

## LESSON 1: REVIEW OF FITNESS PRINCIPLES

### Grade-Level Outcomes

#### Primary Outcomes

**Assessment & program planning:** Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work. (S3.H12.L1)

**Safety:** Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

#### Embedded Outcome

**Fitness knowledge:** Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)

### Lesson Objectives

The learner will:

- review vocabulary and provide examples of activities and exercises for each definition.
- identify and differentiate between the components of health-related and skill-related fitness concepts.
- connect heart rate to exercise intensity.

### Equipment and Materials

- Vocabulary index cards
- Heart rate sheets and pencils/pens (1 per student)
- Music
- 2 agility ladders
- 4 dot mats
- 40 small or medium cones
- 5 jump ropes

### Introduction

*Today, we will start our review of health-related fitness and the FITT principle. We will begin with a review and self-assessment of the health-related fitness components. This self-assessment is a review of your last Fitnessgram. After you self-assess, you will use the FITT and training principles and target heart rate to develop a cardio and weight-training program. By the end of the learning segment, you will be able to use the FITT principle to design a health-related fitness plan for a college student and a career professional in the field of work of your choice. After we review vocabulary terms, you will take a curl-up test and then perform some activities at fitness stations.*

## Instructional Task: Vocabulary Task

### ■ PRACTICE TASK

Have students get into small groups (two to four). Give each group an index card with a vocabulary word and definition (see the list of potential vocabulary words). Each group reads a vocabulary word and its definition to the class and then performs an example of an exercise or activity that includes the vocabulary term. Groups have 3 minutes to read over the definition and come up with an example to share with the class. Have the whole class participate.

## Refinement

If students are giving examples from only one type of activity, prompt them to consider a greater variety.

### Guiding questions for students:

- In what are other activities we can participate for health-related fitness or skill-related fitness?
- In what activities do you participate now?

### Student Choices/Differentiation

Give students a list of exercises to match with the correct vocabulary.

### What to Look For

Students can provide examples to explain or demonstrate their vocabulary terms.

## Instructional Task: Curl-Up Test

### ■ PRACTICE TASK

*Today, you will take the curl-up test from Fitnessgram. You took this test earlier in the year, so it should be familiar. You will use your results to determine your progress and also for fitness planning purposes.*

Have students pair up.

Partner A performs the curl-up test while Partner B watches for form. Once the Partner A students have completed the test, the Partner B students perform curl-ups while Partner A students watch for form.

Students record their scores.

## Refinement

Make sure students do not do the following:

- Lift their feet
- Let the head touch the ground between trials
- Use their elbows to push off the ground
- Have partners hold their feet

### Student Choices/Differentiation

Perform the assessment within stations.

### What to Look For

Students can identify proper and improper curl-up form.

### Curl-Up Form

- Head is down (touching floor or mat) and fingertips are touching strip.
- Knees are bent, heels touching ground.
- Finger pads slide across the strip and back as body curls up (shoulder blades off floor) and back down.
- Movement is in time with the CD cadence.

## Instructional Task: Fitness Station Review

### ■ PRACTICE TASK

Students gather in small groups and go to assigned stations to begin working. All groups rotate clockwise. The stations include activities for components of health-related and skill-related fitness. Students take their heart rates at each station.

# FITNESS ASSESSMENT AND PROGRAM PLANNING

Embed questions within the stations and at the end of the lesson to check for students' understanding of the fitness concepts.

This activity can be used as a pre-assessment of students' health-related and skill-related fitness knowledge.

## Health-Related Stations

- Jogging around the gym
- Jumping rope
- Push-ups or planks
- Walking lunges with a twist

## Skill-Related Stations

- Agility ladders
- Dot mat drills
- Sideways jumps
- Standing long jump

Music plays for 1 minute and 30 seconds and then pauses for 30 seconds. During the pause, students take and record their 15-second heart rates and rotate clockwise to the next station.

After rotating through the stations, students walk one lap around the station area to cool down. Then bring students in to stretch both the upper body and lower body (static stretching).

## Guiding questions for students:

- What health-related or skill-related fitness concepts are you working on at each station?
- What are the similarities and differences between health-related and skill-related fitness concepts?

---

**EMBEDDED OUTCOME: S3.H10.L1.** *Be sure to take and record your heart rate at each station.*

---

## Student Choices/Differentiation

- Some stations include choices (e.g., push-ups or modified push-ups; curl-ups or dead bugs; Pilates twists or medicine ball twists; lunges, body squats, or wall sits; rope jumping, jumping jacks, lap running, or running lines).
- All stations are for time at students' selected pace.

## What to Look For

- Students recognize the differences between health-related and skill-related fitness.
- Students can match the concepts and the exercises.

## Formal and Informal Assessments

- Heart-rate sheets
- Vocabulary sheets
- Curl-up test

## Closure

- Today, we reviewed health-related and skill-related fitness concepts and some fitness vocabulary. What did we assess when you took the curl-up test?
- What stations were more skill related than health related?
- You will continue to add to your fitness vocabulary. In the lessons that follow, you will assess fitness in a variety of ways as a check-in from your previous fitness testing and to create a good cardio and weight program for yourself using the FITT principle.
- Who can tell me what the acronym *FITT* stands for? We will be talking much more about it.

## Reflection

- Can students differentiate between fitness concepts?
- Can students provide examples of particular concepts (vocabulary)?
- Review curl-up tests results.

## Homework

Fill in the vocabulary sheet in the fitness section of the physical education binder.

## Resources

Virgilio, S.J. (2012). *Fitness education for children*. 2nd ed. Champaign, IL: Human Kinetics.

Internet keyword search: "FITT principle," "health-related fitness components," "Fitnessgram," "target heart rate"

## POSSIBLE VOCABULARY FOR VOCABULARY TASK

1. Cardiorespiratory endurance
2. Muscular strength
3. Muscular endurance
4. Body composition
5. Agility
6. Speed
7. Power
8. Balance
9. Coordination
10. Dynamic stretching
11. Static stretching
12. Aerobic
13. Anaerobic
14. Reaction time
15. Concentric action
16. Eccentric action
17. Fitness

From L.C. MacDonald, R.J. Doan, and S. Chepko, eds., 2018, *Lesson planning for high school physical education* (Reston, VA: SHAPE America; Champaign, IL: Human Kinetics).