**Specificity**—To bring about changes in a particular body system, muscle, or skill, a person must perform activities that target that particular body system, muscle, or skill.

**Purpose**

Students will work to improve their muscular fitness by trying a variety of exercises and making choices about how best to work at their own intensity level.

**Relationship to National Standards:**

- Physical education standard 4: Achieves and maintains a health-enhancing level of fitness. (The exercises completed in this lesson can easily be performed in any environment to enable the student to participate outside of class).
- Physical education standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. (Group members will take turns leading their group through the task, assisting those who need guidance.)
- Physical education standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Equipment**

- Four cones
- Four poly spots
- Mats for floor work
- Aerobic steps or benches (optional)
- Chairs or weight benches
- Floor tape

**Procedure**

1. Set up the activity space using the four cones as boundaries. Place a poly spot to the inside of each cone (inside the space) and place the index cards on each poly spot separated by muscle group (upper, lower, abdominal, and full body). (See figure 4.1 for setup.)
2. Allow students to choose a partner with whom they can work well and instruct them to go to one of the four cones.

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**Reproducibles**

**GET FIT WORKSHEET**

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Partner 1</th>
<th>Partner 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

**Lower Body Wall Sits**

Position your back against the wall, your heel flat on the floor, and your knees at 45 or 90 degrees. Count 15, 45, or 60 seconds.

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**Pedometer Counts (Optional)**

Partner 1: ___________________ Beginning step: ___________ Ending step: ___________
Partner 2: ___________________ Beginning step: ___________ Ending step: ___________

**Target Heart Rate (Optional)**

Partner 1: ___________________
THR #1: ____________ THR #2: ____________ THR #3: ____________
Partner 2: ___________________
THR #1: ____________ THR #2: ____________ THR #3: ____________

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Get Fit Worksheet, one per student.
Get Fit Exercise Signs, one per pair.
3. On the whistle, one partner draws a card from the stack and reads the instructions. The other partner begins running three laps around the coned area only after his or her partner reads, understands, and begins the exercise.

4. The partner performing the exercise continues until his or her partner completes three laps.

5. The partners then switch tasks and repeat. Before rotating to the next station, they return the card to the bottom of the pile.

6. Then both partners rotate clockwise to the next station.

7. Partners repeat steps 4 through 6 until they complete their assessment sheet.

**Teaching Hints**

- Students can take their target heart rate and record their results on the assessment page.
- Students can use pedometers and keep track of their steps throughout the activity.
- Instruct students to select a partner with whom they can work productively by staying on task even when they think that the teacher can’t see them.

**Sample Inclusion Tips**

- Exercise task cards that offer choices can help accommodate various abilities (i.e., modified push-ups on knees or various numbers of repetitions: 8 low, 12 medium, 15 high).
- Instruct students to work according to their skill level, allowing for a break between sets of repetitions while their partners are completing their laps.
- Using pictures for task cards and numbers at each station can promote student independence.

**Variations**

- Allow students to do a set and rest briefly as needed while their partners complete their three laps.
- Students doing laps could also dribble a soccer ball or basketball or jump rope at the go signal.

**Home Extension**

Encourage students to go to a local workout club and ask to interview a fitness trainer about the principle of specificity and creating full-body workouts.

**Assessment**

Teachers can use the Get Fit Worksheet to help students keep track of heart rate as well as steps (if pedometers are used).