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
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.
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.