Stand Alone 4 – Lifetime Fitness
Session – Lifetime Fitness Programs
LD 32 – Lifetime Fitness

Date Revised: 11/06/19

Course Goal: To develop recruit officers' physical fitness and to teach them to apply the principles of lifetime fitness.

Session Goal: To teach recruit officers how to create a personal fitness program, understand common health problems, and complete the LAPD Lifetime Fitness program.

Learning Objectives:

- Discuss the components of a personal physical fitness program to include: **[32.I.A]**
    - Cardiovascular **[32.I.A.1]**
        - Aerobic **[32.I.A.1.a]**
        - Anaerobic **[32.I.A.1.b]**
    - Muscular **[32.I.A.2]**
        - Strength **[32.I.A.2.a]**
        - Power **[32.I.A.2.b]**
        - Endurance **[32.I.A.2.c]**
    - Flexibility/stability/mobility **[32.I.A.3]**
    - Core **[32.I.A.4]**
    - Acceleration and agility **[32.I.A.5]**
    - Body composition vs performance **[32.I.A.6]**
    - Recovery **[32.I.A.7]**
- Discuss techniques for evaluating personal fitness in the areas of: **[32.I.B]**
    - Cardiovascular **[32.I.B.1]**
        - Aerobic **[32.I.B.1.a]**
        - Anaerobic **[32.I.B.1.b]**
    - Muscular **[32.I.B.2]**
        - Strength **[32.I.B.2.a]**
        - Power **[32.I.B.2.b]**
        - Endurance **[32.I.B.2.c]**
    - Flexibility/stability/mobility **[32.I.B.3]**
    - Core **[32.I.B.4]**
    - Acceleration and agility **[32.I.B.5]**
    - Body composition vs performance **[32.I.B.6]**
    - Recovery **[32.I.B.7]**
- Describe appropriate measures for improving an officer's performance within each of the seven components of a personal fitness program. **[32.I.C]**
- Discuss principles of physical conditioning, including: **[32.I.D]**
    - Specificity **[32.I.D.1]**
    - Frequency **[32.I.D.2]**
    - Intensity **[32.I.D.3]**

  - Volume **[32.I.D.4]**
  - Active recovery **[32.I.D.5]**
  - Periodization/program design **[32.I.D.6]**
    - Foundational phase **[32.I.D.6.a]**
    - Conditioning phase **[32.I.D.6.b]**
    - Peak performance phase **[32.I.D.6.c]**
  - Progression **[32.I.D.7]**
- Describe minimum physical conditioning program requirements and components of a training session to include: **[32.I.E]**
  - Warmup **[32.I.E.1]**
  - Training phase **[32.I.E.2]**
  - Recovery **[32.I.E.3]**
- Explain the two types of training injuries and appropriate treatment for each **[32.I.F]**
  - Acute injuries **[32.I.F.1]**
  - Chronic injuries **[32.I.F.2]**
- The student will participate in a learning activity which requires them to take part in a physical fitness assessment during the foundational phase which shall minimally include:
  - Body composition measurement **[32.VI.G.5]**
- Recruit officers will participate in a discussion about the expectations of the lifetime fitness program, including the Physical Fitness Quotient (PFQ) testing protocol.

Session Time: 1.5 hours

Resources:
- Classroom with tables
- White board
- Dry-erase markers
- Academy PFQ score sheets (1 per student)
- Body composition scales (1 minimum)

Session Summary: To begin, the students will participate in a facilitated discussion regarding the components of personal fitness and the principles of physical conditioning. Next, the students will complete a learning activity in which they will create their own personal fitness program. Finally, they will be briefed on the expectations of the LAPD Lifetime Fitness Program and the LAPD Physical Fitness Quotient.

Outline	Instructor Notes
I. Personal lifetime fitness program A. Components of personal fitness **[1] [32.I.A]** 1. Cardiovascular **[2] [32.I.A.1][32.I.B.1]** a. The ability of the circulatory and respiratory systems to supply oxygen during sustained physical activity b. Aerobic conditioning **[32.I.A.1.a]** 1) Evaluation methods **[32.I.B.1.a]** a) 1.5 mile run test b) Beep test 2) Improving aerobic endurance **[32.I.C]** a) Training heart rate range for aerobic exercise is 70%- 85% of a student's capacity b) Stay within the training range for at least 20 minutes c) Use large muscles groups in rhythmic activity c. Anaerobic conditioning **[32.I.A.1.b]** 1) Shorter than aerobic training 2) Requires energy from anaerobic sources 3) Enables the body to perform brief near maximal muscular activity 4) 300m run test **[32.I.B.1.b]** 5) Improving anaerobic endurance **[32.I.C]** a) Circuit training **[3]** (1) All in one exercise format (2) Works both heart and muscles (3) Rounds, time, repetitions b) Interval training (1) Periods of high intensity alternating with lower intensity	➢ Ask students to pull out 1 sheet of paper and write down the following information. ○ Name/Age ○ Athletic history (sports, fitness events, etc.) ○ Prior LEO experience/military background ○ Martial arts background (including # of years, discipline, belt, etc.) ○ Training program to prepare for the academy ➢ During the discussion, 1 recruit at a time will go to the back for a body composition measurement. **[32.VI.G.5]** **Facilitated discussion** (1 hour): **[TTS Required learning activities: 32.VI.B1-7, 32.VI.C1-3, 32.VI.E1-7, 32.VI.F1-4]** **[1] Ask –** If you were creating a lifetime fitness program, what components of fitness would you include? Seeking: • Cardiovascular • Muscular (strength, power, endurance) • Flexibility/mobility/stability • Core • Acceleration • Agility • Body comp vs performance • Recovery **[2] Ask –** What are the two types of cardiovascular endurance? • **Ask –** How are they different? **[3] Ask –** What is the difference between circuit training and interval training?

(2) Work intervals and rest intervals 2. Muscular **[4,5] [32.I.A.2][32.I.B.2]** a. Strength **[32.I.A.2.a]** 1) The maximum force that a muscle can exert at one time 2) Bench press test **[32.I.B.2.a]** 3) Improving muscular strength **[32.I.C]** a) Students must work as many muscle fibers at one time as possible by lifting heavy weight for several repetitions b) Work all muscle groups in balance c) Begin with the largest muscle group and move to the smallest d) 8-12 repetitions e) Work bilaterally and unilaterally f) Train multiple planes g) Bench press h) Dead lift i) Shoulder press b. Power **[32.I.A.2.b]** 1) The ability of a muscle or muscle group to exert a maximum amount of force in the shortest time 2) Vertical jump test **[32.I.B.2.b]** 3) Improving muscular power **[32.I.C]** a) Olympic weightlifting (1) Hand clean (2) Hand snatch (3) Power clean (4) Power snatch b) Plyometrics (1) Vertical jump (2) Tuck jumps (3) Box jumps (4) Clap push ups c) 12 lb. medicine ball throw c. Endurance **[32.I.A.2.c]** 1) The ability of a muscle to do continuous work over an extended time 2) Evaluation methods **[32.I.B.2.c]** a) 1 minute push-up test b) 1 minute sit-up test 3) Improving muscular endurance **[32.I.C]** a) Same recommendations as muscular strength but with lighter weight b) Calisthenics can be used	**[4] Ask –** What are the different types of muscular fitness? **[5] Ask –** What is the difference between strength, power, and endurance? • Why is it important to train all types? • How can you improve in each?

c) Push ups d) Air squats e) Sit ups 3. Flexibility **[6] [32.I.A.3]** a. The ability to move a body part (usually a joint or limb) through a full range of motion b. Sit and reach test **[32.I.B.3]** c. Full squat to full extension d. Improving flexibility **[32.I.C]** 1) Use gentle stretch and hold movements followed by relaxation 2) Avoid bouncing, jerking, or quick moving exercises that could lead to injuries 3) Pain means that muscles are overstretched 4) Stretching methods a) Dynamic (1) Functional based exercises (2) Sport specific movements b) Static (1) Gradually easing into the stretch position (2) Hold the position c) Yoga (1) Positions that coordinate breath with movement and with holding the position (2) To stretch and strengthen different parts of the body	**[6] Ask –** What is flexibility and why is it an important component of fitness? • What are some of the different stretching methods?
4. Stability **[6.1] [32.I.A.3]** a. The ability of a joint or body region to withstand shock and movement without being dislocated or otherwise injured. b. The ability to maintain balance c. Isometric stability d. Time plank hold **[32.I.B.3] [32.I.C]**	**[6.1] Ask –** What is the difference between stability and mobility? • Why are they both important?
5. Mobility **[32.I.A.3]** a. The ease with which a joint or series of joints can move before being restricted by the surrounding structures. b. The ability to actively move your joints c. General maintenance for your body d. Overhead squat **[32.I.C]**	
6. Core **[7] [32.I.A.4]** a. The bodily region bound by the abdominal wall, hips, glutes, the lower back, and the diaphragm	**[7] Ask –** What is the core and why is it an important component of fitness?

b. Stability in the lumbar/abdominal area c. Ability to resist rotation while transmitting force d. Mobility in the hip/thoracic spine area e. Should be included in the warm-up and conditioning periods as a priority of daily training **[32.I.C]** f. Timed plank hold evaluation **[32.I.B.4]** 7. Acceleration **[7.1][32.I.A.5]** a. The ability to increase speed from static or after directional changes b. Evaluation methods **[32.I.B.5] [32.I.C]** 1) 300-yard shuttle run 2) 50m sprints from static 8. Agility **[32.I.A.5]** a. Quickness and readiness of movement b. The ability to change the position of the body with skill and control c. Cone drills **[32.I.C]** d. Work Sample Test Battery **[32.I.B.5]** 9. Body composition vs performance **[8] [32.I.A.6]** a. The proportion of fat compared with lean tissue in the body b. Correlation between lean body mass to fat ratio c. The greater priority is placed on increasing work capacity d. Evaluation methods **[9] [32.I.B.6]** 1) Bioelectrical impedance a) Slight electrical current is sent through a person's body b) The rate at which the electricity is conducted through the body is an indicator of the amount of body fat 2) Skinfold calipers a) Measuring the thickness of layers of fat b) For females, measurements are taken at the triceps, supra iliac (hip), and thigh c) For males, measurements are taken at the chest, abdomen, and thigh e. Improving body composition **[9.1] [32.I.C]** 1) When calorie expenditure is higher than the intake, the body breaks down and uses stored fat **[32.VI.D.1]**	**[7.1] Ask –** What is the difference between acceleration and agility? **[8] Ask –** What is the relationship between body composition and performance? **[9] Ask –** Describe the different ways that body composition can be tested. **[9.1] Ask –** How can you improve your body composition?

2) A combination of proper nutrition and exercise is the optimal strategy for controlling or improving body composition **[32.VI.D.3]** 10. Recovery **[10] [32.I.A.7]** a. Time immediately after exercise and prior to the next bout of exercise b. Active recovery 1) Tapering off the intensity of the activity 2) Walking after running 3) Rest between sets or intervals 4) Gradually decrease heart rate to 100 c. Recovery methods **[32.I.B.7] [32.I.C]** 1) Cool down 2) Massage 3) Stretching 4) Nutrition 5) Yoga 6) Rest/sleep	**[10] Ask –** What is recovery and why is it important? **[11] Ask –** How can you establish a baseline to help you develop a personal fitness program?
B. Developing a personal fitness program 1. Establishing a baseline **[11]** a. Assessment tests b. Choosing specific exercises 1) Appropriate intensity and duration 2) Maximize fitness c. Calculating a resting heart rate 1) Sit quietly for five minutes 2) Locate radial or carotid pulse 3) Count pulses during every 10 seconds 4) Multiply 10 second pulse by 6 d. Calculating a training range **[12]** 1) Calculate estimated maximum heart rate by subtracting your age from 220 2) Subtract your resting heart rate 3) Multiply this by .70 for lower end of conditioning range 4) Add your resting heart rate 5) Divide by 6 to get your 10 second value 6) Repeat steps 3-5 using 85% for upper end of conditioning range 2. Principles of physical conditioning **[13][32.I.D]** a. Specificity **[32.I.D.1]** 1) Select an exercise activity that matches the chosen performance goal 2) The body will respond to the type of work that you do	**[12] Ask –** How can you calculate an effective training range for your heart rate? **[13] Ask –** What are the principles of physical conditioning? • **Ask –** Why is it important to consider these principles when developing a personal fitness program? **[14] Ask –** Why is important to consider frequency when developing a personal fitness program? • What could happen if you do not train frequently enough? • What could happen if you train too frequently?

b. Frequency **[14] [32.I.D.2]**
   1) How often exercise sessions occur in a week
   2) 3-5 times per week
   3) Minimum is 3 per week
   4) Intervening rest cycle is important for recovery
   5) Too little rest can result in overtraining and injury
   6) For strength training, 48 hours is recommended

c. Intensity **[15] [32.I.D.3]**
   1) The stress level at which a person is exercising
   2) Speed or pace of an exercise
   3) Monitored using heart rate or counting reps per time interval
   4) Increase the intensity as physical capabilities increase

[15] Ask – What is intensity in training?
- Why is sweating not an accurate indicator of intensity?
- Why is muscle burn not an accurate indicator of intensity?
- What is a good indicator of intensity?

d. Volume **[32.I.D.4]**
   1) The amount of time/load devoted to the training phase of exercise
   2) 20-60 minutes for cardiovascular

e. Active recovery **[32.I.D.5]**

f. Periodization/program design **[16] [32.I.D.6]**
   1) Organization of training into basic workable units
   2) Foundational phase **[16.1] [32.I.D.6.a]**
      a) General preparatory or conditioning exercises
      b) Strengthen all the major muscles and joints
      c) Develop functional systems such as the cardiovascular and nervous
      d) Volume of training is high, intensity is low
   3) Conditioning phase **[32.I.D.6.b]**
      a) Very specific to the sport and energy systems
      b) Volume of training is reduced, intensity of training is elevated
   4) Peak performance phase **[32.I.D.6.c]**
      a) Used to facilitate psychological rest, relaxation, and biological regeneration
      b) Maintain an acceptable level of physical preparation

[16] Ask – What is periodization and why is it an important component of program design?

[16.1] Ask – What are the 3 phases of program design and how are they different?

[17] Ask – What is progression and why is it an important component of program design?
- What could happen if your program progression increases too quickly?

c) Intensity at its highest/volume lowest g. Progression **[17] [32.I.D.7]** 1) Gradual and systematic increase of the workload over time 2) You must have progressive overload to cause muscle fibers to grow stronger to handle extra load 3. Training sessions **[18][32.I.E]** a. Warm up period **[19] [32.I.E.1]** 1) Every session should begin with a 5-10-minute warm-up 2) Increases the muscle and body core temperatures 3) Increases blood flow to the working muscles and joints 4) Involve the whole body and cause a gradual increase in heart rate 5) For cardiovascular training the warm-up can be the conditioning activity at a lower intensity b. Training period **[20] [32.I.E.2]** 1) Main component of the exercise session 2) Tailored to meet specific training objectives 3) The chosen activity must be performed at the required intensity for the required duration c. Recovery period **[21] [32.I.E.3]** 1) Taper off the intensity of the activity 2) Stretching is optional, but recommended a) Static stretching b) Aimed at the muscles groups used during training C. Injury prevention 1. Safety during training **[22]** a. There is always a risk when participating in an exercise program b. Stay hydrated **[23]** c. Wear proper clothing and footwear d. Use proper technique for all exercises **[24]** 2. Heat related illnesses a. Can be life-threatening b. Higher risk when there is high humidity c. 3 types of heat illnesses **[25]** 1) Heat cramps	• What could happen if your progression increases too slowly? **[18] Ask –** What components should be included in every training session? **[19] Ask –** Why is it important to begin every session with a warm up period? **[20] Ask –** What factors determine how you choose exercises for a training period? **[21] Ask –** What should a well-crafted recovery period include **[22] Ask –** What are some of the ways that you can remain safe during training? **[23] Ask –** Why is staying hydrated important? **[24] Ask –** What does it mean to use proper technique while exercising? • What are the risks of not using proper technique? **[25] Ask –** What are the 3 types of heat related illnesses? • How can you differentiate between them?

2) Heat exhaustion a) Headaches b) Nausea c) Profuse sweating d) Dizziness 3) Heat stroke a) Confusion and disorientation b) Robotic gait c) No sweating d) Red, hot, dry skin	**[26] Ask –** What are the most common causes of heat related illnesses?
d. Possible causes **[26]** 1) Drinking fluids with caffeine 2) Drinking alcoholic beverages 3) Fever, viral infection, diarrhea, etc.	**[27] Ask –** What is rhabdomyolysis? • Has anyone ever been diagnosed with it? • Does anyone know someone that has had it?
3. Rhabdomyolysis **[27]** a. Rare, life-threatening illness b. Occurs after very intense bouts of exercise c. Muscle cell membranes break down due to damage from doing too much work d. Proteins and potassium leak into the blood stream e. Can lead to cardiac arrest, kidney failure, and permanent muscle damage f. Risks are especially if you ignore symptoms that your body is going well beyond its present ability	**[28] Ask –** What are the symptoms of rhabdo?
g. Symptoms **[28]** 1) Severe muscle soreness 2) Swelling 3) Brown colored urine 4) Muscle weakness 5) Feeling of extreme effort and acute exhaustion	**[29] Ask –** What is the difference between discomfort and pain?
4. Training injuries **[32.I.F]** a. Discomfort vs pain **[29]** 1) Recruit officers must learn to recognize the difference 2) Natural discomfort requires no treatment a) Heavy breathing b) Muscle soreness c) Heavy perspiration 3) Actual pain is a symptom of an injury	**[30] Ask –** Has anyone ever been injured because of a specific event? • What was the injury? • How does an injury like that differ from a chronic injury?
b. Acute injuries **[30] [32.I.F.1]** 1) Result from a specific event, mishap, or accident 2) Examples	

a) Sprain b) Strain c) Fracture d) Dislocation 3) Often occur as fatigue increases 4) Fractures or dislocations should receive immediate medical attention 5) Minor acute injuries can usually be self-treated a) Strains b) Sprains c) Bruises d) Use sound judgment regarding medical attention for minor acute injuries e) Physical injuries should be brought to the attention of the training staff	
c. Chronic injuries **[31] [32.I.F.2]** 1) Consequence of overtraining or overuse 2) Do not result from one incident 3) Examples a) Soft tissue inflammation b) Shin splints c) Tendinitis 4) Can generally be prevented by using an appropriate progression of duration, frequency, and intensity	**[31] Ask –** Can someone explain how a chronic injury occurs? • What are some examples of chronic injuries?
d. Self-treatment vs professional treatment **[32] [32.VI.F.5]** 1) Guidelines for self-treatment **[33]** a) Pain is vague, gradual in the onset, and doesn't limit normal range of movement b) Pain starts during the activity and disappears when activity is stopped c) Pain starts during the activity but goes away after two or three days of rest 2) Treatment procedures **[34]** a) Rest b) Ice c) Compression d) Elevation e) Using heat **[35]** (1) Only more than 48 hours after an injury (2) Stimulates blood flow	**[32] Ask –** Why is it important to know when to self-treat vs seeking professional treatment? **[33] Ask –** What are some of the guidelines to consider when choosing to self-treat? **[34] Ask –** What is the acronym RICE and what is it used for? **[35] Ask –** When could it be beneficial to use heat rather than ice?

(3) Helps relieve pain (4) Relaxes muscles (5) Reduces joint stiffness 3) Guidelines for seeking medical attention **[36]** a) Severe or persistent muscle pain, swelling, or spasm b) Persistent pain is centered in a bone or joint c) Persistent stiffness, decreased mobility of a joint, or inability to move a joint at all d) Persistent stabbing or radiating pain e) Persistent numbness or tingling f) A focused pain that limits movement and persists for more than three days despite rest and self-care measures	**[36] Ask –** What are some of the guidelines to consider when choosing to seek medical attention? **Run learning activity –** <u>Creating a Personal Fitness Program</u> **Facilitated discussion** (1 hour):
D. LAPD Lifetime Fitness Program 1. Expectations **[37]** a. Professional appearance 1) Physical training attire a) Running shoes **[38]** b) White socks c) Running shorts d) White T-shirt with last name e) Sweatpants f) Sweatshirt with last name g) Mat shoes for the mat rooms **[39]** 2) Comply with all other academy grooming standards a) Tattoos covered b) No jewelry c) No makeup d) Hair properly groomed e) Fingernails trimmed and filed f) No eyeglasses 3) Hygiene a) Before training (1) All clothing should be well washed (a) Do not wear dirty clothes (b) Always keep an extra pair of clean physical training attire with you (2) Shower in the morning prior to the start of watch	**[37] Ask –** As your primary physical training instructor, what should I expect of you? Seeking: • Professional appearance • Professional conduct • Effort in training • Documentation of deficiencies • Safety in training **[38] Ask –** Why is it important to wear the proper running shoes during physical training? **[39] Explain –** Procedures for removing running shoes and changing into mat shoes in the mat room. **[40] Ask –** Why is it important to shower immediately after the conclusion of training?

b) After training **[40]** (1) All recruit officers must shower with soap after every training session (2) Used training attire should be separated from other clothing and washed as soon as possible b. Professional conduct **[41]** 1) Comply with all basic academy standards for recruit officer conduct a) Yes sir, no sir, etc. b) Stand at attention when appropriate c) Answer up when spoken to d) No swearing e) No rolling eyes or other disrespectful gestures 2) Be humble and respectful **[42]** a) To all instructors b) Other classmates c) And other recruit officers 3) Respond immediately to carry out the orders of any instructor a) Do not argue with any instructor b) Do not complain about any assignment c) Always be willing to help when needed 4) Double-time whenever wearing physical training attire c. Effort in training **[43]** 1) Always strive for excellence a) Do not be content with being mediocre b) Get better with every training session c) Improve your score on each PFQ 2) Push yourself to your personal limit a) Continue to maintain good form on all exercises b) Adhere to all safety protocol 3) More effort = more results d. Documentation of deficiencies **[44]** a) 15.07 **[45]** (1) Addressed to the instructor requesting (2) Comply with academy standards for writing a 15.07	• What are some of the consequences of not maintaining proper hygiene? **[41] Ask –** What does it mean to be professional during a physical training session? • Can someone give some examples of unprofessional behavior? **[42] Ask –** What is humility? • Why is it important to be humble and respectful, even to other recruits? • What are some of the ways that you can show respect to your instructors? o Your classmates? o Other recruit classes? **[43] Ask –** Why is it important to give maximum effort in training? • What are the negative consequences of not giving full effort? • What does it communicate to your instructors about your desire if you do not give full effort? • How could it affect the public if you are observed not giving full effort in a field situation? **[44] Ask –** What are the 2 ways that deficiencies will be documented? **[45] Ask –** What elements should a well written 15.07 contain? • Can you name some of the circumstances under which you might be asked to write a 15.07?

(3) Should be turned in the following work day b) Lifetime fitness comment cards (1) Written by a lifetime fitness instructor (2) Documents deficiencies in effort, performance, and/or attitude e. Safety in training **[46]** 1) Injuries a) Must be reported to the primary lifetime fitness instructor and the drill instructor b) Adhere to standards of self-treating vs seeking professional treatment 2) Hydration **[47]** a) The day prior to training (1) Proper hydration begins prior to the day of training (2) Avoid drinking fluids that will hinder your performance b) The day of training (1) Bring water with you and drink often (2) 4-8 cups per hour c) After training 3) Unsafe training conditions a) If any unsafe conditions are observed, take measures to solve the problem b) And report it to the primary instructor 2. Physical fitness quotient **[48]** a. Components 1) Sit-ups **[49]** a) 1 minute b) Arms crossed, grabbing clothing c) Buttocks must remain on the floor with no thrusting of the hips d) Another student holds the feet down firmly e) Elbows touch knees at the top f) Only correct sit-ups will count for score **[50]** 2) 300m sprint a) Warm-up (1) Jog	• What is the purpose of writing a 15.07? **[46] Ask –** What can you do to ensure that you and your classmates stay safe during training? **[47] Ask –** When should you begin hydrating for a training session? • Why is it important to hydrate? • What are some of the consequences you might encounter if you do not hydrate properly? • Whose responsibility is it to ensure that you are well hydrated? • What are some of the steps you can take to ensure that you are hydrated prior to training? ➢ Pass out blank Academy PFQ grading sheets. Have students complete the top and advise them to bring it to PFQ 1. **[48] Ask –** What is the purpose of testing your physical fitness? • How do the exercises in the PFQ relate to tasks that you might be required to perform in the field? **[49] Demonstrate –**proper form for completing a sit-up on the PFQ **[50] Ask –** Why is important for you to complete each sit-up correctly?

(2) Dynamic warm-up (3) Short sprints b) Sprint 300m c) Cool down d) Measure to the nearest tenth	
3) Push-ups **[51]** a) 1 minute b) The hands are placed slightly wider than shoulder width c) Fingers pointing forward d) The counter places one fist on the floor below the student's chest e) Start from the up position f) The student must keep the back straight g) Lower body to the floor until the chest touches the fist h) Resting should only be done in the up position i) Both hands and feet must remain in contact with the floor j) No other body parts may touch the floor k) Only correct push-ups will count for score **[52]**	**[51] Demonstrate –** proper form for completing a push-up on the PFQ **[52] Ask –** Why is important for you to complete each push-up correctly?
4) 1.5-mile run a) Warm-up b) Run 1.5 miles c) Cool down d) Measure to the nearest tenth	
b. Evaluation **[53]** 1) Cooper's physical fitness assessments and norms 2) Age/gender scaled 3) 50% in all categories to pass	**[53] Explain –** How the PFQ is evaluated and the meaning of age and gender scaled.

Stand Alone 4 – Lifetime Fitness
Session – Lifetime Fitness Programs
LD 32 – Lifetime Fitness
Learning Activity – Creating a Personal Fitness Program

Purpose: To give students the opportunity to practice creating a personal fitness program.

Description: The students will be given 8-10 minutes to create a 2-week personal fitness program and write it on a piece of paper. The program should assume that they will be working out twice a week at the academy, meaning the students will develop an additional 1-3 workouts per week, depending on their current fitness level.

The instructor should encourage the students to include the components of personal fitness in their program, as well as consider the principles of physical conditioning. These can be written on the white board for the students to reference while creating their program.

<u>Components of personal fitness:</u>

- Cardiovascular
    - Aerobic
    - Anaerobic
- Muscular
    - Strength
    - Power
    - Endurance
- Flexibility/mobility/stability
- Core
- Acceleration/agility
- Body composition vs performance
- Recovery

<u>Principles of physical conditioning:</u>

- Specificity
- Frequency
- Intensity
- Volume
- Active recovery
- Periodization
- Progression

Once the students have completed their 2-week program, they will trade papers with another student at their table. They will have 5 minutes to review the other students program and critique it based on how well they have addressed the components of personal fitness and the principles of physical conditioning. The students should give feedback to their classmate on how they could improve their program. Finally, the instructor should have the students take their own paper back, and encourage them to use it as a guide over the next two weeks, to help

them improve their physical fitness. The instructor should also emphasize that the ability to create your own effective fitness program is a key element to maintaining lifetime fitness.

Resources needed:

- Classroom w/tables
- White board
- Dry-erase markers

Key learning points:

- An effective personal fitness program must consider the components of physical fitness.
- An effective personal fitness program must consider the principles of physical conditioning.

Time required: 20 minutes