



**PHYSICAL FITNESS AND WELL-BEING**

**CHAPTER 11  
DEVELOPING PHYSICAL FITNESS**

**Learning Expectations**

PFV.01 demonstrate an ability to help others develop and implement personal health-related fitness plans

PF1.02 analyze the results of physical fitness appraisals

**CONTENTS**

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|--|--|
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| 3. Design a Fitness Circuit                                | 4. Design a Circuit for a PE Class                                   |
| 4. Choreograph and Lead a Step Aerobics Sequence           | 5. Choreograph and Lead a Step Aerobics Sequence                     |
| 5. Evaluate a Home-Use Fitness Video or a Fitness Facility | 6. Evaluate a Home-Use Fitness Video or a Fitness Facility           |
| 6. Evaluate a Fitness/Wellness Website                     | 7. Evaluate a Fitness/Wellness Website                               |





## TOPIC 1 Fitness Terminology

### Objective

Students will expand their knowledge of fitness terminology.

### Materials

One set of index cards per group

|                                 |   |
|---------------------------------|---|
| <p><b>HEALTH</b></p>            | <p>Not merely the absence of disease, but the ability to live life to the fullest, with zest and energy and the ability to cope with emergencies</p>  |
| <p><b>PHYSICAL ACTIVITY</b></p> | <p>Any bodily movement produced by skeletal muscles and resulting in energy expenditure</p>   |
| <p><b>PHYSICAL FITNESS</b></p>  | <p>A set of attributes that are either health related (cardiorespiratory fitness, strength, flexibility, muscular endurance, body composition) or skill related (balance, reaction time, coordination, agility, speed, power)</p> |
| <p><b>EXERCISE</b></p>          | <p>Planned, structured physical activities designed to maintain or improve fitness</p>  |
| <p><b>AEROBIC FITNESS</b></p>   | <p>The ability of the heart and respiratory system to supply oxygen and nutrients to working muscles and take away waste products</p>   |





|                        |   |
|------------------------|---|
| <b>ParticipACTION</b>  | A fitness promotion campaign that emphasizes strenuous activity three times a week for at least 20 minutes each time  |
| <b>DPA</b>             | At least 20 minutes of planned, progressive physical activity every school day  |
| <b>ACTIVE LIVING</b>   | A way of life in which physical activity is valued and integrated into daily life: the nature, form, frequency, and intensity is relative to each person's ability, needs, aspirations, and environment |
| <b>VITALITY</b>        | An integrated approach to healthy living that emphasizes healthy eating, active living, and positive self- and body image   |
| <b>WELLNESS</b>        | A current term, more often used by non-traditional medical practitioners, that focuses on proactive and preventive actions to improve total health status   |
| <b>HOLISTIC HEALTH</b> | The belief that physical, mental, and spiritual aspects of health are equally important parts of total health   |
| <b>OSTEOPOROSIS</b>    | Loss of bone density due to age, lack of dietary calcium, and lack of weight-bearing activities, which increases likelihood of stress and hip fractures   |





|  |  |
|--|--|
| <p><b>FITT</b></p>                         | <p>A mnemonic helpful in exercise prescription</p>   |
| <p><b>SOUND MIND IN A HEALTHY BODY</b></p> | <p>Philosophy of Greek civilization</p>  |
| <p><b>INCLUSION</b></p>                    | <p>Goal of making all activities available to everyone regardless of abilities or barriers</p>                   |
| <p><b>SARCOPENIA</b></p>                   | <p>Loss of muscle mass associated with old age. Preventable and treatable</p>                                    |
| <p><b>METABOLIC FITNESS</b></p>            | <p>Health factors improved by regular exercise (e.g., blood pressure, cholesterol levels, blood sugar level)</p> |
| <p><b>SEDENTARY LIFESTYLE</b></p>          | <p>Characterized by or requiring much sitting or little activity.</p>  |

**Action Plan**

1. Assign reading of Chapter 11.
2. Divide the class into three or four groups. Give each group a shuffled set of index cards. On the



signal, students match the terms with the definitions. Reward the winning team. Students complete the exercise (Activity 1) in their workbooks.

3. Students match terms to scenarios (Student Workbook Activity 2).

### Answer Key

| TERM                | EXAMPLE:   |
|---------------------|--|
| sarcopenia          | Mrs. McKay, age 86, is mentally alert but can no longer push a vacuum cleaner or carry her laundry basket.   |
| active living       | Mr. Jones gets plenty of exercise by working in his award-winning vegetable garden, mowing his lawn, and raking leaves.  |
| participACTION      | Adam goes to his fitness club three times a week, where he jogs on the treadmill for 20 minutes and completes a resistance training program.   |
| inclusion           | Mark lost the use of his legs in a motorcycle accident four years ago but plays on a sledge hockey team and has tried wheelchair basketball.   |
| vitality            | Julia is an active teenager who eats a healthy variety and amount of food and is happy with her body.  |
| holistic health     | Evan finds that the weekly yoga class he has started to attend has improved his flexibility and balance. He also feels calmer and clearer in his decision making. The opportunity to meditate has enabled him to become more aware of his needs and goals. |
| sedentary lifestyle | With school, homework, and her part-time receptionist job to schedule, Carol finds that she has very little "free time" to pursue her hobbies of sewing, knitting, and solving crossword puzzles.  |
| DPA                 | Students at Ellesmere P.S. have physical education every day. Sometimes it's a whole 45-minute class; on other days it's a 20-minute "fitness blast" or outdoor active game.   |
| exercise            | Mr. Hughes hired Geraldo, a personal trainer, on his doctor's orders. Geraldo has put together a progressive program of cardio and resistance training to improve Mr. Hughes' fitness level.   |
| metabolic fitness   | Dr. Adams was very pleased with Mrs. Jewell's newest test results, which showed lowered blood pressure and blood cholesterol since she started walking in her neighbourhood for 45 minutes every day.  |
| osteoporosis        | Rachel's bone scan showed increased bone density since she started taking calcium supplements and switched from swimming to walking for exercise.  |
| aerobic fitness     | Susannah can jog for 35 minutes without getting short of breath.   |
| wellness            | Dr. Waslicki, DC, and his staff take the time to talk to patients about their concerns and offer preventive treatments such as spinal adjustments and massage. They produce a regular newsletter with suggestions for improving one's health.              |





## TOPIC 2 FITT Parameters for Exercise Prescription

### Objective

Students will collect all the information about the FITT parameters for exercise prescription into a graphic organizer. This will aid them in helping their clients design a fitness program.

### Materials

Overhead:

- OH 1 Exercise Prescription

### Action Plan

Working in pairs, students will perform research using the textbook to complete the table on the overhead.



## OH 1: Exercise Prescription

## EXERCISE PRESCRIPTION

**Instructions:** Complete the chart with the information you would give a client when designing a program to improve fitness.

|                              | <b>Cardio-respiratory Fitness</b>  | <b>Flexibility</b>   | <b>Muscular Strength</b>   | <b>Muscular Endurance</b>   |
|------------------------------|--|--|--|---|
| <b>F</b><br><b>Frequency</b> | 3 times a week   | <ul style="list-style-type: none"> <li>• No limit</li> <li>• Spend as much time as you can</li> </ul>  | Allow >48 hours recovery time between workouts   | 3 to 5 times a week   |
| <b>I</b><br><b>Intensity</b> | Within your own target heart rate zone (60% to 85% of maximum heart rate)  | Stretch to the point of muscle tension without pain  | Select a resistance that you can move no more than 8 times (reach muscle failure)  | Select a resistance that you can move 20 to 30 times  |
| <b>T</b><br><b>Time</b>      | 20 to 30 minutes a day (10-minute episodes are okay for beginners)   | Hold each stretch for 20 to 60 seconds   | Varies depending on # of exercises, # of sets  | Varies depending on # of exercises, # of sets, length of class  |
| <b>T</b><br><b>Type</b>      | Any total body activity: <ul style="list-style-type: none"> <li>• brisk walking</li> <li>• jogging</li> <li>• cycling</li> <li>• swimming</li> <li>• paddling</li> <li>• cross-country skiing</li> <li>• aerobics</li> </ul> | <ul style="list-style-type: none"> <li>• Slow static stretching of target joints in safe directions</li> <li>• Active and passive</li> <li>• Both sides</li> </ul> | <ul style="list-style-type: none"> <li>• Body weight</li> <li>• Free weights</li> <li>• Machines</li> <li>• Medicine ball</li> </ul> | <ul style="list-style-type: none"> <li>• Body weight</li> <li>• Free weights</li> <li>• Machines</li> </ul> |





### TOPIC 3 Design a Fitness Circuit

#### Objective

1. Students will plan and lead a fitness circuit.
2. Students will choreograph a short aerobics sequence and teach it to the class.
3. Students will develop their ability to evaluate commercial and community fitness resources.
4. Students will become more discerning in their use of the Internet as a resource.

#### Materials

1. Overheads:
  - OH 2 Fitness Circuit Layout
  - OH 3 Fitness Circuit Checklist
2. CD of music for step aerobics
3. One step for each student
4. Step Aerobics Leadership Assessment
5. Assessment Checklist for a Website

#### Action Plan

1. Students will use the text and other resources to select exercises to be performed at the stations.
2. Students will
  - decide on the focus (e.g., muscular endurance, power, strength, flexibility)
  - decide on the number of stations
  - decide on the length of time at each station
  - decide on the amount of cardiorespiratory training that will be incorporated
3. Students should
  - alternate exercises for different body areas
  - use music for energizing
  - time the rotations
  - create informative signs
  - use a variety of equipment

