

Physical Best: Physical Education for Lifelong Fitness and Health

## Get FITT

### Levels

- Middle school
- High school

### NATIONAL STANDARDS FOR K-12 PHYSICAL EDUCATION

- Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

### NATIONAL HEALTH EDUCATION STANDARDS

- Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

### Learning Objective

Students will work to improve their muscular fitness by trying a variety of exercises and making choices about how best to work at their own intensity level.

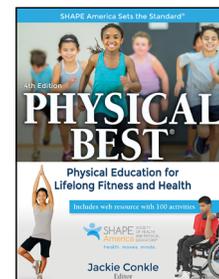
### Health-Related Fitness Components

- Muscular strength
- Muscular endurance

### Fitness Concepts

- Specificity
- Individuality

Lesson excerpted from *Physical Best: Physical Education for Lifelong Fitness and Health* by Jackie Conkle



2019

Book with online resources, activities and ancillaries.

376 pages

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### SHAPE America Sets the Standard™

For more than 130 years, SHAPE America has been setting the standard for effective health and physical education.

Our National Standards for K–12 Physical Education serve as the foundation for PE programs across the country, and our advocacy efforts have led to legislative victories for the health and physical education profession.

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Physical Best: *Physical Education for Lifelong Fitness and Health*

### Equipment

- Four cones
- Four poly spots
- Eight index cards indicating upper-body exercises
- Eight index cards indicating lower-body exercises
- Eight index cards indicating abdominal exercises
- Eight index cards indicating full-body exercises

### Reproducibles

- Get FITT Worksheet
- Get FITT Exercise Signs

### Duration

One class period

### Setup

- Set up the activity space using the four cones as boundaries.
- Place a poly spot to the inside of each cone (inside the space) and place the index cards on each poly spot so that one muscle group (upper, lower, abdominal, and full body) is on each spot.

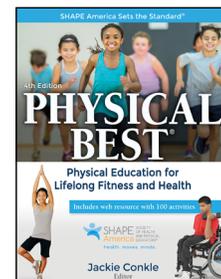
### Introduction of Concepts

Discuss how specificity and individuality are important health-related fitness concepts.

### Directions

1. Allow students to choose a partner with whom they can work well and instruct them to go to one of the four cones.
2. On your signal, one partner draws a card from the stack of exercises. After reading the instructions, this partner performs the indicated exercise.
3. The other partner runs three laps around the coned area—but only after the first partner reads and understands the card and begins the indicated exercise.
4. The partner performing the exercise continues doing so until the running partner completes three laps.

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5. The partners then switch roles and repeat. After returning the card to the bottom of the pile, they rotate clockwise to the next station.
6. The pair repeats steps 4 and 5 until they have completed their assessment sheet.

### Closure

Bring students together to discuss the FITT guidelines.

### Assessment

You can use the assessment sheet to help students keep track of heart rate as well as steps (if pedometers are used).

### Variation

- Allow students to do one set of the exercise indicated on the card and then rest briefly as needed while their partner completes the three laps of running.
- Students doing laps could also dribble a soccer ball or basketball.
- Instead of running laps, students could jump rope for cardiorespiratory fitness.

### Adaptation and Inclusion

- Exercise task cards could allow students a choice to help accommodate various skill levels (e.g., modified push-ups on knees, various numbers of repetitions).
- Instruct students to work according to their skill level and allow for a break between sets of repetitions while the other partner completes the three laps.
- Using pictures for task cards and numbering each station can promote students' independence.

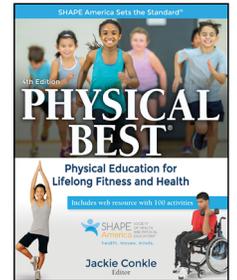
### Home Extension

Encourage students to go to a local fitness club and ask to interview a fitness trainer about the principle of specificity and creating full-body workouts.

### Teaching Tips

- Students can take their heart rate, record their results on the assessment page, and determine if they reached their target heart rate (THR).
- Students can use pedometers to track of their number steps throughout the activity.

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