

COACH D'S FITNESS WARM-UP

STUDENT TARGETS

- **Skill:** I will demonstrate fitness activities with proper form and attention to safety.
- **Cognitive:** I will identify and discuss each of the components of the FITT formula.
- **Fitness:** I will complete the FITT formula activity log to plan for and track my physical activity.
- **Personal & Social Responsibility:** I will stay focused on safe and appropriate participation while working cooperatively with my classmates.

TEACHING CUES

- Follow Exercise Cues
- Listen for Start/Stop Signals
- Maintain a Warm-Up Exercise Intensity Level

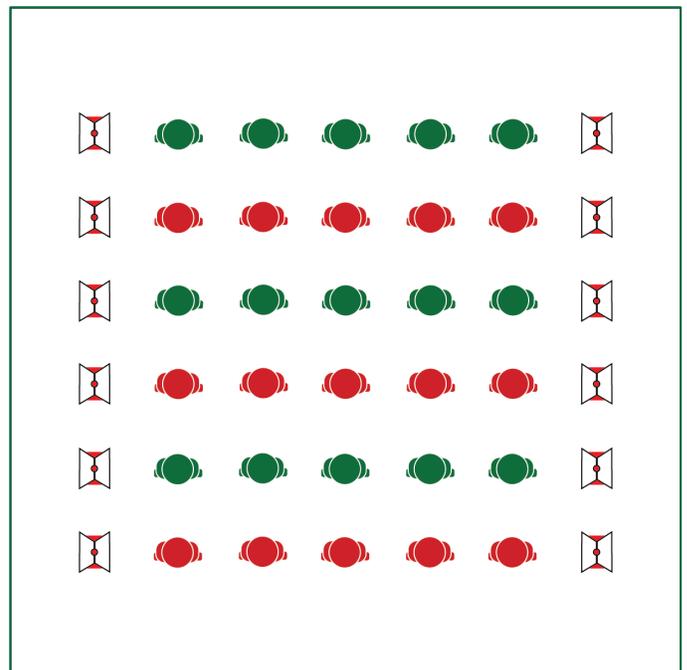
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 12 cones
- 12 task tents
- Coach D's FITTness Warm-Up Cards

Set-Up:

1. Use cones and task tents to designate 6 lines for student activity. Each line is a different activity. *(Tip: If you use a basketball court, use each baseline as 2 of your lines and space the other 4 evenly across the court.)*
2. Place FITTness Cards in task tents.
3. Create groups of 6. Each member in a group is on a different activity line, creating a team line that is perpendicular to the activity lines.



Activity Procedures:

1. Today's activity is called Coach D's FITTness Warm-Up. You will work together with your team to rotate through and complete Coach D's FITTness routine. (Teachers: Take a few minutes to introduce or review each component of the FITT formula.)
2. When the music starts, everyone will begin the appropriate exercise and continue for 40 seconds. Then the music will stop, and everyone will have 10 seconds to move forward to the next line. If you are in the front line, pick a sideline and jog safely down to get back to the other baseline. We will continue until everyone has completed all the activities.
3. After our warm-up, we'll take a few minutes to complete the FITT formula activity log.

Grade Level Progression:

6th–7th: Play the activity as described above.

8th: Allow students to create their own FITTness routines using the blank FITTness Routine Cards. For each exercise, students will identify a component of health-related fitness to focus on.

COACH D'S FITTNESS WARM-UP

UNIVERSAL
DESIGN
ADAPTATIONS

- Modify routine cards and exercises to meet the needs of all students.
- Decrease the intensity of this activity by providing a longer rest interval.

ACADEMIC
LANGUAGE

Health-Related Fitness, Skill-Related Fitness, Frequency, Intensity, Time, Type, FITT Formula, Overload Principle, Physical Activity, Moderate, Vigorous

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 3 [M7.6-8]** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- **Standard 3 [M6.6-8]** Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day (6); Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least three times a week (7); Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least five times a week (8).
- **Standard 4 [M7.6-8]** Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance (6); Independently uses physical activity and exercise equipment appropriately and safely (7); Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity (8).

DEBRIEF
QUESTIONS

- **DOK 1:** What are the 4 components of the FITT formula?
- **DOK 2:** What do you know about the overload principle?
- **DOK 3:** How is the overload principle related to the FITT formula?
- **DOK 4:** Complete the FITT Formula Activity Log and create a plan to apply the overload principle to your physical activity routine.

TEACHING
STRATEGY
FOCUS

Help students process content. The debrief questions above will help students to begin thinking about how the FITT formula and overload principle apply to fitness as a general concept. In order to truly help students to process this information and apply it to their personal experience, use the FITT Formula Activity Log and then take time to review the questions and content in order to stimulate further discussion.