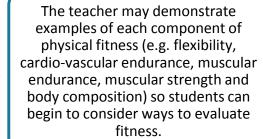
Instructional Unit Title: Fitness Planning

The teacher may present and discuss the components of wellness (e.g. mental, social/emotional & physical) so students can begin to evaluate lifestyle choices and the roles they may play on different aspects of their personal wellness.





The teacher may review the process for developing a smart goal so students can analyze the elements of a goal as it pertains to various aspects of personal wellness.



The teacher may introduce a team building scenario (e.g. team juggling, team volley, hacky sack,) so students can begin to develop strategies for determining the success of teamwork or a team project.



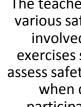
The teacher may define responsibility and integrity and how these concepts relate to the development and achievement of personal goals so students can evaluate if their goals that will allow for success in their own fitness plan.



The teacher may introduce the components of the FITT principle (frequency, intensity, time, type) so students can begin to determine ways to incorporate the principles into physical fitness activities.



The teacher may provide examples of various fitness plans/programs (e.g. Cross fit, Orange Theory, P 90X) so students can begin to compare and contrast the claims, quality and structure of different fitness plans.



The teacher may introduce various safety procedures involved with fitness exercises so students can assess safety protocols used when designing or participating in fitness programs.



The teacher may review important elements to be considered for the development of a training plan so students can design their own peer led fitness program.



PERFORMANCE ASSESSMENT: As a personal fitness coach, you will be designing and conducting a "FITT Camp" (e.g. one class, multiple classes) for your school. You and a group of fellow coaches will create the camp using the FITT principle concepts (frequency, intensity, time, type). The exercises you construct must address the health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, body composition and flexibility). In addition, the camp must include stations that address various aspects of wellness (ex: diet, rest, restoration).

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.