

Fun, F.I.T.ness and Forever Strong

IHT Spirit Lesson | December | Teacher Guide

Stage 3: Learning Plan (Activity)

Lesson Goals:

The purpose of this lesson is for students to access and improve upon their personal fitness. Students will focus on 4 fitness components during this lesson (cardio respiratory endurance, muscular strength, muscular endurance and flexibility).

The goals of December's IHT lesson are for students to begin working with the FITT principle. Students will be introduced to this training principle through circuit training. Students will complete different exercises for each component within a workout. Students will also work recognizing the value of physical activity for health, enjoyment, challenge, and social interaction. The lesson will include different activities where students will be interacting with classmates in a positive way to promote kindness and positive classroom culture.

Students are empowered to be their best self. The lesson encourages positive and responsible social interactions and promotes a healthy lifestyle. Students are instructed on a standards-based lesson and encouraged to spread positive words and actions and improve their personal wellness. Students are challenged by choice and have the opportunity to self-monitor their own fitness.

Student Objectives:

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- S3M10: Identifies each of the components of the F.I.T.T principle for different types of physical activity.
- S3.M13: Defines resting heart rate and describes relationship to aerobic fitness.
- S3.M3: Participates in a variety of strength and endurance fitness activities.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- S5.M6: Demonstrates the importance of social interaction by helping others, encouraging others and supporting classmates.
- S5.M3: Generates positive strategies such as offering suggestions and providing possible solutions when faced with a group challenge.

Standards referenced are specific to Vermont. Refer to your state manual for the standards that apply to your state and grade level.

Instructor Notes and Set Up:

- Set up warm up games and circuit for students.
- Place a cone by each station that tells students how many reps they will be doing.
- On the whiteboard explain what the frequency, intensity, time and type for each time through.
- Explain the Ratings of Perceived exertion chart and how they want to be pushing themselves to get their heart rate up a little bit higher each time through.
- Break the students up into pairs and explain the benefits of completing a workout with a partner.
- Explain that after each time through the circuit students will be complete a wellness task focused on spreading kindness.
- Each time through the circuit they will have 3 min to complete as many stations as they can then they will break for a wellness task. Explain how we will bring our heart rates up and then back down and repeat.
- Inclusion: Students will modify activity, intensity, frequency based on needs.

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Warm-up:

- Students transition to a dynamic warm- up: jogging, high knees, butt kicks, shuffle, etc.
- Students come into class and complete a “do now” on the whiteboard.
- Students then group up in 4’s (2 partner pairs) for a cardio warm up. Each group has a set of cones numbered 1-6 on one side of the gym and a dice on the other. You roll the dice and run down to get the corresponding number cone on the other side of the gym. If you roll a number on your side that you all ready have you need to bring it back. First team to get all cones from one side of the gym to the other wins.
- Students then transition to a muscular strength and endurance core warm up. They will partner up with a bean bag and go back to back with a partner for 45 secs. They sit on the ground, lift their feet and hand the bean bag to their partner from side to side. Students they will transition to a plank position and hand the bean bag to their partner with each hand for 45 sec.

Main Activity:

Students will be focusing on the F.I.T.T principle in regards to circuit training. They will be completing a variety of exercises on the 4 different fitness components. Students will be getting their heart rates up for a round of the circuit and during their rest time they will complete a wellness activity focused around promoting a positive classroom environment.

Upon completion of each round please complete the following wellness task!

- **Round 1:** Frequency: Find 5 different people who you can give a compliment to!
- **Round 2:** Intensity: Empower a classmate by writing something nice about them on the whiteboard.
- **Round 3:** Time: Take 1 min to think about ways that you could spread kindness throughout the school.
- **Round 4:** Type: Tell your teacher about how you plan to make a positive impact on the school community. Write down why you are grateful for YOU. Instead of comparing yourself to others, give yourself credit for the big and small things that make you special and why you are grateful for those qualities.

Circuit: You do not need to include all activities.

1. Jump rope (15 times)
2. Hurdles (3 times)
3. Limbo (flexibility)
4. Medicine ball twists with partner (10)
5. Medicine Ball toss ups w/ Squats (6)
6. Box jumps (4)
7. Bosu- Plank position (30 secs)
8. Ladder in/ out/ 2 feet (2)
9. Step ups (7)
10. Bicep curl chest press (4)
11. Balance Tree pose on bosu (30 secs)
12. Mat gymnastic (stretch/ Roll) (30 secs)
13. Rope: hand over hand

Formation:

- Students come in and check the board for the “Do Now”
- Students transition to the black line for warm ups
- Students come to the whiteboard for instruction: crossfit circuit/ FITT principles
- Students pair up for first partner activity / warm- up game
- Students come back to center for cross fit circuit
- Students freeze after 3 min 1 min break. X 4 times.
- Students come back to center for closure.

Points of Emphasis:

- Partner activity: exhibiting responsible social behaviors
- Benefits of Circuit Training: improves muscular endurance and cardio/alternating between periods of work and rest.
- Fitness Components addressed
- Safety w/ equipment/ Form

- FITT Principle with training circuit
 - Frequency x 4
 - Intensity: level 4-5 RPE increase each round: body weight
 - Time: 3 min circuit : 1 : 30 rest.
 - Type: Muscular strength, cardio, muscular endurance, flexibility
 - Social/ Emotional: working with a partner, exhibiting responsible and positive social behaviors.

Equipment needed:

- Foam dice
- Cones with numbers
- Paper with directions for stations
- Various Exercise equipment : jump ropes, ladder, medicine balls, weights, etc.
- Music for workout/ motivation.

Assessment:

Plicker Self Assessment: Moving Safely, working with others.

Plicker : Knowledge :I can identify the the training principles for the FITT formula and how they affect fitness.

FITT is an acronym used to help create a fitness plan. FITT Stands for the except:

- Frequency
- Time
- Interval
- Type
- Intensity

What is the FITT principle?

How does the FITT principle relate to physical education class?

How does the FITT principle relate to physical activity out of school? How does giving someone a compliment make you feel?

How do you feel when you receive a compliment? How can we spread kindness throughout our school?

Modifications:

Teacher will pair students up based on students who work well together. Students will have the opportunity to take breaks throughout class. Students will also have the opportunity to move at their own pace through activity. Teacher will work individual groups who need further instruction. The lesson was created for grades 6-8 but activities can be modified for multiple levels.

Closure:

Students will come back to the white board for the last 5 min of class. Students will get their Plicker cards for exit questions. Students will self assess their performance and answer a fitness knowledge question. Students will share out their ideas on how to spread kindness throughout their day.