



## Fitness Unit

This unit helps students distinguish sedentary, moderately active and active lifestyles and identify the components of health related fitness potentially targeted within each. Students participate in differently leveled activities and note how their bodies feel in each. The goal is for them to pinpoint which activity level they fall within most days of the week. (Varying the types of activity so all health related components of fitness are covered weekly is also a good ideal.) With this information as well as age and gender, they can identify daily amounts. (Objectives may overlap among lessons to reinforce content and skills.)

ACTIVITY	DESCRIPTION	OBJECTIVES
<b>Finding Your Pulse; Using the Pulse Card Lesson</b>	Students practice finding and counting their resting pulse at the wrist and neck. Discussion questions help students form a working definition for the word pulse and explain why it increases with activity. Students also explore physical activity levels and components of health related fitness.	<ul style="list-style-type: none"> <li>• Each student will locate and explain target heart rate.</li> <li>• Each student will integrate indicators for Sedentary, Moderately Active, and Vigorously Active physical activity levels with the FITT formula.</li> <li>• Each student will point out lifetime activities which improve components of fitness: cardiorespiratory endurance, muscular endurance, muscular strength and flexibility.</li> </ul>
<b>Food Pyramid Relay</b>	In relay teams, students race to the opposite end zone of the play space, place their food card in the correct food group on the pyramid and race back.	<ul style="list-style-type: none"> <li>• Each student will distinguish lifetime activities which improve the cardiorespiratory endurance component of health-related physical fitness.</li> </ul>
<b>Heart Parts Activity</b>	In teams of four, students wear jerseys with different chambers of the heart colored. When the teacher calls a chamber of the heart, students wearing that chamber run to the opposite end zone of the play space dodging paramedics trying to tag them.	<ul style="list-style-type: none"> <li>• Each student will critique etiquette and application of rules and procedures.</li> <li>• Each student will integrate cooperation during non-competitive activities.</li> </ul>
<b>Carbon Snatcher Activity</b>	In teams of three, students wear belts. The red belts represent oxygen; the blue belt represents carbon. The red belt marked "LEAD" is the chaser and the other two teammates are dodgers. The LEAD oxygen pulls the oxygen and carbon flags from his/her teammates to make carbon dioxide.	

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<b>Falling Fork Activity</b>	In teams of seven, six students wear food group badges. One student is IT holding a fork upright against the floor. When IT names a food group, the student wearing that badge attempts to catch the fork before it falls to the ground. If the student succeeds, he becomes the new IT.	<ul style="list-style-type: none"> <li>• Each student will distinguish lifetime activities which improve the muscular endurance component of health-related physical fitness.</li> <li>• Each student will critique etiquette and application of rules and procedures.</li> <li>• Each student will integrate cooperation during non-competitive activities.</li> </ul>
<b>How's Your Breathing? Activity</b>	In relay teams, students walk, skip and run backwards in three rounds. The catch...they can only breathe through a straw. If it gets difficult to breath, they must slow down. It simulates how much harder the heart has to work when one lacks endurance due to inactivity.	<ul style="list-style-type: none"> <li>• Each student will distinguish lifetime activities which improve the cardiorespiratory endurance component of health-related physical fitness.</li> <li>• Each student will critique etiquette and application of rules and procedures.</li> <li>• Each student will describe ways to reduce non-communicable disease.</li> </ul>
<b>Estimated Calorie Requirements &amp; Daily Amounts Lesson</b>	Once students have a sense of how their body feels in each of the physical activity levels, they can gauge their activity most days a week to cross reference daily amounts.	<ul style="list-style-type: none"> <li>• Each student will draw conclusions from a food journal for missing nutrients and select foods to fill gaps.</li> <li>• Each student will describe ways to reduce risks of non-communicable disease.</li> </ul>