

FITNESS FOUNDATIONS

*A COMPREHENSIVE APPROACH TO
DEVELOPING LIFE-LONG FITNESS HABITS*

A CURRICULUM GUIDE FOR SECONDARY PHYSICAL EDUCATORS



By Kristi Lund

2nd Edition

TESTIMONIALS

"I have had the opportunity to teach Ms. Lund's Fitness Foundations curriculum at Kuna High School. It is an interactive academic curriculum that puts concepts learned into action. The curriculum is fun to teach because it puts students on a pathway to discovery. Concepts are introduced, explored through fun activities and workouts, and then students reflect on their experience to apply the concepts personally. In Fitness Foundations, students are not learning about physical education, they are becoming physically educated! It is interactive, fun, personally applicable and the concepts make sense. It is a quality physical education curriculum."

~ Monique Smart, Physical Education Teacher, Kuna High School

"In today's educational climate, teachers are challenged with teaching their subject matter well while engaging students in the classroom and providing them with 21st century skills that will enable them to succeed throughout their life. Physical education teachers have been put to the task of becoming literacy and math teachers. This task can be challenging. However the Fitness Foundations curriculum, written by Ms. Lund, provides a way for physical education teachers to accomplish this. While teaching this curriculum in my classroom, students were learning new educational concepts while being physically active and engaged throughout the entire class time. This well thought out curriculum provides a unique experience for students to learn vital fitness skills and then puts them in the drivers seat and teaches them to apply those skills. Ms. Lund has also found ways to implement common core learning into the lesson plans and units. Her curriculum transforms the ordinary PE classroom into an educational PE environment that raises classroom expectations and teaches valuable 21 century skills."

~ Heidi Graham, M. Ed., Physical Education Department Head, Blackfoot High School, Head Cross Country Coach, Head Track and Field Coach

"When Ms. Lund asked me to try her curriculum out with my students I was honored. I believe that this curriculum gets at the heart of what kids should be learning in P.E. My experience implementing this at Canyon Springs High School, an alternative school for at-risk youth, has been phenomenal. The lessons are organized in a student-friendly manner that progresses smoothly and maximizes retention; it is also extremely easy to follow as an educator. I don't have a lot of space or equipment to work with at my school, but that hasn't been a problem. The lessons allow for flexibility and it was easy to make the lessons work with my limited resources. Daily lessons teach children the basics they need to know to lead a healthy, active life full of recreation and leisure. I love how the focus is on what the kids need to know; there is no wasted time. My students loved the activities and have been very successful retaining the information. Some of the students have even stated that they have helped a parent or a loved one to become more active and make better nutritional decisions at home. This curriculum inspires greatness and shows what quality physical education should look like in any high school setting."

~ Dani Schwalbe, Physical Education Teacher, Canyon Springs High School

"My fourteen year old son has been going to the gym several times a week for the last year. Despite our best efforts, he has spent more time playing on the machines than working out. After our son took Ms. Lund's Fitness Foundations class I noticed a change. He built his own workout program in class and now uses this program at the gym. Thank you for helping him understand his body and how he can get the results he wants!"

~ Karen Merkely, Parent, Kuna High School

"As a parent of a daughter with limited physical movement in her legs, going to any form of P.E class was a daily battle until last year. My child was enrolled in Ms. Lund's Fitness Foundations class and actually enjoyed moving! My daughter would go to class, do the stretching and then was able to adapt what the class was doing to her abilities. She didn't feel left out of the activities because she got to wear a pedometer while walking. At dinner, our family would hear about what we should be eating and why we should be eating it. By the end of the semester, there was a marked improvement in my child's ability to walk and do other activities. I completely give Ms. Lund and her curriculum full credit for improving my child's life."

~ Sherrie Feist, Parent, Kuna High School

INTRODUCTION

Fitness Foundations is a course designed to develop a foundation of knowledge and skills that teaches students how to develop and maintain fitness throughout their lives. Students will learn how to take responsibility for their personal fitness and will be provided with the tools they need to assess fitness and create goals, acquire skills to properly exercise and monitor themselves, develop sound nutrition habits, and design and implement a personal program of exercise. An emphasis is placed upon the significance of how an active, healthy lifestyle improves a person's quality of life. The lessons present a way for teachers to provide students with concepts-based activities that are focused on student learning targets and develop literacy about fitness.

The lessons in this curriculum are based on a 90 minute block schedule and the course lasts for one semester. If you are on a different schedule, such as a daily 45 min class, you might select one day of the week to be a classroom day where you can teach the content, and then apply it in the gym throughout the rest of the week. The teacher may take freedoms with this curriculum, as the lesson activities do not need to be set in stone. They are simply activities that I have tried in multiple different ways over the years and found that they worked best for me and got the concepts across in a way that I felt students could understand. If there are equipment limitations for certain lessons, the teacher can simply use a similar activity using what is available. I would strongly encourage you to purchase a set of nutrition cards for use in Unit 4. Focused Fitness has an excellent product available that I've used and they are fantastic! The cards are laminated and display pictures of foods from all food groups, as well as a simplified nutrition label for each food item. A person can purchase nutrition cards by visiting the following link:

<https://www.focusedfitness.org/curriculum/five-for-life/nutrition-curriculum/information-cards-and-nutrition-cubes>

Prior to beginning the lessons, a comprehensive cognitive pre-test is given to assess how much students know coming into this class. The same exam will be given as a post-test at the end of the course to measure student improvement in their understanding of the academic content. Students will also assess their fitness levels at the beginning and end of this course to track changes in their fitness and health as well as evaluate the effectiveness of the goal-setting process.

This curriculum is broken down into four units, with parts of the Personal Exercise Program woven throughout each unit. Each unit contains 8-10 lessons and concludes with a written test. There are accompanying fill-in-the-blank handouts for each unit which students keep in a portfolio to keep track of information given in lectures. PowerPoints are provided on the resource CD to guide the lectures as students fill in their handouts. There are in-class assignments within each unit used to reinforce concepts during activity as well as to assess student understanding. The content spirals down from beginning to end of this curriculum with every concept building one upon the other. What students learn in one unit is completely applicable to the next and culminates in their independence.

Following is a description of each unit:

Unit 1: Introduction to Fitness

The overall focus of this unit is for students to learn the five health-related fitness components, assess their fitness level for each component, and interpret what their scores and fitness ratings say about their health status. The benefits of activity and the consequences of inactivity are clearly defined for each fitness component so that students understand why their fitness matters. Students will also learn how to construct well-written SMART goals for each fitness test

so that they have something to strive for at the end of the semester. Students will complete the first piece of their Personal Exercise Program, the Fitness Pre-Test Evaluation, which includes all of their scores, ratings, health indicators, SMART goals, and reflection questions.

Unit 2: Planning for Safe and Effective Exercise

The purpose of this unit is to set the foundation for students as they look forward to creating their own Personal Exercise Program. During Unit 2, students will learn how to be prepared for exercise in terms of proper dress for all environments, injury prevention and management, and proceeding through an exercise session with all of the proper components of warm up, workout, cool down, and stretching. The training principles of overload, progression, specificity, and rest and recovery will be presented under the umbrella of the FITT principle (frequency, intensity, time, type) and how they relate to each part of FITT. Students will have the opportunity to see these principles in action so that they understand how to make their programs effective toward the goal of improving their fitness levels. With respect to the Personal Exercise Program, students should be able to construct a warm up routine that they will use each day of their weekly workouts during Unit 4. A discussion of the purpose of a cool down and timing of a stretching routine will take place so that students are prepared to incorporate those activities at the end of their workouts. During Unit 3 students will learn stretches for each major muscle of the body to include in their stretch routines.

Unit 3: Types of Training

Unit 3 is the official meat and potatoes of this curriculum. In it, students will learn how to train for and improve each health-related fitness component that they assessed at the beginning of the semester. Detailed FITT Guidelines will be presented for each component. Flexibility is taught first because, as each muscle group is presented throughout this unit, students will learn different stretches that they can use for those muscles. Students will also apply what they learned about cardiorespiratory fitness and the five intensity levels by learning how to train for aerobic and anaerobic fitness. The next goal is for students to be able to identify and perform resistance training exercises for every major muscle in the body. Each lesson gives students an opportunity to record options for their preferred cardio and resistance training activities on the Exercise Selection page in the Personal Exercise Program. As an outcome of this unit, students should now be able to organize their weekly workouts in accordance with the training principles learned in Unit 2. All workouts will be performed in Unit 4.

Unit 4: Nutrition

The final unit of this curriculum focuses on guiding students through the basics of good nutrition. Students will learn the functions of each of the 6 classes of nutrients and then practice making food choices to match the characteristics of a healthy diet (balance, moderation, variety). I also challenge students to think about how they are feeding themselves surrounding workouts and introduce the idea of nutrient timing. While nutrient timing is not the end-all be-all of fitness, it is certainly worth helping students understand that they need to give their bodies what they need to build muscle and recover from workouts. Proper hydration is also addressed with an emphasis on the merits of drinking water. Energy balance is the final piece of this unit where students will have the opportunity to make comparisons between the calories they consume and the calories they burn and then make inferences as to how that can affect body composition. Students are executing their own planned workouts from their Personal Exercise Program during this unit. They are responsible for monitoring their heart rate, weight lifted, and addressing all parts of a properly structured exercise session. Students should continually measure the appropriateness of their weekly workouts by referring to the FITT guidelines.

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