15 minutes	Students are paired with another who has analysed the same scenario. They	Pairs	Students identify key

	should discuss their findings and settle on the most important component of fitness required for their scenario, then prepare a short presentation to share their findings with a group who have a different scenario.		components of fitness relating to sporting scenarios.
10 minutes	<p>Pairs with scenario A then share responses with scenario B pairs and justify their choices through a short presentation.</p> <p>Observing groups should be encouraged to ask questions to challenge the presenters (5 minutes each group).</p>	Small groups of 4 (2 pairs)	
5 minutes	Students complete assessment task sheet to assess their knowledge of definitions and applications based on the tasks completed in lesson so far.		
5 minutes	Peer/self-assessment of task. Students complete the task using the answers displayed on screen to measure their progress based on tasks completed in lesson so far.	Individual Task	
5 minutes	<p>Watch video and list all different components of fitness covered in lesson, and identify any others that may not have been covered yet in today's lesson.</p> <p>YouTube video:  <a href="#">Michael Jordan Top 10 Plays of Career</a></p>	Individual Task	Students analyse sports performance and identify the importance of each component of fitness within sports performance.
5 minutes	<p>Plenary – Ask students to share their notes from the video and provide examples to support their notes.</p> <p>Homework – Issue homework task for next lesson.</p>	Whole Group Discussion	

## Further work and reading

### Extension

Students can identify when they may have needed to apply each component of fitness based on their own sporting experiences, and explain the outcome this application had on their performance in that situation.

### Preparation for next lesson

Teacher: To re-deliver similar structure to lesson to introduce the remaining components of fitness of muscular endurance, cardiovascular endurance, power and strength.

Student: To complete homework task to bring to next lesson which will form the starter activity task.

### Homework

Top Trumps! Create a Top Trump card based on your own strengths and areas of weakness in a sport of your choice, based on each of the components of fitness. Each component should be scored out of 10. There should be a variety of scores assigned to each component, with a clear strength and area to improve evident.

You will use your Top Trump card to form a discussion with a partner as the starter activity next lesson where you will compare your scores with theirs.

(This task would be developed after next lesson to include additional components of fitness covered in the next lesson).

## Definition Resource Cards

Use the table below to allow you to cut the cards to suit the number of paired groups you will be working with in your lesson. Remember to jumble them up!

Agility	The ability to move and change direction quickly at speed whilst maintaining control.
Balance	The maintenance of the centre of mass over the base of support.
Coordination	The ability to use two or more different body parts together, smoothly and efficiently.
Flexibility	The range of movements possible at a joint.
Reaction Time	The time taken to initiate a response to a stimulus.
Speed	The maximum rate at which an individual can perform a movement or cover a distance in a period of time.

## Scenario A Task Card

### Gymnastics

Lianne is a gymnast and must perform in a competition that includes floor and beam routines. She is a recent Junior Champion but has struggled since making the step up to Senior competitions and her confidence has suffered a lot. Her coach has been watching videos of her recent performances to try to identify areas to improve so she can develop her confidence and achieve higher positions in future competitions.

Q) What components of fitness do you think the coach should work on to help her, and how could this help her overall performance?

## Scenario B Task Card

### Sprinting

Rob is a 100m athlete who has struggled to achieve anywhere near his personal best in recent competitions. He is becoming increasingly nervous before races because he is putting more and more pressure on himself to improve. This caused him to be disqualified from his last race.

Q) What components of fitness do you think the coach should work on with Rob to help him to improve his future racing performances, and how exactly do you think this could help?

## Assessment Task

1. Define agility. (1 mark)
2. Define coordination. (1 mark)
3. Define speed. (1 mark)
4. Why is flexibility important when performing a gymnastics routine? (1 mark)
5. Why is reaction time important when sprinting? (1 mark)
6. Give an example of when you have needed to have good balance to perform effectively in sport. (1 mark)

## Assessment Task Answer Sheet

### **1. Define Agility.**

The ability to move and change direction quickly at speed whilst maintaining control.

### **2. Define Coordination.**

The ability to use two or more different body parts together, smoothly and efficiently.

### **3. Define speed.**

The maximum rate at which an individual can perform a movement or cover a distance in a period of time.

### **4. Why is flexibility important when performing a gymnastics routine?**

Allows the gymnast to perform more complicated and difficult moves to a high standard.

### **5. Why is reaction time important when sprinting?**

Allows the athlete to have a good start to the race and gain an advantage over their opponents by responding quickly to the starter gun.

Or

Help to ensure that athlete achieves a quick time by having a good start to the race when responding quickly to the starter gun.

### **6. Give an example of when you have needed to have good balance to perform effectively in sport?**

Eg Doing a handstand in gymnastics.