

13 Choose a Personal Fitness Plan

TRANSITION OBJECTIVE

Students will decide on a fitness goal based on their preferences.

RELEVANCE TO SUCCESSFUL TRANSITION

Knowing the importance of maintaining a fitness plan for life is an important step towards a healthy lifestyle. The next step is to make a commitment to a specific fitness goal.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

My favorite way to exercise is. . .

❑ STEP 2: Convene Roundtable

"After I exercise, I feel ____."

❑ STEP 3: Advance Organizer


"Today you will choose a personal fitness plan."

❑ STEP 4: Activity - 20 Minutes

Demonstrate the appropriate way to take your pulse at the neck or wrist. Have students take their pulse and write it down. Explain *resting heart rate* and have students share their heart rates. Introduce the concept of aerobic heart rate.

Using a beginning exercise video, have everyone participate in a brief warm up exercise and then exercise to the recorded exercise program. After five minutes of the exercise, have students take their pulse at their neck or wrist for 10 seconds. Ask students to record their exercise aerobic heart rate. Tell students that an aerobic rate should be close to 28 or 29.

Have them compare their initial resting heart rate to their second recorded heart rate. Explain that it takes some people longer than others to reach an aerobic heart rate, depending upon their physical condition and how rigorously they exercise. Also explain that this type of exercise is only one of many ways to stay fit. Ask students to suggest other ways to exercise hard and long enough to be benefit their health.



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LIFE MANAGEMENT: Unit 1
LESSON 13

Choose Your Fitness Style

| | | |
|---|---|--|
| I like to do things I like to play sports I am more active in the I like to workout I like to workout I would rather I like to exercise My workouts need I like sports that are I like exercise Starting to exercise is I like to exercise for | <input type="checkbox"/> alone <input type="checkbox"/> indoors <input type="checkbox"/> individually <input type="checkbox"/> evening <input type="checkbox"/> at home <input type="checkbox"/> with no equipment <input type="checkbox"/> walk <input type="checkbox"/> in private <input type="checkbox"/> no training <input type="checkbox"/> not competitive <input type="checkbox"/> with no cost <input type="checkbox"/> hard for me <input type="checkbox"/> a short time | <input type="checkbox"/> with others <input type="checkbox"/> outdoors <input type="checkbox"/> team <input type="checkbox"/> morning <input type="checkbox"/> in a gym <input type="checkbox"/> with equipment <input type="checkbox"/> run <input type="checkbox"/> with people watching <input type="checkbox"/> special training <input type="checkbox"/> very competitive <input type="checkbox"/> cost does not matter <input type="checkbox"/> easy for me <input type="checkbox"/> a long time |
|---|---|--|

TOTAL
A _____
B _____

Look through the list with your highest total. If your highest total is in column A, circle three of the activities in the A group. If your highest total is in column B, circle three activities in the B group.

A Activities
 vacuum floors
 wash windows
 paint walls
 lift weights
 yoga

wash floors
 dust furniture
 ride on exercise bike
 jump rope
 swim

exercise video at home
 practice sports at home
 run up and down stairs
 walk or run on a treadmill

B Activities
 walk or hike
 run or jog
 play tennis
 skateboard
 work out at gym

take a dance class
 ride or race a bike
 take an exercise class
 mow lawns
 rollerblade

play on a sports team
 swim at the beach
 play volleyball
 take a karate class

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LIFE MANAGEMENT: Unit 1 LESSON 13

Fitness Preference

Name: _____

| Activity | Do I like it? | Special equipment? | Can I begin now? |
|--------------|---------------|--------------------|------------------|
| Basketball | | | |
| Dance | | | |
| Football | | | |
| Hike | | | |
| Jog/Walk | | | |
| Karate | | | |
| Lift weights | | | |
| Ride a bike | | | |
| Rollerblade | | | |
| Skateboard | | | |
| Ski | | | |
| Soccer | | | |
| Swim | | | |
| Tennis | | | |
| Volleyball | | | |
| Walk | | | |
| Yard work | | | |
| Other | | | |

Personal preferences for now
#1 _____ #2 _____ #3 _____

Personal Goal & Start Date: _____

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Discuss the practicality of choosing a fitness goal. Explain that even though we prefer a particular type of exercise, it may not be the most practical one for the present, as we may not be able to start it now. Show students your sample **Fitness Preference** goal sheet on the screen image. Explain why you did or did not choose one or two of the specific types of exercise. Encourage each student to choose and make a commitment to a fitness program. Using the **Fitness Preference** goal sheet, have them select a preferred activity and write a goal. After students complete the goal sheet, have them share their fitness goal.

□ STEP 5: Activity - 25 Minutes

Using a screen image, go over the handout **Choose Your Fitness Style**. Have students complete their own checksheets, finishing the statements by marking either columns A or B, then adding the totals for each column. Students then identify three activities from the activities group that represents their highest total.

□ STEP 6: Evaluate Outcomes

The fitness goal I have chosen is "_____."

□ STEP 7: Connecting Activity

Invite a fitness expert from a local fitness center or a PE teacher from school to talk with students about the importance of lifelong exercise.

KEY WORDS

preference

aerobic

gymnastic

pulse

MATERIALS AND PREPARATION

- Student Handouts: **Choose Your Fitness Style**, page 38; **Fitness Preference**, page 39.
- Bring an exercise video to class that is licensed to use with groups.
- Choose a current video with both men and women exercising. Complete a sample of both handouts to show as a screen image.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Writing
- Thinking Skills: Decision Making, Visualizing
- Personal Qualities: Responsibility, Self-Esteem, Self-Management
- If you have a student with a physical disability visit the fitness.gov website and follow the link, "I can do it, you can do it." Use this information to make your lesson inclusive for all students.