



Equipment	Pencil, paper
Learning Outcome	Demonstrate the ability to utilize the FITT Principle to create a personal physical activity plan.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each while participating in the activity.

## Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video or written instructions to share with students introducing or reviewing the [FITT Principle](#) (see pages 168-175). Share with students that the FITT Principle is an excellent tool to consider using when creating a personal physical activity plan. Invite students to review the various aspects of the FITT Principle in order to develop their understanding of the concept. Encourage students to brainstorm various activities or exercises that they are interested in having as part of their personal physical activity plan.



## Activity Description

If utilizing a flipped classroom approach, remind students to apply the techniques they learned or reviewed about the FITT Principle in the video or document. If not utilizing a flipped classroom approach, introduce or review the [FITT Principle](#) (see pages 168-175). Share with students that the FITT Principle is an excellent tool to consider using when creating a personal physical activity plan. Invite students to review the various aspects of the FITT Principle in order to develop their understanding of the concept. Encourage students to brainstorm various activities or exercises that they are interested in having as part of their personal physical activity plan.

Begin the activity by explaining to students that their physical health and fitness journey is a lifelong personal journey that will inevitably have different barriers arise, so creating a personal physical activity plan will support them in maintaining lifelong physical activity. Share with students that a well-designed personal physical activity plan will outline how often (frequency), how long (time), and how hard (intensity) a person exercises, and what kinds of exercises (type) are selected. The exercise frequency, intensity, time, and type (FITT) are key components of any physical activity plan or routine. Share with students the [FITT Principle Guidelines](#) (see page 179) so that they can gain an understanding of components to include in their physical activity plan.

Share with students that each person will have a different physical activity plan because everyone has activity preferences and is also at a different place within their physical health and fitness journeys. Once students have finished creating their physical activity plans, invite students to share a component of their physical activity plan. The student becomes the instructor and guides the class through this part of their plan, whether it be playing a sport, dancing, performing a fitness routine, or some other physical activity. Encourage students to implement their physical activity plans and provide opportunities for students to reflect on, assess, and modify their plans regularly.

## Physical Education Competencies



### MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



### THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



### FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



### ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



## Reflection Questions

Reflection is important to support learning during physical education. Consider asking students the reflection questions below and discuss the answers together.

- How do you think your physical activity plan may change during different stages of your life?
- How can you ensure to maintain your plan throughout these stages? What is one thing that interested you/surprised you about the FITT Principle? Why?



## Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S Space	T Task	E Equipment	P People
Complete the activity in a space with minimal distractions.	Create a class physical activity plan and implement it.	Students use the necessary equipment to complete the activity successfully.	Invite students to work together to brainstorm different activities and exercises that they can incorporate in their plans.



### Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Does the student demonstrate an understanding of the FITT Principle?
- Is the student able to transfer the concepts from the FITT Principle to a personal physical activity plan?
- Does the student demonstrate effort and enthusiasm when participating in a peer's chosen physical activity/exercise?

### Connecting to PHE At Home Learning

The following PHE At Home Learning activity can be utilized by students at home or modified for use during instructional time in order to extend learning.

Put the "I" in Inventor