MOVING AHEAD WITH FITNESS IN PHYS. ED.
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Introduction

This resource is designed to give teachers the background knowledge and skills to integrate fitness into their daily physical education instruction. The approach used encourages students to take personal responsibility for maintaining and improving their health-related fitness level as well as some components of their skill-related fitness. The resource aligns with outcomes in the Ministry of Education’s Physical Education curricula and can support students in learning the key skills and understandings needed to set personal fitness goals and work towards them.

Using the resource

This resource consists of a written resource, wall posters, an instructional DVD, and an audio CD.

It is recommended that teachers consult the Provincial Physical Education Curricula and review the text resource to give them the background information they will need to incorporate fitness into daily instruction. Student worksheets are imbedded in the written resource. These worksheets can be used in conjunction with the fitness appraisals to engage students in goal setting and monitoring their fitness levels. The text resource identifies links to the grade specific outcomes for the grade 6 to 9 Physical Education Curricula.

It is best if teachers slowly introduce students to the dynamic warm-up and circuit exercises found on the DVD. The circuit training posters will serve as a quick reminder of how to do the circuit exercises. Once the students have become comfortable with the exercises, the teacher or students can select specific stations to use at the beginning of class to support particular fitness goals. Fitness is not a unit to be completed in a period of time but is an integral part of every physical education lesson.

The written resource concludes with an example of a culminating activity to celebrate the improved fitness levels of students. Individual schools or groups of schools can host a “Fitness-a-thon.” The idea of a “Fitness-a-thon” can be introduced early in the school year and students can work towards it. All students, regardless of the fitness levels, will experience growth and look forward to this celebration.

NOTE: A complete set of colour, laminated posters can be purchased from the Saskatchewan Physical Education Association (SPEA). For more information, go to www.speaonline.ca
Health-related components of physical fitness

Health-related fitness is important for overall well-being and also supports skillful and enjoyable participation in a variety of movement activities. Keeping the body fit for health incorporates the following components:

**Cardiovascular Endurance** - the ability of your heart and lungs to efficiently transport oxygen to exercising muscles (also referred to as aerobic fitness). Endurance is the ability to perform bouts of exercise or work without fatigue.

Benefits of improving cardiovascular endurance:
- Weight management
- Prevention of heart disease
- Stronger bones
- Improved ability to carry out daily tasks with alertness and vigor.

**Flexibility** - the range of motion around a joint.

Benefits of improving flexibility:
- Decreased muscle tension
- The ability to move with greater ease
- Decreased sore muscles.

Types of stretching:
- **Static Stretch** – a sustained stretch that is held for 10 to 30 seconds.
- **Dynamic Stretch** – moving quickly and using momentum to produce a stretch; often used in preparation for sports movements.
- **Passive Stretch** – moving through the range of movement with no contribution by the participant. This form of stretching generally involves a partner.

**Muscular Endurance** - the ability of the muscle to repeatedly contract without fatigue.

**Muscular Strength** - the maximum pulling force of a muscle against a resistance.

Benefits of improving muscular endurance and strength:
- Prevention of muscular injury
- Enhanced ability to perform physical skills in leisure activity and sports.
Skill-related components of physical fitness

A skill is the ability to do something efficiently and well. Skills are developed through practice over time. Skill-related physical fitness consists of those components of physical fitness that have a relationship with enhanced performance of motor skills. The components are commonly defined as agility, balance, coordination, power, reaction time, and speed.

**Agility** - the ability to perform a series of explosive power movements in rapid succession in opposing directions (e.g., zigzag running or cutting movements).

**Balance** - the ability to control the body’s position, either stationary (e.g., a handstand) or while moving (e.g., a cartwheel).

**Coordination** - the ability to combine balance and agility while moving. Doing two unrelated tasks at the same time requires coordination (e.g., running and dribbling a basketball).

**Power** - the ability to exert maximum muscular contraction instantly in an explosive burst of movement. The two components of power are strength and speed (e.g., jumping or a sprint start).

**Reaction Time** - the ability to respond to a stimulus in as short a time as possible (e.g., goalie stopping a puck in hockey).

**Speed** - the ability to cover distance or perform a motor skill as quickly as possible. It is generated by a combination of the skills listed above (e.g., sprints).

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Connection to the Provincial Physical Education Curricula

**Outcome 1 in each grade:**

- Grade 6  Individual plan for cardiovascular fitness improvement using F.I.T.T. principle.
- Grade 7  Individual plan for cardiovascular, flexibility, and muscular endurance improvement using F.I.T.T. principle.
- Grade 8  Individual plan for cardiovascular, flexibility, muscular endurance, and muscular strength improvement using F.I.T.T. principle.
- Grade 9  Individual plan for cardiovascular, flexibility, muscular endurance, and muscular strength improvement that incorporates the Principles of Training.

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Connection to the Provincial Physical Education Curricula

- Grade 6  skill-related components of fitness are introduced – Outcome 6.4
- Grade 7  skill-related components connects to health-related components – Outcome 7.4
- Grade 8  skill-related fitness improvement plan – Outcome 8.3
- Grade 9  skill-related fitness improvement plan – Outcome 9.4
## Improvement

### A BALANCED FITNESS PROGRAM: What to Consider

<table>
<thead>
<tr>
<th>F.I.T.T.</th>
<th>CARDIOVASCULAR ENDURANCE</th>
<th>FLEXIBILITY</th>
<th>MUSCULAR ENDURANCE</th>
<th>MUSCULAR STRENGTH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F</strong> FREQUENCY</td>
<td>3-5 days per week</td>
<td>Should be a part of every warm-up and cool down</td>
<td>3 – 4 times per week</td>
<td>3 times per week</td>
</tr>
<tr>
<td><strong>I</strong> INTENSITY</td>
<td>Add more intensity as student becomes more fit</td>
<td>Static stretches held for 15 to 30 seconds</td>
<td>15 or more reps/1-3 sets</td>
<td>8 reps/1-3 sets</td>
</tr>
<tr>
<td><strong>T</strong> TYPE OF ACTIVITY</td>
<td>Running, cycling, swimming – uses large muscles</td>
<td>Static stretches and controlled dynamic stretches</td>
<td>Medicine balls, Resistance bands, Free weights</td>
<td>Medicine balls, Resistance bands, Free weights</td>
</tr>
<tr>
<td><strong>T</strong> TIME</td>
<td>At least 20 minutes of continuous exercise</td>
<td>About 10 minutes</td>
<td>About 30 minutes</td>
<td>About 15 minutes</td>
</tr>
</tbody>
</table>

**Alignment with Provincial Physical Education Curricula.**

- Gr. 5 – Outcome 5.1
- Gr. 6 – Outcome 6.1
- Gr. 7 – Outcome 7.1
- Gr. 8 – Outcome 8.1
- Gr. 9 – Outcome 9.1 – plus Principles of Training (see pg. 8)

*(Adapted from Healthy Active Living, Temertzoglou, 2007, p. 107)*
Student Activity Sheet

PLANNING YOUR FITNESS PROGRAM
Use the following chart to outline your fitness program.

<table>
<thead>
<tr>
<th>F.I.T.T.</th>
<th>CARDIOVASCULAR ENDURANCE</th>
<th>FLEXIBILITY</th>
<th>MUSCULAR ENDURANCE</th>
<th>MUSCULAR STRENGTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>TYPE OF ACTIVITY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>TIME</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name ____________________________

Date ____________________________
TRAINING PRINCIPLES

As students develop deeper understanding of fitness and become more independent in their ability to design and manage their own fitness plans, the principles of training can be a support for strengthening fitness plan designs. Five exercise training principles that can be cornerstone of a good personal fitness plan are:

The Overload Principle
- Giving your body more exercise than it is accustomed to doing
- Unless there is some sort of overload there will be no benefits
- As the body gradually adapts to the demands it becomes more fit.

The Progression Principle
- Fitness improvements occur gradually by progressively adding to the overload
- Start by adding additional load slowly
- Expect rapid improvement initially but the rate of improvement will gradually lessen.

The Specificity Principle
- When exercising the benefits will come from targeting a specific body system.
- For example, you must perform aerobic activities that stress the cardiovascular system if you want to improve aerobic fitness.

The Use/Disuse Principle
- Any fitness gains attained through physical activity are lost if we do not continue to be active
- Based on the old adage of “use it, or lose it”.
- If you stop exercising, you will lose, or reverse back to your fitness levels before you started your exercise program.

The Adaptation Principle
- The body adapts to the demands placed upon it. Each individual’s body will adapt in a personal way.
- Supports the need for each individual to continually consider the Overload Principle when making personal adaptations to fitness improvement plans.

The Principles of Training are a focus in Grade 9 – Outcome 9.1.
Heart Rate

Measuring your heart rate is helpful to determine your initial cardiovascular fitness level. It also helps you monitor your progress when working towards goals for maintaining or improving levels of fitness. Measuring your pulse periodically is a skill needed to self-assess both your level of effort (intensity) during exercise and the progress you are making towards your goals.

**Resting Heart Rate** – the number of times the heart beats in one minute when the body is completely at rest. More physically fit people tend to have a lower resting heart rate because their heart is beating more efficiently.

**Maximum Heart Rate** – the maximum number of times the heart can beat in a minute.

**Pulse** – the rush of the blood through the arteries after each time the heart beats. Your pulse is measured by the number of times your heart beats in one minute. Pulse rates vary from person to person. Your pulse is lower when you are at rest and increases when you exercise.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Normal Heart Rate at Rest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children (ages 6-15)</td>
<td>70-100 beats per minute</td>
</tr>
</tbody>
</table>

Knowing how to take your pulse can help you evaluate your exercise program.

How to take your pulse should be introduced and practiced in grade 6, and then this understanding and skill should be used throughout grade 7, 8 and 9.
How to take your pulse:

1. Place the tips of your index and second fingers on the palm side of your other wrist, below the base of the thumb (radial pulse). Or, place the tips of your index and second finger on your lower neck, on either side of your windpipe (carotid pulse).

2. Press lightly with your fingers until you feel the blood pulsing beneath your fingers. You might need to move your fingers around slightly up or down until you feel the pulsing.

3. Use a watch with a second hand, or look at a clock with a second hand.

4. Count the beats you feel for 10 seconds. Multiply this number by six to get your heart rate (pulse) per minute.

Check your pulse: \( \text{(beats in 10 seconds)} \times 6 = \text{(your pulse)} \)

Target Heart Rate Zone

**Target Heart Rate Zone** – has been established as the recommended intensity for a good cardiovascular workout. Exercising in this zone will develop your cardiovascular system. Since the body cannot exercise at the maximum heart rate for long, a range of between 60% and 80% of maximum heart rate is recommended for the target heart rate zone.

How to calculate the target heart rate zone should be introduced and practised in grade 7, and then this understanding and skill should be used throughout grade 8 and 9.
**Student Activity Sheet**

**CALCULATING TARGET HEART RATE ZONE**

Identify a target heart rate zone which is a safe and comfortable level of overload that should be maintained to achieve a training effect.

Review the example provided before completing this activity.

<table>
<thead>
<tr>
<th>Example</th>
<th>Lower Limit</th>
<th>Upper Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start with 220</td>
<td>220</td>
<td>220</td>
</tr>
<tr>
<td>Subtract your age</td>
<td>-12</td>
<td>-12</td>
</tr>
<tr>
<td>Equals maximum heart rate (MHR)</td>
<td>208</td>
<td>208</td>
</tr>
<tr>
<td>Resting heart rate</td>
<td>-72</td>
<td>-72</td>
</tr>
<tr>
<td>Subtract resting heart rate</td>
<td>136</td>
<td>136</td>
</tr>
<tr>
<td>Multiply by: 60% - LOWER LIMIT</td>
<td>X .60</td>
<td>X .60</td>
</tr>
<tr>
<td>80% - UPPER LIMIT</td>
<td>81.60</td>
<td>81.60</td>
</tr>
<tr>
<td>Add resting heart rate</td>
<td>+72</td>
<td>+72</td>
</tr>
<tr>
<td>Equals target heart rate (THR)</td>
<td>153</td>
<td>153</td>
</tr>
</tbody>
</table>

**YOUR THRZ**

Name _____________________________________
Date _____________________________________
THE ACTIVITY PYRAMID

An Activity Pyramid clarifies for students how they can build a strong structure to support their physical lives. This will provide a foundation to enhance their overall well-being, including their mental, emotional, and spiritual self, as well as their social being.

Teachers can use The Activity Pyramid, provided on the following page, to help students gain a better understanding of living a balanced life.

USING THE ACTIVITY PYRAMID

Teaching suggestion: Have students complete an individual pyramid (Student activity sheet). Combine the activity suggestions from all students to create a large wall sized pyramid to post on a bulletin board in the classroom or hallway.

Because we live in Saskatchewan many of the movement activities students participate will be specific to a season (e.g., curling in the winter). Students may also enjoy and benefit from completing a “seasonal” activity pyramid.

The Activity Pyramid should be introduced in grade 5, emphasized in grade 6, and referred to in grade 8 and 9.

The Activity Pyramid is a visual tool to help students understand the importance of daily physical activity. It categorizes activities into different levels based on frequency and intensity, guiding students to incorporate a variety of physical activities into their daily routine.

**1 hour/day**
- Inactive
  - Watching TV
  - Computer activities (MSN, Video games)

**2-3 times a week**
- Strength
  - Resistance bands
  - Circuit training
- Flexibility
  - Fitness balls
  - Dance
  - Yoga
  - Martial arts

**3-5 times a week**
- Aerobic exercises
  - Skipping
  - Basketball
  - Cross-country skiing
  - Trampoline
  - Jogging
  - Rollerblading
  - Bike riding
- Recreation/Leisure
  - Golf
  - Swimming
  - Walking
  - Skateboarding
  - Tennis
  - Shooting hoops
  - Tag
  - Flying a kite

**Everyday**
- Yard work
- Taking the stairs
- Walking/biking to school
- Helping around the house
- Walking the dog
Student Activity Sheet

CREATING YOUR OWN ACTIVITY PYRAMID

Think back to the activities you do throughout the year. Fill in the pyramid using examples from your life. Are there any levels which could use more activity? What activity might you like to add? Write the activity you might like to try in a different color.
Incorporating fitness into daily physical education
(classroom setup - explained and demonstrated on DVD)

The following is a step by step procedure as to how one could include dynamic warm up and circuit training into the beginning of a physical education class:

• Students enter the gymnasium completely prepared to participate (e.g., shoes tied, jewelry off). Students are moving the instant they enter the classroom.

• Students run laps in pairs until the entire class is in the gymnasium. If a student comes out of the change room and sees other kids running in pairs he/she runs one lap then catches the group and joins in at the back.

• While jogging laps in pairs, students will be able to observe what is on the white board for the day and have an understanding of the day’s fitness objectives.

• Teacher can perform a headcount quickly in twos as the students come by to determine attendance. Students continue jogging laps until all students are present. This will encourage students to get prepared and out of the change rooms quickly.

• Students then move into single file and speed up at the front of the line to fill the entire perimeter of the gymnasium. Encourage students to be to the outside as much as possible. Making the gymnasium as big as possible will allow for maximum space to perform the dynamic stretching exercises.

• Whoever is the first student in line that day is the leader of the warm up. The rest of the class simply follows the leader. Each dynamic stretch starts and stops at the centre line. One half of the gym is used for the various movement outlined in the manual and the other half of the gymnasium is used to warm up upper body.

• When finished the dynamic stretching that involve high movement, the students will follow the leader down the centre line and perform the remaining 4 dynamic exercises at own pace. Students will work on half of the gymnasium moving from the centre line to the end wall.

• When students finish the final dynamic exercise, the ballistic walk, they will be in the centre of the gymnasium. Students then proceed to the whiteboard and take a station poster.

• The white board is considered the floor of the gymnasium; therefore, where the poster is on the whiteboard is where the station should be set up on the gym floor. The teacher designates on the whiteboard how many students the station should be set up for.

• Students quickly get the equipment needed for the station.

• The circuit begins when all stations are completely set up. Students begin on the teacher’s signal.
The following are three ways the circuits can be used in the class.

1. **Half and Half** – half the class will run for a designated time while the other half moves through various stations. The running group and the station group will switch after a designated time (e.g., 8 minutes) and repeat the process. It is important to remember that the running students will not stop for the duration of time. However, the students in the circuit group will move stations every 45 seconds or whatever time designated by the teacher.

2. **One Run/One Station** – half the class will start at a station and the other half will start with a run. The difference from option one is that at the end of each interval, students will switch from a run to a station and vice versa. Important to note: each time the student returns from the run he/she finds the next station in the circuit (e.g. student completes Station #5, runs, then returns and completes Station #6).

3. **Station to Station** – All students are at a station to begin. Students will work for one interval and then move directly to the next station. This is the model that is used in the example of a Celebration – a Fitness-a-thon.

**Warm-up/Cool-down**

Students should always warm-up before beginning to exercise to prevent injury. An effective warm-up increases the muscle temperature. This increase in temperature improves circulation to the working muscles, increases muscle elasticity, and prepares tendons and ligaments for activity. The warm up should be long enough for students to begin to sweat. Always engage students in a light aerobic exercise (exercise which increases the heart rate and raises the breathing rate) before starting to stretch.

**Dynamic Stretching**

This is stretching while moving. The latest research says dynamic stretching should be used in the warm-up after the light aerobic exercise. The following dynamic stretches are included on the accompanying DVD.

1. Shuffle
2. Knee Drives
3. Carioca
4. Heels Up
5. Jogging with Circles
6. Side Shuffle with Arm Crossovers
7. Straight leg kicks
8. Knee hug lunge
9. Toe Touches
10. Rewind
11. Ballistic Walking

A cool down should always accompany vigorous exercise. Cooling down helps to prevent the blood from pooling in the muscles and reduces muscle stiffness. Begin the cool down with a slow jog and finish with static stretching.

**Static Stretching**

This is stationary kind of stretching that should be included in the cool down. Students should stretch until they feel a slight pull on the muscle(s) and hold that position for 15 to 30 seconds.
# Circuit Training Exercises

(Explained and demonstrated on the DVD and demonstrated on the posters.)

## UPPER BODY
1. Push-Up
2. Fly *
3. Biceps Curl *
4. Triceps Dip
5. Triceps Extension *
6. Lat Pull-Down *
7. Shoulder Press *
8. Decline Push-Up
9. Push Pass
10. T Push-Up
11. Front Shoulder Raise *
12. Side Shoulder Raise *
13. Triceps Kickback *
14. Front Pull-Up *
15. Walking Push-Up
16. Standing Row *
17. Reverse Biceps Curl *
18. Forearms *
19. Wood Chop *
20. Stability Ball Press *
21. Press *

## CORE
22. Plank
23. Hipster
24. V Sit Tap
25. Jackknife *
26. Crunch
27. Superman
28. Side Plank (Left/Right)
29. Russian Twist
30. Prone Ball Roll-Out *
31. Leg Raise (Two Legs)
32. Throw Down
33. Sit-Up
34. Medicine Ball Twist
35. Medicine Ball Sit-Up
36. Bicycle
37. Leg Raise (One Leg)
38. Ball Pass-Off *
39. Back Extension *
40. Kneeling *
41. Knee Drive
42. Wipers

## LOWER BODY
43. Squat *
44. Jump Squat
45. Hamstring Curl •
46. Medicine Ball Leg Lift
47. Lunge – using band *
48. Lunge
49. Calf Raise
50. Skip Two Feet
51. One Leg Squat
52. Skip Jog
53. Line Jump L/R Foot
54. Step-Up
55. Mountain Climber
56. Jog Heels Up
57. Jog Knees Up
58. Skip Right Foot
59. Skip Left Foot
60. Hurdles Two Feet
61. Hurdle Shuffle
62. Hurdle X Shuffle
63. Inner Thigh Squeeze *
64. Up/Downs
65. Squat Thrusts
66. Wall Squat •

• Denotes exercise is to be performed using exercise stability ball.
* Denotes exercise is to be performed using resistance training band.
The principles of sound fitness assessment

- Measures student progress rather than compares to a standard.
- Is part of a process rather than an end product.
- Is non-competitive – measuring students against themselves.
- Is personalized – focusing on the interests and needs of the student.

Important things to remember:

1. Fitness assessment should be used to help students set goals and monitor their progress. Using the fitness appraisals to calculate students’ report grade is NOT recommended.

2. Use fitness appraisals in such a way as to encourage students. Too much emphasis on standards will discourage the students who most need to improve their physical fitness.

3. Use fitness appraisals to raise awareness about fitness levels and begin the discussions about healthy lifestyles. Hopefully these appraisals can plant the seeds to encourage the idea of a life long commitment to physical activity.

4. Genetics and maturity levels play a big role in how successful students are in fitness assessments. The idea of giving students a certain percentage score like 40 sit ups = 100% is not fair to all students.

5. Assess only the health-related components of fitness (cardiovascular endurance, flexibility, muscular – strength and endurance). Do not include Body Mass Index (BMI) in your fitness assessment.

6. Make fitness assessments as student centred as possible. Consider giving students a choice of fitness appraisals and making the data collection as personal as possible. The ultimate goal is to lead students to develop the skills to self assess and improve their fitness levels.

(Adapted from the Ontario Association for the Supervision of Physical and Health Education [OASPHE], n.d.)
CURRICULUM BASED ASSESSMENT

An excellent place to look for supports for assessing student progress and achievement is the Provincial Physical Education Curricula. Each grade specific curriculum has an example of an Assessment Rubric for Teacher Use and a Bull’s Eye Rubric for Student Use. The example in the Physical Education Grade 7 Curriculum is based on Outcome 7.1 which focuses on health-related fitness. Please refer to the Curricula for this example and more ideas on appropriate and recommended assessment strategies.

Another assessment idea

Student Activity Sheets

Student activity sheets included in this resource will support this authentic and ongoing learning experience. Students will be asked to set personal fitness goals and reflect on their fitness levels throughout the year. Students should also be asked to revisit their goals frequently to ensure they are making progress. As specific goals are reaching, different goals are added. The activity sheets demonstrate one way that teachers might do guide this learning experience.

The following is an example rubric that teachers can use to assess the student activity sheets. This rubric assesses completeness and depth of the student response.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Excellent work! You went above and beyond what was expected.</td>
<td>Answers are specific and complete. Extra detail is included in the answers.</td>
</tr>
<tr>
<td>3</td>
<td>Good work. Everything is here!</td>
<td>Answers are complete and specific.</td>
</tr>
<tr>
<td>2</td>
<td>Good attempt. Would you like to try it again?</td>
<td>Questions are answered but one or two items might be missing or incomplete.</td>
</tr>
<tr>
<td>1</td>
<td>Not on track. Come for help and give it another try.</td>
<td>Few answers are complete.</td>
</tr>
</tbody>
</table>

(Adapted from Physical Education Assessment Toolkit, Giles-Brown, 2006)
USING FITNESS APPRAISALS IN PHYSICAL EDUCATION

What?
Fitness appraisals can be used for assessment but should not be used for evaluation. They provide a snapshot of students’ health-related fitness levels. Health-related fitness components include:

a) Cardiovascular Endurance
b) Flexibility
c) Muscular Endurance
d) Muscular Strength

Developing the class benchmarks collaboratively can help students develop a sense of understanding of personal fitness. Appraisals happen throughout the year allowing students to track progress and create goals for improvement. Properly designed or selected fitness appraisals will help students understand the importance of daily activity, encourage them to work towards goals, and motivate them to attain goals.

How?
At the beginning of the year, students should begin developing their personal fitness profile. At designated times throughout the year, the students complete the appraisals and record results on the profile. The personal fitness profile is set up to allow the students to record a goal for the next appraisal period.

The DVD that is included with this resource identifies and demonstrates 12 appraisals. To increase consistency and reliability, it is imperative the teacher spends time with the students teaching the proper technique for each appraisal. The appraisals should be completed over two or three class periods. Trying to complete all appraisals in one class session would not allow students to reach potential.

Remember these are snapshots of a student’s fitness level. They will not be completely accurate, but they will give the students and teacher an understanding of levels of fitness.

When?
It is important to use fitness appraisals throughout the year. This will allow students to see improvement throughout the year and will be a great motivator. There needs to be a beginning, middle, and an end to the appraisals.

Final Thoughts on Fitness Appraisals …
Fitness appraisals are designed to be a source of information and a motivator for students to increase and/or maintain their own fitness levels. This is not a grading tool! To give students a specific grade for achieving a certain number in a fitness appraisal would be detrimental to your Physical Education program and, more importantly, to most students. At no time should a student’s results be posted and compared to the rest of the class.
## USING PHYSICAL FITNESS APPRAISALS CHECKLIST

### Prepare for Appraisals:

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use circuit training to encourage regular exercise</td>
<td></td>
</tr>
<tr>
<td>Teach components of health-related fitness</td>
<td></td>
</tr>
<tr>
<td>Explain reasons for fitness appraisals</td>
<td></td>
</tr>
<tr>
<td>Help students become familiar with appraisals (practise them)</td>
<td></td>
</tr>
</tbody>
</table>

### Fitness Appraisals:

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Carefully administer appraisals</td>
<td></td>
</tr>
<tr>
<td>When possible, allow for appraisal choice</td>
<td></td>
</tr>
<tr>
<td>Consider students’ feelings</td>
<td></td>
</tr>
<tr>
<td>Teach as students complete appraisals</td>
<td></td>
</tr>
</tbody>
</table>

### After Appraisals:

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Help students to interpret results</td>
<td></td>
</tr>
<tr>
<td>Assist students with goal setting</td>
<td></td>
</tr>
<tr>
<td>Students develop a personal fitness plan</td>
<td></td>
</tr>
<tr>
<td>Do regular vigorous exercise (more circuit training)</td>
<td></td>
</tr>
<tr>
<td>Monitor progress between appraisals</td>
<td></td>
</tr>
</tbody>
</table>

### Re-administer Appraisals
FITNESS APPRAISALS

The following fitness appraisals are demonstrated and explained on the DVD. A teacher can choose to use some or all of these appraisals with students.

**Muscular Strength**
1. Vertical Jump
2. Seated Medicine Ball Throw

**Muscular Endurance**
3. Push-ups
4. Partial Curl-ups
5. Squat Thrusts

**Cardiovascular Endurance**
6. 20 Metre Shuttle Run
7. 1600 Metre (One Mile) Run

**Agility (a skill-related component of fitness)**
8. Illinois Agility Run
9. Pro Agility

**Flexibility**
10. Sit and Reach
11. Shoulder Stretch
12. Trunk Lift
GRAPHING FITNESS APPRAISAL DATA

The data collected on the Personal Fitness Profile can graphed by your students. After each appraisal, students simply add another point to their graph. This visual of their achievement will certainly be helpful when students are doing their goal setting. Students can also work with the data to determine average and mean for the class or for the school. Caution: It is important to remove the names of individual students when working with the data as this information is confidential.

An exemplar of a student’s graph:
FITNESS APPRAISALS EXPLAINED

1. **Vertical Jump**
   
   **Purpose:** To measure the power of major muscle groups including: gluteus maximus, quadriceps, and gastrocnemius.
   
   **Equipment:** Measuring tape or marked wall.
   
   **Explanation:**
   - Stand beside a wall and reach up with the hand closest to the wall.
   - Keeping the feet flat on the ground, the point of the fingertips is marked or recorded. This is called the standing reach.
   - Then stand away from the wall, and jump vertically as high as possible using both arms and legs to assist in projecting the body upwards.
   - Attempt to touch the wall at the highest point of the jump.
   - The difference in distance between the standing reach height and the jump height is the score. The best of three attempts is recorded.

2. **Seated Medicine Ball Throw**
   
   **Purpose:** To measure muscular strength of the upper body muscle group.
   
   **Equipment:** 6 lb. medicine ball, floor mat, measuring tape, wall.
   
   **Explanation:**
   - Sit with back to a wall, on a mat facing the area to which the ball is to be thrown, and with the feet extended and slightly apart.
   - The ball is held with the hands on the side and slightly behind the centre.
   - The ball is brought to the chest then pushed vigorously out as far as possible.
   - The back should remain in contact with the wall at all times.
   - The distance from the wall to where the rear of the ball lands is the distance to be recorded.

3. **Push-ups**
   
   **Purpose:** To measure the strength and endurance of the upper body muscle groups.
   
   **Equipment:** Hard flat surface, cadence CD (option B).
   
   **Explanation:**
   - Lie face down on the floor, with feet together and hands under the shoulders, and with chin just touching the floor.
   - Push up until both arms are fully extended, keeping body in a straight line.
   - Return to the start position without touching the floor and repeat up and down.
   - Remember to keep back straight. In standard push-ups, remember to keep legs straight as well.

Option A – No Time Limit; involves the student performing as many push-ups consecutively, with no time limit. The appraisal ends when the student is straining noticeably or is unable to maintain proper technique over two consecutive repetitions.

Option B – Cadence.
4. Partial Curl-ups:
Purpose: To measure muscle strength and endurance of the core muscle group.
Equipment: Gym mat with a line drawn across the mat 11 cm from the mat fold, piece of paper, Curl-up Cadence CD.
Explanation:

- Work in partners; one student counts while one performs the test.
- One student lies on back with knees at a 140 degree angle, legs spread slightly.
- Feet should be as far from the bottom as possible yet remain flat on mat.
- Position student on mat so the student’s fingertips are touching the Line A.
- Place a sheet of paper under the student’s head. This will serve as a marker so the tester can see if the student’s head has touched the mat.
- Without hunching shoulders, student slide hands forward so fingers touch line B.
- Curl back down until head hits the paper.
- Follow the cadence on the CD.
- Feet must remain in contact with the mat.
- Test is stopped if 2 corrections are made.
- Test should not continue beyond 75 curl-ups.

5. Squat Thrusts
Purpose: To measure the strength and endurance of all major muscle groups.
Equipment: Hard flat surface and cadence CD.
Explanation:

- From a standing upright position, quickly bend knees to a squatting position with hands shoulder width apart on either side of the feet.
- Kick legs in full extension to the rear in a push up position.
- Return feet to the squatting position.
- Next, stand up tall without jumping to the original position.

Note: Be sure to have full extension all the way out both during the standing position and the kick. Also, be sure to bend knees to get into the squatting position, and do not bend at the waist.
6. **20 Metre Shuttle Run (Beep Test)**

**Purpose:** To measure cardiovascular endurance (aerobic fitness).

**Equipment:** Marking cones, measuring tape, pre-recorded audio CD, CD player, recording sheets.

**Explanation:**
- This test involves continuous running between two lines 20 metres apart in time to recorded beeps.
- At every sound signal the student must have reached the opposing 20 metre line, then, upon hearing the signal, the student reverses direction by pivoting on the line and running to the other line in time for the next stage signal.
- If twice in a row the student can't reach the line, use the last number announced as the score.
- The time between recorded beeps decreases each minute (level).

There are several versions of the test, but one commonly used version has an initial running velocity of 8.5 km/hr, which increases by 0.5 km/hr each minute.

7. **1600 Metre (OneMile) Run**

**Purpose:** To measure cardiovascular endurance (aerobic fitness).

**Equipment:** Stopwatch, pre-measured area.

**Explanation:**
- The aim of this test is to complete the 1600 metre course in the shortest possible time.
- To begin, all students line up behind the starting line.
- On the starting command the stopwatch will start and students will begin running at their own pace until they have crossed the completion line.
- Although walking is permitted, it should be discouraged.

A cool down should be performed at the completion of the test.
8. **Illinois Agility Run**

**Purpose:** To measure speed, explosive power, body control and the ability to change direction (agility).

**Equipment:** Marking cones, stop watch, measuring tape.

**Explanation:** The length of the course is 10 metres and the width (distance between the start and finish points) is 5 metres. Four cones are used to mark the start, finish, and the two turning points. Another four cones are placed down the centre an equal distance apart. Each cone in the center is spaced 3.3 meters apart.

9. **Pro Agility**

**Purpose:** To measure speed, explosive power, body control and the ability to change direction (agility).

**Equipment:** Stopwatch, measuring tape, marker cones.

**Explanation:**
- Three marker cones are placed along a line five metres apart.
- The student straddles the middle line and puts one hand down in a three-point stance.
- The student can start by going either to the right or left direction. For example, on the signal ‘Go’ the student turns and runs five metres to the right side and touches the line with the right hand. The student then runs 10 metres to the left and touches the other line with the left hand; then finally turns and finishes by running back through the start/finish line.
- The student is required to touch the line at each turn.

10. **Back Saver Sit and Reach**

**Purpose:** This test measures the flexibility of the lower back and hamstrings.

**Equipment:** Sit and Reach Box.

**Alternative apparatus -** Strong closed cardboard box at least 30 cm high, tape the metre stick to top of box. Metre stick is placed so that stick extends 7.5 cm towards the participant – 0 cm facing closest to participant. See wood construction below.

**Explanation:**
- Remove shoes and sit in front of the apparatus with hips square.
- Bend one leg at the knee and extend other leg so foot is flush with box.
- The other leg is bent at the knee and with the foot flat on the floor.
- Slowly reach forward with both arms, palms down, keeping leg straight.
- Allow several tries as a warm-up.
- On the 3rd try hold the reach for one second and measure.
- Repeat on the other side.
11. Shoulder Stretch

Purpose: To measure upper arm and shoulder girdle flexibility.

Equipment: None

Explanation:
• Students work in partners with one student assessing.
• Right shoulder stretch - right arm over right shoulder (back scratch position)
• At the same time reach up with left hand behind back
• Object is to see if the fingers from each hand can touch
• Left shoulder stretch - repeat above procedure on left side

Scoring: Record “yes” if they can touch and “no” if they can’t touch for each side.

12. Trunk Lift

(Cautions: The maximum score on this test is 30 cm. Hyperextension is harmful to the back. The ruler should not be placed under the chin.)

Purpose: To measure trunk extensor flexibility and strength.

Equipment: Gym mat, metre stick or ruler with markings at 15 cm, 22 cm.

Explanation:
• Student lies face down on the mat with arms at sides.
• Student slowly extends upper body off the floor.
• Hold the position long enough for tester to measure.
• The distance is measured from the floor to the bottom of the student’s chin.
# Student Activity Sheet

## PERSONAL FITNESS PROFILE

<table>
<thead>
<tr>
<th>Date:</th>
<th>Date:</th>
<th>Date:</th>
<th>Date:</th>
</tr>
</thead>
</table>

## MUSCULAR STRENGTH AND ENDURANCE

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Goal for next appraisal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vertical Jump</td>
<td></td>
</tr>
<tr>
<td>Medicine Ball Throw</td>
<td></td>
</tr>
<tr>
<td>Push-ups</td>
<td></td>
</tr>
<tr>
<td>Partial Curl-ups</td>
<td></td>
</tr>
<tr>
<td>Squat Thrusts</td>
<td></td>
</tr>
</tbody>
</table>

## CARDIOVASCULAR

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Goal for next appraisal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 M Shuttle</td>
<td></td>
</tr>
<tr>
<td>1600 M Run</td>
<td></td>
</tr>
</tbody>
</table>

## AGILITY

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Goal for next appraisal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois Agility Run</td>
<td></td>
</tr>
<tr>
<td>Pro Agility</td>
<td></td>
</tr>
</tbody>
</table>

## FLEXIBILITY

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Goal for next appraisal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sit &amp; Reach</td>
<td></td>
</tr>
<tr>
<td>Shoulder Stretch</td>
<td></td>
</tr>
<tr>
<td>Trunk Lift</td>
<td></td>
</tr>
</tbody>
</table>

Name _____________________________________

School Year ________________________________
DEVELOPING FITNESS ZONES

Like the Target Heart Rate Zone (THRZ), health-related fitness standards have been identified for a variety of fitness appraisals. The range for each appraisal performance is age-appropriate and usually gender specific. This information can be used to identify a zone for students to consider when they assess their own level of fitness and set personal fitness goals:

- Teacher can develop Fitness Zones for each fitness appraisal. Health-related fitness test standards found in Fitnessgram/Activitygram, Test Administration Manual (4th Ed.) (Meredith & Welks, 2007) or in online resources may help teachers determine their classroom fitness zones for the first time (e.g., the indicated resource states that a healthy fitness zone for partial curl-ups for age 11 boys is between 15 and 28).

- It is important to remember that there will not be standards available for all appraisals and some of the standards may not match the ability levels of some or many of the students in your class. However, students and teachers alike should be aware of what the research indicates to the fitness standards to work towards in order to be healthy.

- Students should take responsibility for their own level of fitness and should be supported and encouraged to set and work towards fitness goals. They should set target within or even beyond the Zone. If the target seems impossible to reach it will not motivate but discourage students. Likewise, if the target is too easy, there will be no motivation for students to grow in their personal level of fitness.

As the teacher becomes more familiar with a group of students and their physical fitness levels or as the teacher develops a deeper understanding of what a certain age group of students can usually achieve, the teacher may want to create or work with students to create their group Fitness Zones.

- Developing appropriate ranges for each fitness zone takes time. It may take the first portion of the year to collect enough data to determine an accurate range for each zone. The “In the Zone” range should be the level a student would need to maintain good health. Teachers may also want to establish different ranges for girls and boys depending on the developmental levels of their students.

An example of a “Zone”:

<table>
<thead>
<tr>
<th>Fitness Appraisal</th>
<th>Out of the Zone</th>
<th>Moving Towards the Zone</th>
<th>In the Zone</th>
<th>Above the Zone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1600 M Run</td>
<td>Above 9:30</td>
<td>8:31 - 9:30</td>
<td>7:01 - 8:30</td>
<td>7:00 of less</td>
</tr>
</tbody>
</table>

MOVING AHEAD with Fitness in Phys. Ed 27
# Fitness Zones

This form can be used by teachers (and students) to identify a range for each level.

<table>
<thead>
<tr>
<th></th>
<th>Out of the Zone</th>
<th>Moving Towards the Zone</th>
<th>In the Zone</th>
<th>Above the Zone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Vertical Jump</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Med Ball Throw</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Push-ups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Curl-ups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Squat Thrusts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>20 Metre Shuttle Run</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>1600 Metre Run (One Mile)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Illinois Agility Run</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Pro Agility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Sit and Reach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Shoulder Stretch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Trunk Lift</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HOW TO USE THE FITNESS ZONES

• Determining the number of students in each Zone will give teachers the “big” picture of the fitness levels of all the students in a class (or even a grade). With this data, teachers can focus their instruction on the areas of health-related fitness in most need of improvement, whether it be for a group of students or to address the needs of individuals.

• Fitness Zones can also be used by the teacher to help students identify areas of individual strength or weakness. Using the zones will give more meaning to the fitness appraisals.

• Students of all abilities levels often set fitness goals that are unattainable as a result they will not see growth. With the help of teachers, students can use the zones to set challenging but realistic personal fitness goals (see Personal Fitness Profile).
Student Activity Sheet

FITNESS ASSESSMENT PLANNING

Analyze your personal fitness profile.

What are the area/areas of your personal fitness profile that you are most proud of?

___________________________________________________________________

Look closely at your score in relationship to the class standards. Use these scores to decide whether you want to improve or maintain your fitness level in each area. Check your choice. List 2 things you will do to maintain or improve your fitness level in each category.

1. Cardiovascular endurance  (maintain ☐  improve ☐)

___________________________________________________________________

2. Flexibility  (maintain ☐  improve ☐)

___________________________________________________________________

3. Muscular Endurance  (maintain ☐  improve ☐)

___________________________________________________________________

4. Muscular Strength  (maintain ☐  improve ☐)

___________________________________________________________________

(Adapted from Physical Assessment Toolkit, Giles-Brown, p. 131)
Create a SMART fitness goal:

**specific and sustainable**
My goal is specific because ____________________________________________________________________________________________

**measurable and meaningful**
My goal is measurable and meaningful because ____________________________________________________________________________________________

**action-oriented**
How will my goal be action-oriented? ____________________________________________________________________________________________

**results based**
How will my goal be results based? ____________________________________________________________________________________________

**time-bound**
In what ways is my goal bound by time? ____________________________________________________________________________________________

(Adapted from Healthy Active Living: Student Activity Handbook 9, Temertzoglu, p. 53)
Student Activity Sheet

ACTIVITY PLANS
Purpose – To create an individualized improvement plan.
Points to consider:

1. What facilities and equipment may be required?
2. What about this goal is likely to personally motivate you?
3. Where is your fitness level now?
4. How might your friends or family support you with this goal?
5. How will this goal fit into your family and school commitments?

Fitness Improvement Plan

What changes will you make tomorrow?
________________________________________________________________________
________________________________________________________________________

What changes will you make each week?
________________________________________________________________________
________________________________________________________________________

By the end of the month how will your active life be different?
________________________________________________________________________
________________________________________________________________________

Barriers to achieving your goal:
________________________________________________________________________
________________________________________________________________________

Strategies to overcome these challenges:
________________________________________________________________________
________________________________________________________________________

How will you know when you have achieved your goal?
________________________________________________________________________
________________________________________________________________________

Name _____________________________________ 
Date ______________________________________
Student Activity Sheet

REFLECTION ON FITNESS GOALS

Purpose – To create an individualized improvement plan.
Points to consider:

Fitness Improvement Plan

Describe what went well with your fitness plan:

_____________________________________________________________________________________________________

What made it difficult for you to achieve your fitness goals?

_____________________________________________________________________________________________________

What helped to overcome any challenges you felt when trying to achieve your goals?

_____________________________________________________________________________________________________

What have you learned from this about your effectiveness with goal setting and following through with your goals?

_____________________________________________________________________________________________________

What might you do differently next time?

_____________________________________________________________________________________________________

Always (4)   Often (3)   Seldom (2)   Never (1)

_________ I am comfortable setting SMART goals.
_________ I worked regularly to follow my fitness plan.
_________ I reassessed my goals and adapted them as needed.
_________ I feel I am making progress towards achieving a healthy level of physical fitness.

Name _____________________________________
Date _____________________________________
APPLICATION OF FITNESS KNOWLEDGE

Choose a new movement activity (e.g., martial arts, curling, snorkelling) that you might like to participate at some time in the future.

Name of the movement activity: ___________________________________________

1. What are two health-related fitness components you might want to consider when planning a training routine that would prepare you for participation in this activity?

   ___________________________   ___________________________

2. Suggest several exercises that might help you to prepare these health-related components of fitness for participating in this activity. Explain your choice of exercises.

   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

3. What are two skill-related fitness components you might want to consider when planning a training routine that would prepare you for participation in this activity?

   ___________________________   ___________________________

4. Suggest several exercises that might help you to prepare these skill-related components of fitness for participating in this activity. Explain your choice of these exercises.

   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
**MUSIC IN THE CLASSROOM**

**Why?**
Music is an integral part of the entire fitness component. Upbeat and up-to-date music plays a major role in the motivation of students. Music also increases the ‘Fun Factor’. Music can also be a great classroom management tool (e.g., stopping the music is a signal to stop activity).

**What?**
Anything that is school appropriate with an up tempo beat is great.

**When?**
As outlined in the procedures for incorporating fitness into the daily Physical Education program, students are active the instant they enter the classroom. Thus it is important to have music to set the mood. As students perform the dynamic warm up, music should be played. Due to the fact that all the information the students need is on the white board, no information needs to be relayed verbally by the teacher. Once the procedures are incorporated completely, ideally music can be played from the beginning of class until the completion of the circuit for the day.

**How?**
Having the technology to create a music CD that can separate 45 seconds of music with 15 seconds of transition time can be very beneficial. When starting the circuit, the CD can be played and at the end of the 45 seconds, transition music comes on signaling to the students it is time to move on to the next activity. However, if this technology is not available, still use the music and consider encouraging students to self-monitor the time.
FITNESS EVERYWHERE – LEARNING SPACE OPTIONS

It is important for the students to understand that many of the exercises they can now do in the gymnasium can be done anywhere! A teacher is only limited by imagination when it comes to incorporating fitness into the school day. A majority of the exercises identified in this resource can be done in a regular classroom, in the hallways of a school, and at home.

A workout with the resistance bands can be done as an entire class.

Students working at centres could have a station with a fitness component. This could be incorporated into the day’s lessons for other subject areas.

Students can rotate out into the hall to complete a designed workout and then return to work in the classroom. The stations could also be used as an incentive when students have completed their work.

An entire class could complete a specially designed circuit as a class in a multi-purpose room.
WHAT EQUIPMENT IS NEEDED?

Many of the circuits are done without equipment. The following is a list of equipment for some specific stations.

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Approximate Cost</th>
<th>Recommended minimum # for circuit options</th>
<th>Recommended # for physical education class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resistance Bands</td>
<td>$8.00</td>
<td>6</td>
<td>Class set</td>
</tr>
<tr>
<td>Fitness Ball 65 cm</td>
<td>$35.00</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Medicine Ball Various weights</td>
<td>$20 - $80</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Speed Hurdles 6”</td>
<td>$8.00</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Weighted Skipping Ropes 2 lbs</td>
<td>$27.00</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Folding Mats</td>
<td></td>
<td>3</td>
<td>1 for every 2 students</td>
</tr>
</tbody>
</table>
| Aerobic Steps  
  *gymnasium benches could be used instead.* | $70 - $100       | 6                                         | Optional (Wishlist!)                        |
APPENDIX A: CELEBRATING FITNESS

Without question, there will be numerous stories of success for both students and teachers when using the contents of this resource appropriately. It will be these successful experiences that will leave students and teachers wanting to go beyond. As a culminating activity, classes can create a variety of ways to celebrate what they have learned, and, more importantly, what they have accomplished towards supporting their own well-being!

The following is one school division participating in their very own Fitness-A-Thon!

What is a Fitness-a-thon?

Quite simply, a Fitness-a-thon includes performing each of the exercises outlined in this resource as one large circuit.

Why participate in a Fitness-a-thon?

✔ To support students to continue to increase their fitness levels.
✔ To engage students 60+ basic fitness exercises they can use throughout their lifetime.
✔ To celebrate success and improvements in student fitness levels.
✔ To have FUN exercising.
✔ To create a healthy fundraising opportunity.

Fitness-a-thon As a Fundraiser

• Decide where your funds that are raised will go (e.g., charity, school, community)
• Have students collect pledges. Example: you might want to sponsor student per minute (10 cents/minute at 60 minutes=$6.00).
• Set up enough stations and equipment to accommodate all of the participants.
• Complete the workout.
A Fitness-a-thon: Getting Started

Decide on the size of your participant group. All the middle years students and staff in your school could do this. The students could invite a family member or two to join them. Another option could be for more than one school to come together for an afternoon of fun and fitness.

Teach all exercises contained within this resource until students have a clear understanding of how to perform each exercise.

Depending on number of students involved, you may want to hold your event at a facility larger than a regular school gymnasium. However, hallways and classrooms can provide additional space if no other facilities are available or if you choose to hold the event within your own school.

Design a floor plan outlining the various station designations. This will be very helpful to organize students throughout the circuit. Ensure that all aspects are considered (e.g., entering the training area, exiting the training area, transferring from station to station, storage of belongings.)

Devise a plan for set-up and take-down of each station. Consider how students can be directly involved in this process as this will reduce the workload for you as the planner.

Ensure that you have enough equipment to fulfill the needs of each station.

Music can be used as a motivator and can also be used to indicate the need to transfer to another station. For example, 45 seconds of high tempo music (training segment) followed by 15 seconds of silence/low tempo music (transfer segment). However, a timer and/or a whistle may also work to signify various segments.

Depending on the number of participants, location of your event, and the amount of equipment needed, you may need to consider an appropriate method for transporting the equipment and students to and from your venue.

Consider inviting VIPs to raise the profile of your event. Students will be excited to have individuals of importance in attendance.

Students should be dressed appropriately (i.e., shorts, athletic shoes, t-shirts). It is also suggested that each student have their own water bottle that they can take with them from station to station.
Fitness-thon

Join Us for a 60 Minute Workout

Why get involved?

• Setting a goal, making the commitment, and helping others is good for the body, the mind and the spirit!
• To increase your fitness levels.
• To participate in 60 new and exciting exercises

When?

Where?

Who will be there?
Sample Invitation for VIPs:

Date

Dear ________________,

On ________________, ________________ will be hosting their 1st Annual Fitness-a-thon. There will be 500 students from eight of our elementary schools participating in various fitness circuits for 60 minutes. Although this Fitness-a-thon is a fundraiser for ________________, the main purpose of this event is to show students that fitness can be fun! ________________ would like to invite you to participate in our Fitness-a-thon. We believe every youth can benefit by seeing active influential role models. Perhaps this can be a substitute for your daily workout.

Here are the details: The Fitness-a-thon will run from __________ on __________ at _______________. You will want to wear comfortable exercise clothing, including running shoes and don’t forget to bring your water bottle. There will be shower facilities available at ______________. You will be working in a small group and a student will show you how to do each exercise. (You are probably already familiar with most of the exercises.)

Our students have been working hard to improve their fitness levels by learning new exercises and by setting personal goals. The Fitness-a-thon offers students a chance to showcase their increased levels of fitness and celebrate their own personal success. Your participation in this event will show our students that being active is not just important for them but it is important for everyone.

Hope you can join us for this special event. Please RSVP _____________. If you have any questions call _____________ at ___________ or email _________________.

Sincerely,

______________________________
Teacher’s Name
Sample Pledge Sheet for Fund Raising:

______________________’s FITNESS-A-THON

Students Name: ____________________________________________________________

Address: _______________________________________________________________

School Name: _________________________________ Grade: ___________________

The Grade Seven and Eight students from ___________ are participating in the 1st Annual FITNESS-A-THON. Our students are very fortunate and extremely involved in fitness at ____________. They are also completely aware that some children are not as fortunate.

Together, with your support, we are raising funds for _____________________. On ____________, our students will participate in various fitness circuits for 60 minutes. Any support would be greatly appreciated. Any cheques can be made payable to ________________________.

We are asking that you sponsor this student per minute. Example: 10 cents/minute at 60 minutes = $6.00. Thanks for your support!!!!

PLEASE ENSURE ALL INFORMATION IS PRINTED CLEARLY to ensure accurate receipts can be issued. Receipts will be issued for donations of $10.00 or more.

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References


