

S:3 H: 7 GLO: 9-12 FITT Principle

OKLAHOMA ACADEMIC STANDARDS: Physical Education

Source: http://www.k12.wa.us/HealthFitness/CBAs/MiddleSchool/MSFITT_Challenge.pdf

Objectives/ Student Targets	Equipment & Technology Needed:
Cognitive: The students will identify the pieces of the FITT principle as they relate to cardiorespiratory endurance.	Per Team: 1 hula hoop, cones, Activity Lists (page 4), FITT Cards (pgs 5-10), Large FITT Chart Solution (page 11)
Affective: The students will understand demonstrate sportsmanship and cooperative skills.	
Psychomotor: The students will demonstrate correct exercise protocol while rotating through a list of physical activities.	
Academic Vocabulary: Cardiorespiratory Endurance, Frequency, Intensity, Time, Technique	
Introduction / Anticipatory Set: Ask the students if they know what the FITT acronym stands for. (frequency, intensity, time, technique) How can you use the FITT principle for cardiovascular endurance in your fitness? Remind students to be aware of those around them and their space as they move through the stations. State the running path and when the runner may start. Organize posters, handout, and pencils out of the running path.	Classroom Layout: <ul style="list-style-type: none">● Gym● Hula hoop for each team located across gym opposite of team cone● Team lines up behind team cone● FITT Cards spread within each hoop● Handout titled FITT Chart Handout – administer after team chart is correctly completed – one per student● Large FITT Chart Solution behind each team line
Instant Activity: With the class, review correct protocol for crunches, push-ups, jumping jacks, mountain climbers, etc. Run through a few repetitions of each to make sure the class can correctly demonstrate the exercises.	
Fitness Development: Muscular Endurance and Muscular Strength will be developed as activity increases Body Composition and Cardiorespiratory Endurance will improve with daily activity Flexibility will improve through a daily dynamic warm-up and static stretching during the cool down.	

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Lesson Focus:

This activity is a team challenge which completes the FITT principle recommendation for cardiorespiratory endurance.

Each team member takes a turn and runs to the hula hoop; picks up one piece of the puzzle, returns and places on appropriate space on the large *FITT Chart Solution*. The teams will need to work together and discuss where it belongs on the large *FITT Chart Solution*.

- If a team member returns with a repeat or an incorrect card, the next member must return the card and select another card.

As one team member runs for the *FITT Card*, other team members are performing a physical task (using correct protocol): crunches, push-ups, jumping jacks, mountain climbers, etc.

When a team completes their large *FITT Chart Solution*, team will sit, raise a hand, and wait for teachers confirmation. If correct, the teacher provides each student with the *FITT Chart Handout* (refer to page 11) and pencils for them to complete. If teams were incorrect, teacher will prompt correct response(s), and the team will repeat the process until *FITT Chart Solution* is correct. (Teacher response might include “Check your intensity.”)

Assessment/Closure:

- 1) Each team will collaborate and share answers to the questions on the FITT Chart Handout. How can you use the FITT principle for cardiorespiratory endurance in your fitness goals?
- 2) Team will agree on a common response and select a spokesperson to share with the large group.
- 3) Teacher will call on selected spokesperson to share their group response to the class.
- 4) Team captains collect team member worksheets and pencils and deliver to teacher.

Teaching Cues:

Eyes up, watch out
Take turns
Check your intensity

Modifications:

Vary travel to hula hoop (dribble during basketball unit, etc.)

Tasks may change or increase in difficulty (BOSU push-ups, stability ball sit-ups, jump rope, etc.)