

## General Description

The goal of **Student Health Force - Fitness** is to improve health, fitness, and quality of life through daily physical activity by using principles from the U.S. Department of Health & Human Services' Physical Activity Guidelines for Americans as well as the President's Council on Physical Fitness and Sports.

**Student Health Force - Fitness** is a series of seven lessons (aligned to national health education standards) appropriate for classroom and non-classroom settings.

- The carefully researched physical activity materials focus on promotion of physical activity, personal goal setting, anatomy, and the skills required to do physical activity safely (intensity of activity, FITT Principle, proper equipment).
- The online, interactive lessons have audio and video and promote health-related vocabulary development; life skills reading, writing, and listening practice; and provide critical health information.
- This program is appropriate for use in community-based health education programs.

## Objectives

**Student Health Force - Fitness** encourages youth ages 12 to 18 to begin the process of behavior change toward active living by focusing on four outcomes:

- Be physically active at least 60 minutes a day.
- Maintain two or less hours of screen (TV, video game, computer, phone) time daily.
- Create a personal fitness program that includes all the basic components of physical fitness.
- Develop self-management skills required to adopt and maintain physical activity throughout a lifetime.

The implementation strategies include physical fitness education that is fun and focused on knowledge and behavior changes with program materials that encourage students to make healthy lifestyle and physical activity choices.

The educational content is based on learning outcomes that meet the following standards:

- National Health Education Standards for Students Standard 1, 2, 3, 4, 5, 6, 7, and 8
- National Standards for Science 5-8.3 Life Science

## Methodology

**How do I use the lessons?** There are many ways to use the lessons. You can integrate it as a unit on physical education, teach it as a whole-class (with a projector) lesson, assign it as practice in a computer lab, or for students with Internet access at home, as homework.

**How do I begin?** Review the course material; then go to [Documents](#) and review the lesson plans. There is a lesson plan, student worksheet and knowledge assessment for each of the units. [Documents](#) contains folders with knowledge assessments and student worksheets for each unit.

**Who can use the online lessons?** Intermediate level and above students with basic computer skills (using a mouse, navigating within a website, minimal keyboarding skills), computer, Internet access, and headsets.

**Why are the lesson plans so long and detailed?** The lesson plans were written to be used in classroom and non-classroom settings by both educators as well as nonprofessionals (SHF-students mentoring other students).

<b>Course</b>	<b>Learn It</b>	<b>Live It</b>	<b>Share It</b>
<b>Me/Anatomy</b>	The lesson explains the importance of anatomy, describes cells and tissue, and details the main organ systems and their primary function.	<i>Organ System</i> match game, an activity to reinforce the learning Create a skit, poster or song explaining how the organ systems depend on one another to maintain homeostasis	Share skit, poster, or song with the group. If time and resources allow, the skits, posters, or songs can be shared with the student body.
<b>Fitness for Health</b>	This lesson details the five components (body composition, cardiovascular fitness, flexibility, muscular endurance, and muscular strength) of health-related fitness. Emphasizes the health risks related to inactivity, and requires students to think critically about key issues relating to health and physical activity.	<b>BMI</b> (body mass index) activity supplies a calculator and reinforces that the calculation is a trend indicator. The calculator allows students to see how they compare with others of the same gender and age.  Introduce the <i>Health eTracker</i> .	Introduce advocacy project topics.
<b>Fitness for Life and Sports</b>  (Originally introduced as <b>Fitness for Sports</b> in New Orleans)	This lesson identifies the six components (agility, balance, coordination, power, reaction time, speed) of skill-related fitness; defines the FITT Principle; emphasizes the risks related to inactivity.	<b>MRSA</b> lesson referenced in <a href="http://www.studentsfightmrsa.com">www.studentsfightmrsa.com</a>  The <i>Fitness Challenge</i> outlines the different types of activities.	Work on advocacy project.
<b>Muscles</b>	This lesson contrasts muscle types, function, and structure. Major muscles are detailed along with exercises for the muscle group.	<i>Muscle Match</i> game, an activity to reinforce the learning <i>Exercise Your Muscles</i> , an activity to reinforce the learning  <i>Muscle Activity</i> lab  Continue with <i>Health eTracker</i> .	Work on advocacy project.
<b>Skeletal System</b>	This lesson outlines the function of the skeletal system; explains remodeling, osteoblasts, and resorption; identifies major bones; emphasizes the importance of healthy bones, weight bearing exercise, and calcium; and warns of osteoporosis.	<i>Bone Match</i> game, an activity to reinforce the learning Mnemonic activity Continue with <i>Health eTracker</i> .	Work on advocacy project.
<b>Nervous System</b>	This lesson specifies the functions of the nervous system, describes the organization of the nervous system, and details diseases of the nervous system.	Create a game or quiz. Continue work on <i>Health eTracker</i> .	Work on advocacy project.
<b>Pathophysiology</b>	This lesson examines the cause-effect relationship of health and wellness.	Excess weight and force put excess strain on the knees. Check out the knee strain activity. Complete <i>Health eTracker</i> .	Present completed advocacy project.