

COURSE: Health	GRADE(S): 6 th Grade
UNIT: Fitness	TIMEFRAME: 9 Lessons

NATIONAL Health Education STANDARDS:

STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

STANDARD 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

STANDARD 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

STANDARD 8: Students will demonstrate the ability to advocate for personal, family and community health.

STATE STANDARDS:

10.3. Safety and Injury Prevention
 10.3.6.D. Analyze the role of individual responsibility for safety during physical activity.

10.4. Physical Activity
 10.4.6.A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
 10.4.6.B. Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.

10.5. Concepts, Principles, and Strategies of Movement
 10.5.6.D. Describe and apply the principles of exercise to the components of health-related and skill-related fitness.

Reading Assessment Anchors:

R6.A.2.1 Understand nonfiction appropriate to grade level.
 R6.A.2.1 Identify and apply the meaning of vocabulary in nonfiction.
 R6.A.2.3 Make inferences, draw conclusions, and make generalizations based on text.
 R6.A.2.4 Identify and explain main ideas and relevant details.

R6.B.3 Identify and interpret concepts and organization of non-fictional text.
 R6.B.3.2 Distinguish between essential and nonessential information within or between text.

UNIT OBJECTIVES:

Explain what it means to be fit.

CONTENT:

- I. What is Fitness
 - What does being *fit* mean?
 - o Totally Fit: Able to handle physical, mental, emotional and social day-to-day challenges without feeling exhausted.
 - Good physical fitness is a part of total fitness.
 - The word physical is "of the body." The basis of physical fitness is a healthy body.
 - Being totally fit gives you physical, social, emotional and mental benefits.

Identify the benefits of fitness.

Define categories of exercise and components of fitness.

II. Benefits of fitness

- o Increases energy (physical)
- o Sharpens alertness (mental)
- o Lowers blood pressure (physical)
- o Increases self-esteem (mental and emotional)
- o Provides opportunities to meet new people (social)
- o Reduces stress (mental and emotional)
- o Improves muscle tone (physical)
- o Provides opportunities to share common goals (social)
- o Strengthens heart (physical)

III. Fitness Concepts

- Two categories of exercises
 - o Aerobic exercise – nonstop, repetitive, vigorous exercise that increases breathing and heartbeat rates (examples are swimming, running, and cross country skiing).
 - o Anaerobic exercise – involves great bursts of energy in which the muscles work hard to produce energy examples are gymnastics, push-ups and sprinting).
- Components of Fitness
 - o Muscular strength: The most weight you can lift or the most force you can exert at one time. The ability of your muscle to exert force; e.g. standing broad jump.
 - o Muscular endurance: The ability of your muscles to exert force over time without becoming overly tired; e.g. raking leaves.
 - o Flexibility: Your ability to move within the range of motion for each joint. People with good flexibility can bend, stretch, and turn their bodies easily; e.g. sit and reach test.
 - o Cardio respiratory Endurance: How effectively your heart and lungs work during exercise and how quickly they return to normal after exercise. Your power to move your whole body over time; e.g. jumping rope, running, walking.
 - o Body Composition: The proportion of body fat in comparison with lean body tissue, such as, muscle and bone.

Design an exercise program, which incorporates the basic principles of fitness.

- F.I.T.T Principle
 - o Frequency
 - o Intensity
 - o Time
 - o Type
 - Frequency: How often a person exercises. (The number of days per week; e. g. Three to five times per week).
 - Intensity: How hard a person exercises. The amount of energy you use when you exercise (measured by heart rate, breathing, and sweating)
 - Heart Rate: The number of times your heart beats per minute.
 - Target Heart Rate: The rate at which you get the most benefits out of exercise.
 - Time: How long a person exercises (e.g. At least 30 minutes for heart and lung benefits).
 - Type: What type of exercise a person does (e.g. running, biking, sit-ups, push-ups, weight training).

IV. Planning a Fitness Program

- Safety First
- Follow safety tips to keep risk during exercise at a minimum. Better safe than sorry.
 - o Choose a safe place to exercise.
 - o Choose a safe time to exercise.
 - o Choose proper, loose -fitting clothing.
 - o Wear light colored and reflective clothing at dusk or night.
 - o Drink plenty of fluids.
 - o Begin exercise by warming up and end with cooling down.
 - o Never exercise when injured.
 - Setting Your Fitness Goals
 - o Identify a realistic goal.
 - o Create a clear goal statement based on your current fitness level.
 - o Set a specific plan for reaching your goal.
 - o Evaluate and reflect on actions.
 - Choosing the right exercise
 - o To improve your heart and lung endurance, flexibility and body

composition, you need to do aerobic exercise (vigorous exercise that gives your heart and lungs a workout).

- o For muscular strength, you need to do anaerobic exercise (intense, short bursts of activity).
- o For muscular endurance, you should have a program that is part aerobic and part anaerobic.

- Three stages of an exercise program:

- o The warm-up
- o The workout
- o The cool-down.
 - Stage 1: The Warm-up: A period of mild exercise that gets your body ready for vigorous exercise. Warm-up should be about 5 to 10 minutes (including a slowed down version of your planned activity). If planning to run, walk first. Hold each stretch for 10 to 20 seconds.
 - Stage 2: The Workout: (Refer to FITT Principle) Duration is up to the individual. At least 30 minutes for heart and lung benefits. Must start slow and increase time as you become fit. New exerciser must start with a few minutes and gradually increase their time.
 - Stage 3: The Cool-down: A period of gentle exercise that gets your body ready to stop exercising. The best way to cool down is to continue the motions of the workout stage at a slower and slower pace. Example, if jogging, jog slower then walk. Also stretch in the cool-down (may use the same stretch as in the warm-up). Cool down should last five to ten minutes.

V. Checking your progress

- You may see positive changes:

- o feel better
- o sleep better
- o have more energy
- o weight loss
 - After a while you may have less fat and more muscle, you may weigh more because muscle tissue is heavier than fat tissue, but you will look trimmer.
- o Feel more confident
- o Resting heart rate may be lower. A resting heart rate, lower than 72 beats per minutes indicates a healthy level of fitness.

<p>ACTIVITIES:</p> <p>Journal Entries: Daily entries on journal questions. <i>Examples:</i></p> <ul style="list-style-type: none"> ✧ Do you tire easily from physical activities? ✧ Do you run out of steam before your friend does? <p>(Interpersonal Communication)</p> <p>Lecture and discussion on the definition and benefits of fitness and the difference between aerobic and anaerobic. (Interpersonal Communication)</p> <p>Group Work: Components of fitness: In a group, match the word with the definition for each component of fitness. When all group members agree, ask the teacher if the definitions are correct and copy on worksheet for components of fitness. (Interpersonal Communication)</p> <p>Jigsaw: Students in a group each complete a worksheet on one component of fitness. Then all the students with similar components form a new group to check their answers. Students report back to their original group to share information on all components of fitness. (Interpersonal Communication)</p> <p>Project: Students will develop a FITT Plan. The plan must include both aerobic and anaerobic exercises. From the plan they will develop a chart for a four day exercise program. The chart will include the frequency, intensity, time, type and components of fitness. Also a daily plan, which will include warm-up, the workout and the cool-down. The students will then identify the benefits they expect to receive from their program and why they chose the activities for their workout. (Decision Making/Goal Setting)</p> <p><i>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</i></p> <p>RESOURCES:</p> <p>McGraw Hill Company (2006) Retrieved on July 12, 2006 from: http://www.glencoe.com/sites/pennsylvania/teacher/health_fitness/index.html</p>	<p>ASSESSMENTS:</p> <p>In a one page paper define fitness, explain the difference between aerobic and anaerobic exercise, give examples of each and list at least four benefits of fitness.</p> <p>Students score a 70% or more on a teacher designed fitness quiz.</p> <p>Given a rubric, students will complete a FITT plan which includes a chart of the FITT plan and the components of fitness, a daily plan for each day of activity, the benefits of fitness and why they chose their activities.</p> <p>REMEDIATION:</p> <p>Re-test Test adaptation Handouts accompanying class notes Meet with teacher to discuss and review materials Peer teaching Additional Time</p> <p>ENRICHMENT:</p> <p>Research web sites for added information on fitness.</p> <p>Perform the workout created in the FITT plan and analyze their performance in a one page paper.</p> <p>Volunteer to peer teach.</p> <p><i>Supplemental Reading:</i></p> <p>"Exercise is Fun!", By Tamara Green Gareth Stevens Publishing</p> <p>"Join the Total Fitness Gang", by Caroline Glibbery Gareth Stevens Publishing</p>

Health Teacher (1999-2006)
Retrieved on July 12, 2006 from:
<http://www.healthteacher.com>

Pennsylvania Department of Health (2006)
Retrieved on July 12, 2006 from:
<http://www.health.state.pa.us>

- Teen Health by McGraw Hill, pp. 230 – 257
- Totally Awesome Health by Meeks Heit, pp. 397-419