



Lesson Title: FITT Challenge

Standards

This lesson aligns with the OSPI Health and Fitness Standards.

This lesson will address GLE 1.3.1 – Understands the components of health-related fitness.

[OSPI Health and Fitness Standards](#)

OSPI-Developed Assessments

- [Fitness Plan for Pat](#)
- [Concepts of Health and Fitness](#)

[OSPI-Developed Health and Fitness Assessments](#)

Moving into the Future: National Standards for Physical Education. This lesson aligns with the [National Standards for Physical Education](#).

Standard 1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2 – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3 – Participates regularly in physical activity.

Standard 4 – Achieves and maintains a health-enhancing level of physical fitness.

Standard 5 – Exhibits personal and social behavior that respects self and others in physical activity settings.

Time: 50 minutes

Grade Level: 8
(Middle School)

Unit Name: Fitness

Lesson Number: Review for FITT principle

Key Concepts

FITT principle as related to cardiorespiratory endurance: meaning of acronym, definitions, and examples.

Vocabulary

FITT principle (frequency, intensity, time, type) and cardiorespiratory endurance.

This lesson will address Grade Level Expectation (GLE) 1.3.1 and OSPI-Developed Fitness Assessments *Fitness Plan for Pat* and *Concepts of Health and Fitness*.

Objectives for Student Learning

1. Student will identify the pieces of the FITT principle as they relate to cardiorespiratory endurance.
2. Student will state the FITT principle for cardiorespiratory endurance.
3. Student will demonstrate correct exercise protocol while rotating through a list of physical activities.
4. Student will demonstrate safety rules and procedures in a variety of physical activities.
5. Student will demonstrate sportsmanship and cooperative skills.

Safety

- Remind students to be aware of those around them and their space as they move through the stations.
- State the running path and when the runner may start.
- Organize posters, handouts, and pencils out of the running path.

Equipment/Materials

- Hula hoops – 1 per team.
- Pencils – 1 per student.
- Cones – 1 per team.
- Activity Lists* – 1 per team. (Refer to page 4.)
- FITT Cards* – 1 set per team, each set in a different color. Colors are used for sorting at the end of class. (Refer to pages 5-10.)
- Worksheet titled *FITT Chart Handout* – 1 per student. (Refer to page 11.)
- Large *FITT Chart Solution* – 1 per team. (This is a modified version of the poster – Refer to page 12.)
- Answer Key FITT Chart Solution*. (Refer to page 13.)

Essential Questions

1. What are the characteristics of the FITT principle?
2. How can you use the FITT principle for cardiorespiratory endurance in your fitness goals?

*This fitness review should happen after the FITT principle and the components of health-related fitness have been taught in a previous class. **Correct protocol for crunches, push-ups, jumping jacks, mountain climbers, etc. should be reviewed at the beginning of the class.***

Procedure/Instruction

This activity is a team challenge which completes the FITT principle recommendation for cardiorespiratory endurance.

Activity Set-up

- Hula hoop for each team is located across gym, opposite from their team cone. (Refer to *Diagram – Gym Setup*, page 3.)
- Team lines up behind team cone. Attach list of activities that students will be performing on each cone. (Refer to *Activity List*, page 4.)
- A set of *FITT Cards* are spread within each hoop. (Refer to pages 5-10.)
- Handout titled *FITT Chart Handout*. Administer after the team chart is correctly

Standard 6 – Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Resources

- *Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide*. National Association for Sport and Physical Education. (2005).
- OSPI Health and Fitness Vocabulary
 - [Grade 5](#)
 - [Grade 8](#)
 - [High School](#)

completed – one per student. (Refer to page 11.)

- Large *FITT Chart Solution* located behind each team line. (Use poster board – one per team, label according to template on page 12 titled *Modified Version FITT Chart Solution*.)
- For teacher use, an *Answer Key FITT Chart Solution* is located on page 13.

Activity Instructions:

- Each team member takes a turn and runs to the hula hoop; picks up one piece of the puzzle, returns and places on appropriate space on the large *FITT Chart Solution*. The teams will need to work together and discuss where it belongs on the large *FITT Chart Solution*.
 - If a team member returns with a repeat or an incorrect card, the next member must return the card, and select another card.
- As one team member runs for the *FITT Card*, other team members are performing a physical task (using correct protocol): Crunches, push-ups, jumping jacks, mountain climbers, etc.
- When a team completes their large *FITT Chart Solution*, team will sit, raise a hand, and wait for teacher confirmation. If correct, the teacher provides each student with the *FITT Chart Handout* (refer to page 11) and pencils for them to complete. If teams were incorrect, teacher will prompt correct response(s), and the team will repeat the process until *FITT Chart Solution* is correct. (Teacher response might include, “Check your intensity.”)

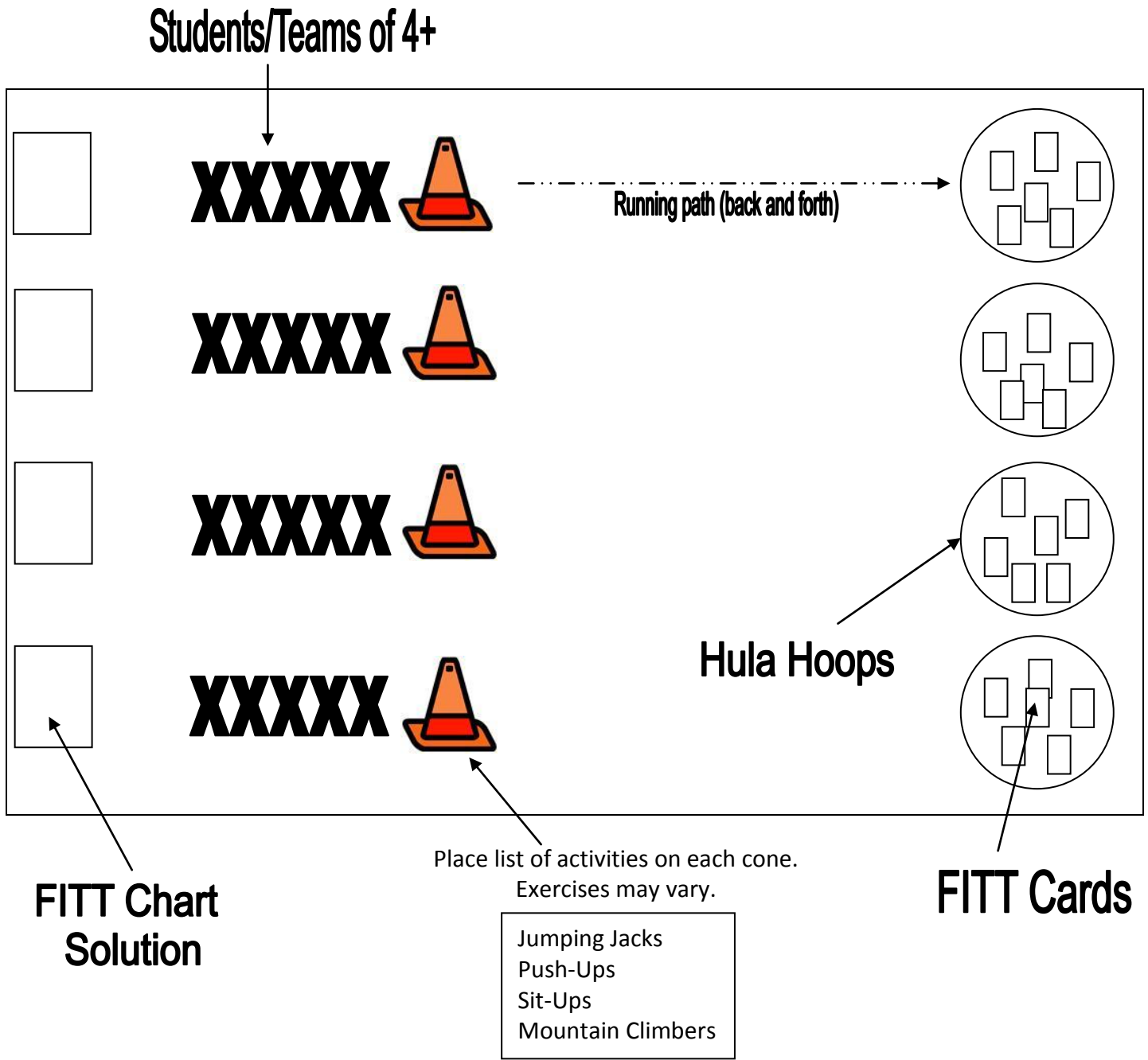
Modifications

- Travel to the hula hoop may vary. In a basketball unit, the students dribble to and from the hula hoop, keeping the dribble alive, as they pick up a puzzle piece, etc.
- Tasks may change or increase in difficulty. Push-ups on BOSU® Balance Trainer, which could be used on either side (the dome or the platform), sit-ups on exercise ball, stretches determined by FitDeck card, jump rope, etc.

Closure/Assessment

1. Each team will collaborate and share answers to the question on the *FITT Chart Handout*. (Refer to page 11.) How can you use the FITT principle for cardiorespiratory endurance in your fitness goals?
2. Team will agree on a common response and select a spokesperson to share with the large group.
3. Teacher will call on selected spokespersons to share their group response to the class.
4. Team captains collect team member worksheets and pencils and deliver to teacher.

Diagram – Gym Setup



Activity List – This list may be altered.

Jumping Jacks

Sit-Ups

Push-Ups

Mountain Climbers

FITT Cards (Correct and Incorrect Answers)

F

T

I

Frequency

T

Intensity

FITT Cards (Correct and Incorrect Answers)

Time

How long

Technique

How hard

How often

What
activity

FITT Cards (Correct and Incorrect Answers)

3-5 days per
week

20-60
minutes per
session

Maximum
Heart Rate

Aerobic activities
which keep you in
your target heart
rate zone: brisk
walking, jogging,
stair climbing, etc.

FITT Cards (Correct and Incorrect Answers)

F

T

I

Frequency

T

Intensity

FITT Cards (Correct and Incorrect Answers)

Time

How long

Type

How hard

How often

What
activity

FITT Cards (Correct and Incorrect Answers)

3-5 days per
week

5-10 minutes
per session

60-85% of
maximum heart
rate; target
heart rate zone

Weight lifting

Name _____

Class _____

FITT Chart Handout

Letter	Word	Definition	Example

How can you use the FITT principle with cardiorespiratory endurance to set fitness goals?

Share your responses with your teammates! Complete and return to teacher at end of class.

Name _____

Class _____

FITT Chart Handout

Letter	Word	Definition	Example

How can you use the FITT principle with cardiorespiratory endurance to set fitness goals?

Share your responses with your teammates! Complete and return to teacher at end of class.

Modified Version FITT Chart Solution - Please use poster board to duplicate this chart for each team.

FITT Chart Solution

Letter	Word	Definition	Example

ANSWER KEY

FITT Chart Solution:

Letter	Word	Definition	Example
F	Frequency	How often	3-5 days per week
I	Intensity	How hard	60-85% of maximum heart rate; target heart rate zone
T	Time	How long	20-60 minutes per session
T	Type	What activity	Aerobic activities that keep you in your target heart rate zone: brisk walking, jogging, stair climbing, etc.

Letter	Word	Definition	Example
F	Frequency	How often	3-5 days per week
I	Intensity	How hard	60-85% of maximum heart rate; target heart rate zone
T	Time	How long	20-60 minutes per session
T	Type	What activity	Aerobic activities which keep you in your target heart rate zone: brisk walking, jogging, stair climbing, etc.

Vocabulary – FITT Challenge

Balanced Diet – Eating and drinking the right amount of nutrients to make your diet healthy.

Body Fat – The percentage of body weight that is made up of fat.

Calorie – A unit of energy found in food.

Calorie Requirement for boys and girls

- An active 15 year old boy needs about 3,000 Calories per day
- An active 15 year old girl needs about 2,300 Calories per day

Component – That belongs to a set.

Diet – A selection of foods.

FITT Principle – A formula in which each letter represents a factor important for determining the correct amount of physical activity.

Frequency – How often you do the activity each week

Intensity – How hard you work at the activity per session

Time – How long you work out at each session

Type – Which activities you select

FITT Principle for cardiorespiratory endurance

Frequency – Exercise 3-5 times per week

Intensity – Train at 60-85% of target heart rate zone/70-85% of one's maximum heart rate

Time – 20-60 minutes per session

Type – Any aerobic activity that keeps heart rate within your target heart zone

FITT Principle for Flexibility:

Frequency – Daily stretching

Intensity – Stretch muscles and hold beyond its normal length at a comfortable stretch

Time – Hold stretch for 10-15 seconds with the stretching workout lasting 15-30 minutes

Type – Use stretches that allow the body to move through the full range of motion

Health-Related Fitness Components

- **Cardiorespiratory endurance** – The ability of the heart, lungs, and blood vessels to use and send fuel and oxygen to the body's tissues during long periods of moderate-to-vigorous activity
- **Muscular endurance** – The ability of the muscles to perform physical tasks over a period of time without becoming fatigued
- **Muscular strength** – The amount of force a muscle can exert
- **Flexibility** – The ability to move the joints through a full range of motion
- **Body composition** – All of the tissues that together make up the body; bone, muscle, skin, fat, and body organs

Identify – To connect or associate closely with.

Improvement – To become better.

Nutrition – A study of foods and how they nourish the body.

Physical Activity – Movement using the larger muscles of the body; includes sports, dance and activities of daily life; may be done to accomplish a task, for enjoyment, or to improve physical fitness.

Vocabulary – Cont.

Skill-Related Fitness – Six areas of physical fitness which are often associated with games and sports

- **Agility – The ability to change the position of your body quickly and to control your body's movements**
- **Balance – The ability to keep an upright posture while standing still or moving**
- **Coordination – The ability to use your senses together with your body parts or to use two or more body parts together**
- **Power – The ability to move strength quickly**
- **Reaction Time – The ability to react or respond quickly**
- **Speed – The ability to perform a movement or cover a distance in a short period of time**

Sincere appreciation is extended to the members of the Health and Fitness Video Production Team and the Review Panel for their time, expertise, and commitment to ensuring that all students in Washington achieve the state standards and assessments in health and fitness.

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