

THE LIFETIME FITNESS PLAYBOOK FOR SECONDARY PHYSICAL EDUCATION

Presented by  **PLT4M**

As the needs and interests of students evolve, it is critical that physical education adapts in lockstep to ensure that we are engaging students and delivering on our universal mission: *Healthier, happier, more active kids.*

Over reliance on a games-based approach will fail to engage all students, and falls short of imparting valuable lifetime skills in activities that students may pursue as adults.

For these reasons, it is imperative that schools introduce foundational fitness concepts, and provide a path for students to explore popular lifetime fitness modalities.

What follows is a blueprint for how your PE department can begin to implement more lifetime fitness units in addition to your traditional PE. We will provide sample lessons to help you experiment and test what style units your students enjoy!

Note: The sample videos and lessons are adapted for this PDF format. [Request a demo](#) to see how these lessons are delivered through our instructional technology. 



INTRODUCTION

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START WITH THE BASICS TO BUILD A STRONG FOUNDATION

As with any new skill or activity, we must first establish a strong foundation of movement, upon which we can build. By starting with bodyweight exercises and having progressions for each movement, we allow students to master their technique from the outset. This approach will help build confidence, creating a more positive, safer PE experience for all!

BUILDING A FOUNDATION

Regardless of what type of fitness units you want to introduce, it is important that we first spend time teaching the foundational human movements - *squat, press, pull, hinge, and lunge*.

Not only will these movement introductions help in future fitness units, but they will also enhance students performance and skill development in games and activities.

At PLT4M, we start movement education in our “Intro to Fitness Part 1” unit. The goal of this unit is to teach each foundational movement while also beginning to build some requisite strength and endurance.

Let’s take a look at our very first lesson in Intro to Fitness where we teach and drill the Air Squat!



SQUAT



PRESS



PULL



HINGE



LUNGE

SAMPLE LESSON: INTRO TO FITNESS PART 1

LESSON 1

THE SQUAT, THE HINGE, & CORE WORK

REQUIRED EQUIPMENT

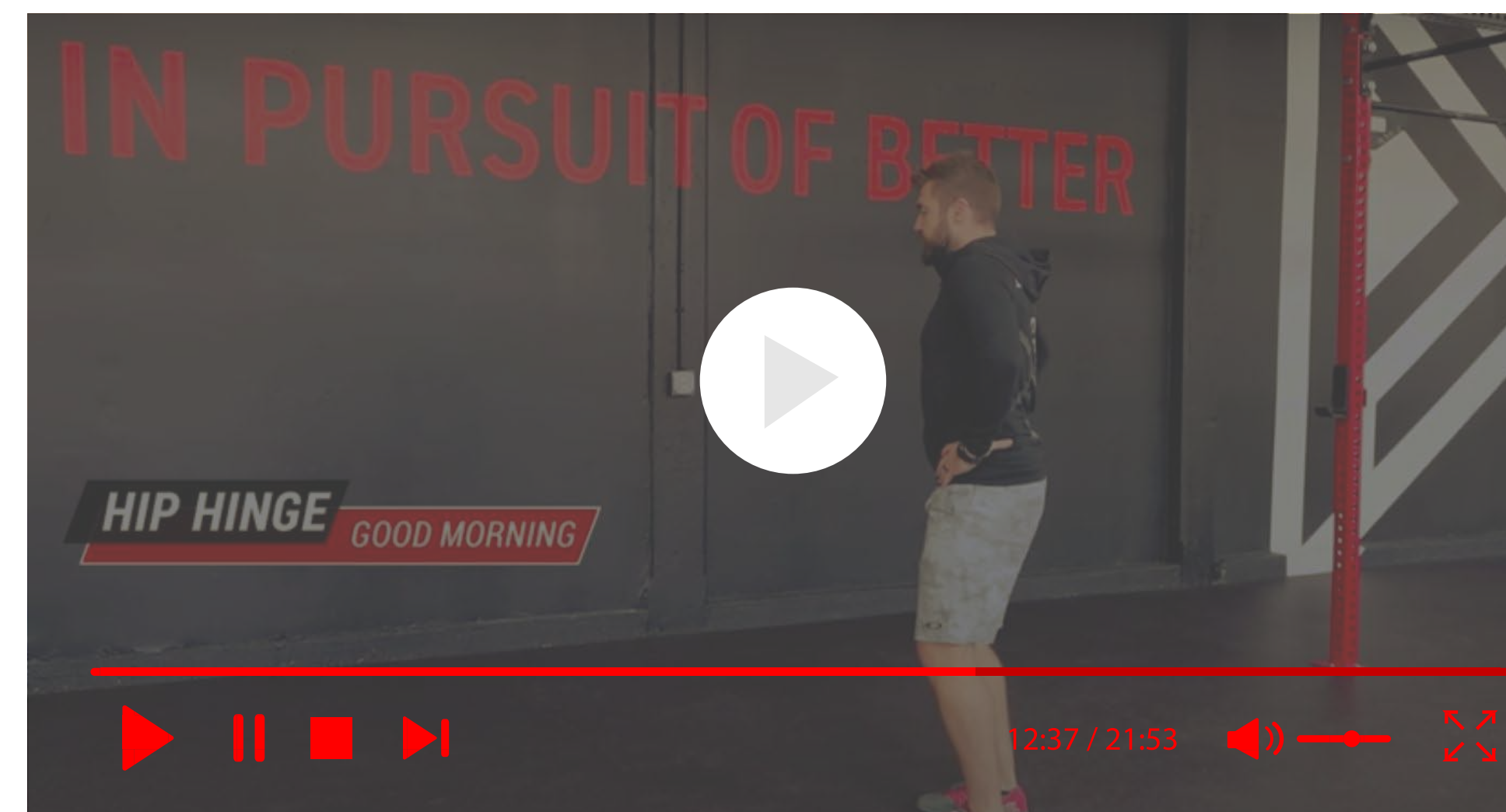
Room for running (loop or shuttles), or equipment for stationary cardio (bike, elliptical, etc.)

GOALS

1. Introduce the Foundational “Squat” pattern through a bodyweight “Air Squat”
2. Introduce the Hip, “Hinge” movement pattern through a bodyweight “Good Morning”
3. Introduce Concepts of “Supersets”
4. Practice Movement Patterns & Develop Work Capacity

DAILY MOVEMENT PROGRESSION

1. Spiderman & Reach - 1 minute
2. Alt. Samson - 1 minute
3. Introducing the Hinge & Isometric Plank Hold - 5 minutes
 - a. Good Mornings - 4x10 reps
 - b. Elbow Planks - 4x:20 seconds
4. The Squat: Demonstration & Movement - 6 minutes
5. The finisher - 12 minutes (5 rounds of 10 perfect Air Squats and 2 minute walk/jog/run)



“ ”

BECAUSE WE START EVERYONE ON INTRO TO FITNESS, THEY LEARN THE BASICS THAT CAN BE APPLIED TO ALL OTHER PROGRAMS. IN ADDITION, I DISPLAY THE WORKOUTS ON A BIG SCREEN WHILE STUDENTS USE THEIR DEVICES SO THAT THEY CAN LEARN HOW TO USE THE CURRICULUM AND APP

– **RON FORD**
WELLNESS COORDINATOR, COHASSET HIGH SCHOOL (MA)

PUTTING IT INTO ACTION

With so much variety in schedules from school to school, it is hard to prescribe one set approach for when and how to use a unit like Intro to Fitness. However, there are some key considerations that can help:

Where? As an all body weight unit, the Intro to Fitness Lessons can be adaptable to almost any space, allowing for maximum flexibility.

When? As a body weight unit, there isn't much risk in starting this at an earlier age. At PLT4M, we love introducing it in 6th or 7th grade

How? We do not need to focus exclusively on Fitness at the expense of other units. While we could squeeze it all into a 2-3 week unit, students usually appreciate the variety that comes with an alternating approach. See below!

EXAMPLE SCHEDULE

EXAMPLE

MEETING EVERYDAY

MONDAY

INTRO TO FITNESS

TUESDAY

GAME/SPORT

WEDNESDAY

INTRO TO FITNESS

THURSDAY

GAME/SPORT

FRIDAY

INTRO TO FITNESS

EXAMPLE

BLOCK SCHEDULE
3/2 SPLIT

MONDAY

INTRO TO FITNESS
GAME/SPORT

WEDNESDAY

INTRO TO FITNESS
GAME/SPORT

FRIDAY

INTRO TO FITNESS
GAME/SPORT

TUESDAY

INTRO TO FITNESS
GAME/SPORT

THURSDAY

INTRO TO FITNESS
GAME/SPORT

2

ADD MOVEMENT PROGRESSIONS FOR SKILL DEVELOPMENT

Giving students adequate time to master the basics through body weight lessons is critical. During your instruction, focus on how students can scale and modify movements until they are ready for the next progression. Once students successfully work through bodyweight scaling options, we can begin to introduce an external load for continued progression.

MOVEMENT PROGRESSION EXAMPLES

Let's look at the "Pull". Many students will not be able to jump up to a pull-up bar and knock out pull-ups from Day 1. Therefore, we need to teach the pull with modifications and scaling options.

STEP 1: INVERTED ROW

The inverted row is a great way to introduce the "Pull". By varying the foot placement in our basic inverted row, we can modify the difficulty of the pull movement. Students can adjust the position of their feet to modify the difficulty. This allows them to continually build up strength until they are ready for the next progression...the pull up!



FEET BACK FOR MORE EASE



FEET FORWARD FOR MORE DIFFICULTY



WITH BAND



WITHOUT BAND

STEP 2: PULL-UP

Once students have built up enough strength through the inverted row, we can introduce them to the pull-up. We can vary the difficulty of the pull-up by adding in bands, or partner assistance. Doing this allows students to further develop their strength while practicing the actual movement, until one day they can perform the pull up without assistance.

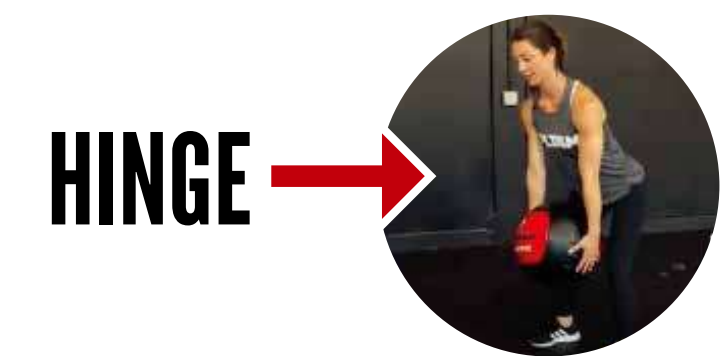
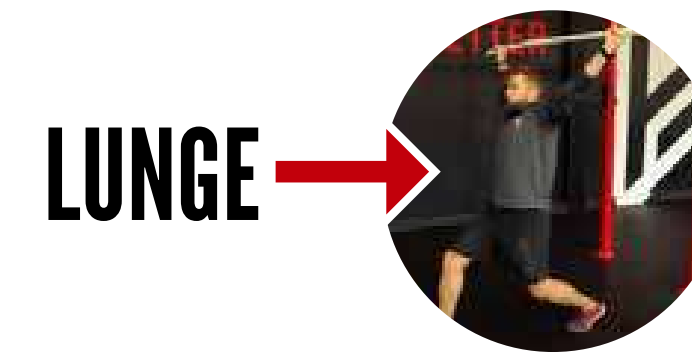
Another important progression is the introduction of an external load. In our Intro to Fitness Part 2, we take all the same bodyweight movements from Part 1, and begin teaching their loaded progression. Introducing external loads like PVCs or Medballs further scaffolds our movement instruction, allowing students the ability to further master their skills. Let's look at some basic movement progressions:

This meticulous approach to scaling, modification, and progression not only reduces the risk of injuries but also instills good habits that will benefit students as they progress to more advanced weight lifting exercises.

For PE Teacher Chris Cabe, utilizing PLT4M's videos have helped provide tailored progressions for his students at Old Rochester High School in Massachusetts.

"The videos are awesome because they show a modified and more intense variation of different movements. This helps me encourage students to find the right fit and build up to more intense versions as they gain strength and confidence."

Let's take a look at our skill progression for the Air Squat in Lesson 1 of Intro to Fitness Part 2



SEE OUR FULL SQUAT PROGRESSION

Includes follow-along videos for each movement!

[LEARN MORE](#)



SAMPLE LESSON: INTRO TO FITNESS PART 2

LESSON 1

THE LOADED SQUAT

REQUIRED EQUIPMENT

Preferred: Medicine Ball

Substitute: Lightweight Kettlebell or Dumbbell

GOALS

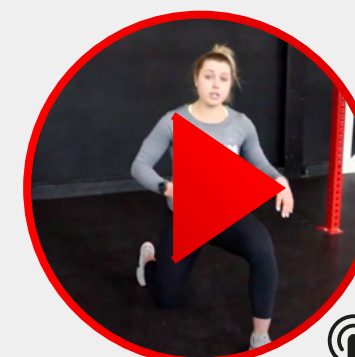
1. Review and perfect our Air Squat
2. Progress the Air Squat into a Loaded Squat
3. Practice and apply movements in a workout

“One of the biggest advantages is the self-paced structure that PLT4M allows us to follow. There is a big emphasis on scaling and modifying for students to find the right fit for their experience and comfort level.”

– NICOLE HAESE

Depree High School, WI

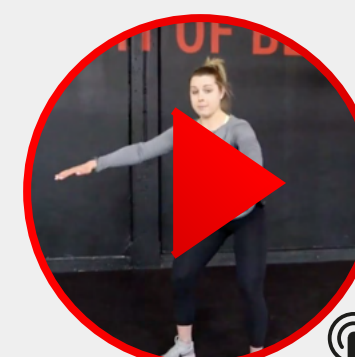
LESSON PROGRESSION:



SQUAT WARMUP

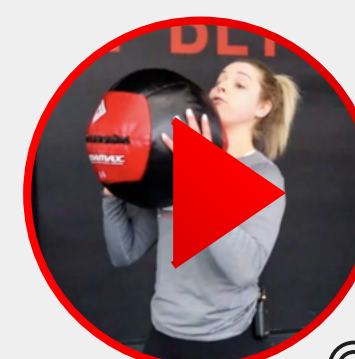
1 Minute: Spiderman and Reach

Substitute: Lightweight Kettlebell or Dumbbell



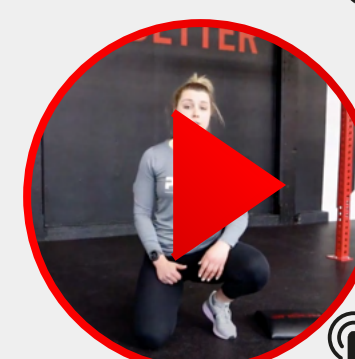
AIR SQUAT REVIEW

Watch Video and spend 30-60 seconds on slow, purposeful reps



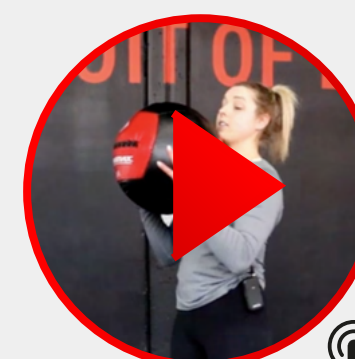
LOADED SQUAT INTRODUCTION

Watch Video and spend 30-60 seconds on slow, purposeful reps



THE SIT UP

Introduce the Sit Up and then perform 3 sets of 5 reps



APPLY MOVEMENTS IN A WORKOUT

3 Rounds, For Time:

- 400m Run (2:00 Cardio)
- 20 MB Squats (No heavier than 20lbs)
- 20 Sit Ups

PUTTING IT INTO ACTION

Similar to our Body Weight Intro to Fitness, we can easily incorporate our Fitness Part 2 lessons as a stand alone unit, or interspersed with other units.

Where? Anywhere that you can access PVC's and Medballs.

When? After Intro to Fitness Part 1.

How? We can take a similar approach of varying our lessons by day/class. This is a good opportunity to also begin introduce alternative fitness lessons (more on that next). See below for an example layout:

EXAMPLE SCHEDULE

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INTRO TO FITNESS

TUESDAY

YOGA/PILATES

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TUESDAY

GAME/SPORT
YOGA/PILATES

THURSDAY

INTRO TO FITNESS
GAME/SPORT



WANT TO **IMPROVE** STUDENT ENGAGEMENT?

Discover The Nation's Best Health & PE Curriculum

PLT4M is helping usher in a new age of student-centered Health and PE through a modernized, standards-based curriculum, delivered through an **easy-to-use** instructional software that students and teachers love!



Over 50 Courses and Programs for Health, PE, Fitness, Weights and More!



Scan the QR Code to Explore Our Full Curriculum Catalog



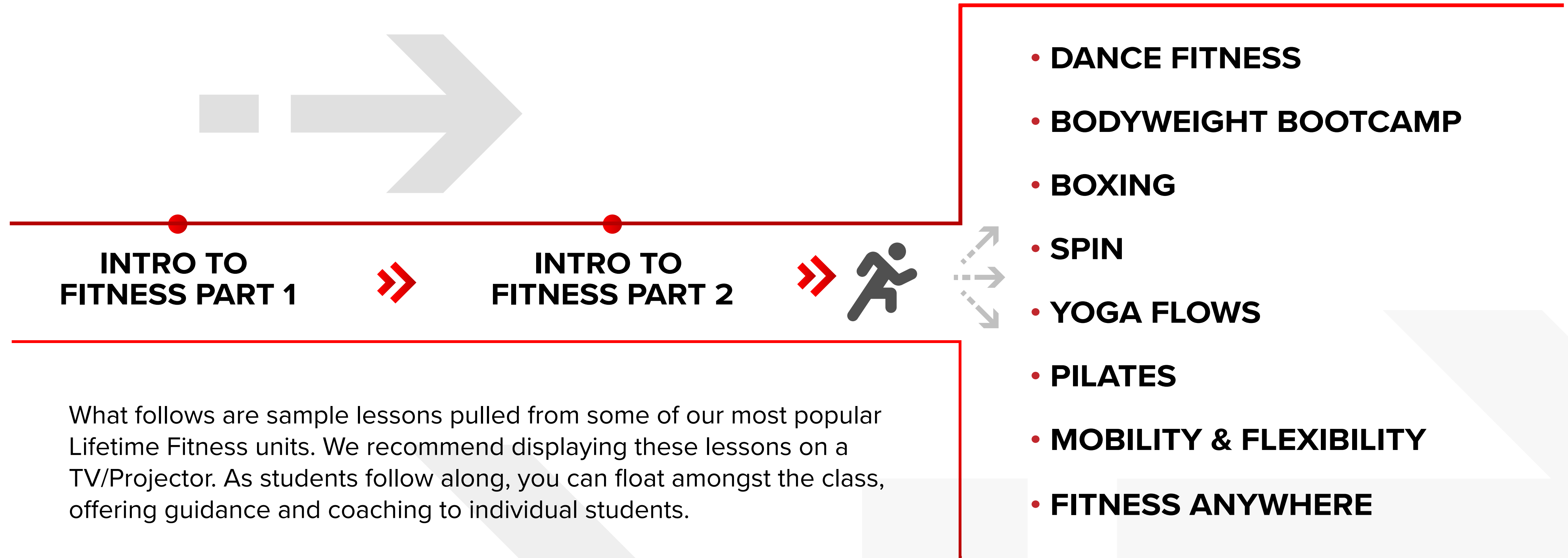
3

INTRODUCE VARIED FITNESS MODALITIES TO HELP STUDENTS DISCOVER THEIR PASSION FOR EXERCISE

With a foundation of movement established, it is time to introduce new styles of fitness and exercise.

Doing so helps students learn how different activities impact the body, and which ones they enjoy most.

At PTL4M, we believe that variety and student choice are paramount in unlocking full student engagement. For this reason, we offer a wide array of units for teachers to tap into. By paring it with our instructional technology, we make it easy to provide student choice.



What follows are sample lessons pulled from some of our most popular Lifetime Fitness units. We recommend displaying these lessons on a TV/Projector. As students follow along, you can float amongst the class, offering guidance and coaching to individual students.

DANCE



We never did dance before PLT4M, and now those are some of our favorites. We even created a space where we have a blow-up projector set up so students can do these different programs. It helps for students to know they have options in class.

— **STEVE WAGNER**

PE Teacher, Riley County High School, Kansas



**CLICK THE PLAY BUTTON TO WATCH
THE FULL SAMPLE LESSON**

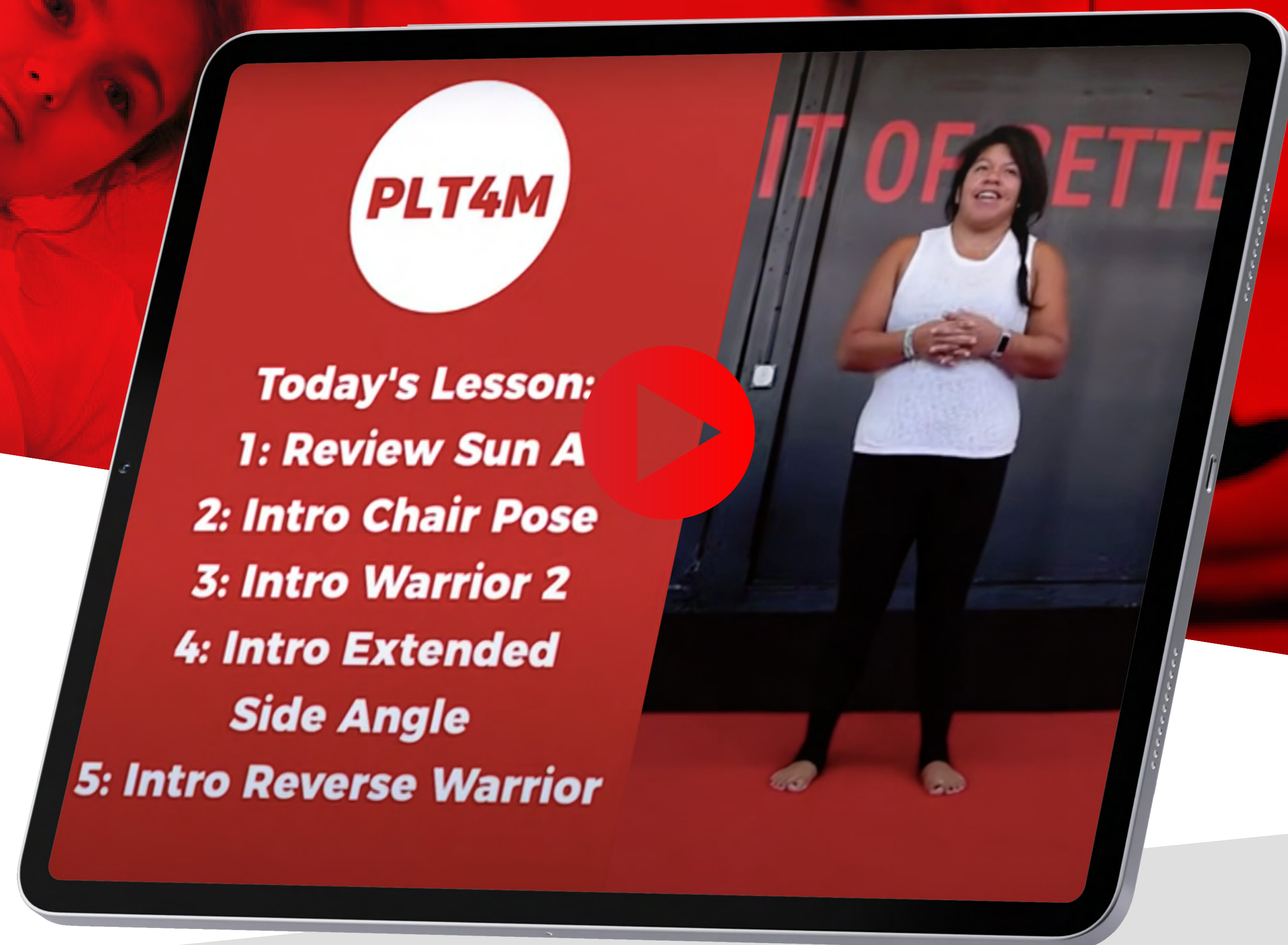
YOGA

“ ”

“The yoga lessons are awesome because they show a modified and more intense variation of different movements. This helps me encourage students to find the right fit and build up to more intense versions as they gain strength and confidence.”

– **ALLISON LIMA**

PE Teacher, Old Rochester High School, Massachusetts



**CLICK THE PLAY BUTTON TO WATCH
THE FULL SAMPLE LESSON**

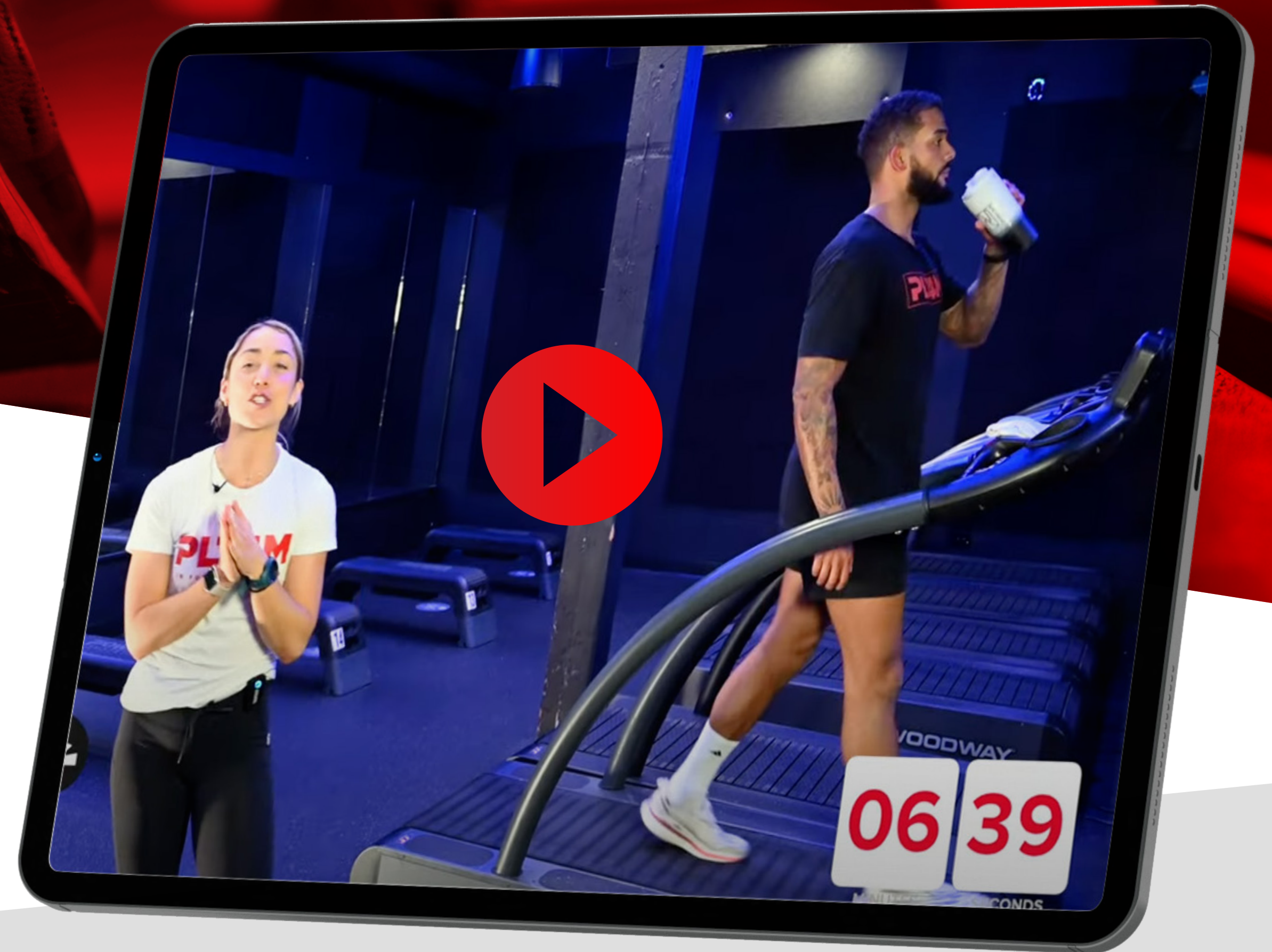
TREAD

“ ”

“We only get about 30 minutes a day. So with technology, we can be as efficient as possible. Additionally, the training programs allow us to do so many new things when it comes to supporting and engaging our students.”

– **GLEN PECORARO**

Weights/Conditioning Teacher & Head
Head Baseball Coach
Prairie Ridge High School, Illinois



**CLICK THE PLAY BUTTON TO WATCH
THE FULL SAMPLE LESSON**

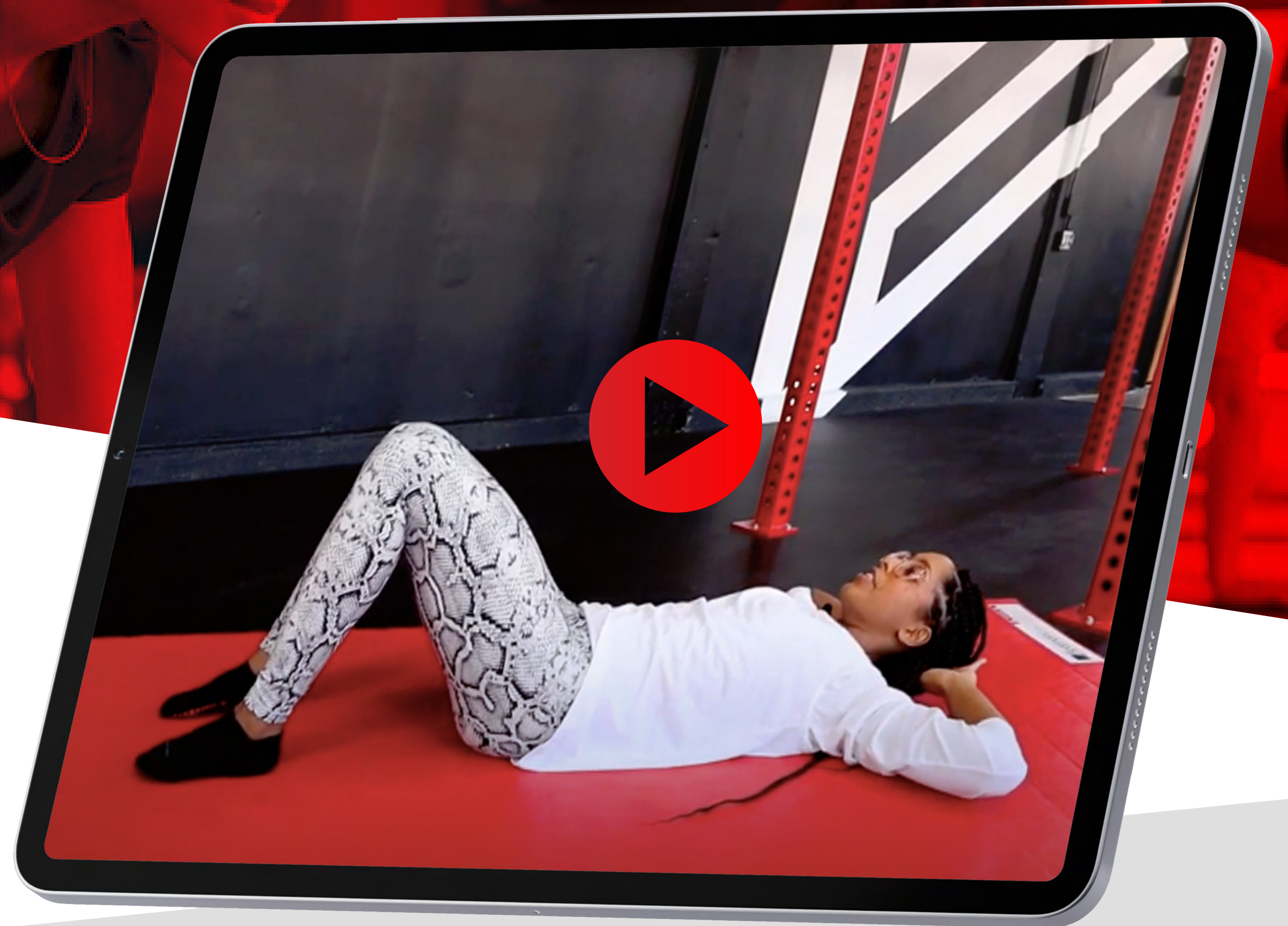
PILATES

“ ”

What has made PLT4M so great is that they take feedback from us as teachers and add new resources. For example, the new programs like Pilates are exactly what I was looking for. PLT4M's ability to turn around new high quality materials is impressive.

– **JESSICA SHAWLEY**

PE Teacher, Lewiston High School, Idaho



**CLICK THE PLAY BUTTON TO WATCH
THE FULL SAMPLE LESSON**

BOXING

“ ”

“The instructional videos and content are an excellent resource for kids to access. It aligns with our goals because students can find an array of different materials that interest them and help them pursue their personal fitness goals.”

– **JUDD HUNTER**

PE Teacher, Prairie Ridge High School, Illinois



**CLICK THE PLAY BUTTON TO WATCH
THE FULL SAMPLE LESSON**

BODYWEIGHT BOOTCAMP

“ ”

“The instructional videos emphasize good form and technique. It helps answer students’ questions and reinforces the instruction and teaching I give students in class.”

– **JUSTIN SHERROD**

PE Teacher, Wayland Union High School, Michigan



**CLICK THE PLAY BUTTON TO WATCH
THE FULL SAMPLE LESSON**

FLEXIBILITY

“ ”

“Everyone starts somewhere different in fitness. Because we can deliver individualized workouts with PLT4M, there is a clear path for students to progress throughout a semester, school year, and their entire high school career.”

– **TIM THRASHER**

PE Teacher, Jacksonville High School, Illinois



**CLICK THE PLAY BUTTON TO WATCH
THE FULL SAMPLE LESSON**

SPIN

“ ”

“Every student has a 1-to-1 Chromebook. We realized we could use technology in PE to deliver workouts and track progress and data directly through the 1-to-1 devices.”

– **STEVE TURKINGTON**

PE Teacher, Baraboo High School, Wisconsin



**CLICK THE PLAY BUTTON TO WATCH
THE FULL SAMPLE LESSON**

READYFIT

“ ”

“Before incorporating technology in PE, the teacher held all the information. As a result, students had no idea what their data or progress looked like because they couldn’t easily access it. With PLT4M, students can see everything that has ever been logged. Now, they are more engaged and excited about PE.”

– **ANNIE HINKHOUSE**

PE Teacher, Reedsburg High School, Wisconsin



**CLICK THE PLAY BUTTON TO WATCH
THE FULL SAMPLE LESSON**

MINDFULNESS

“ ”

Each day, we start with 10-15 minutes of mindfulness to help students with general stress and anxiety. It also helps the students get into a better mind frame for the rest of class where they choose their own workouts.

– **JODI REARDON**

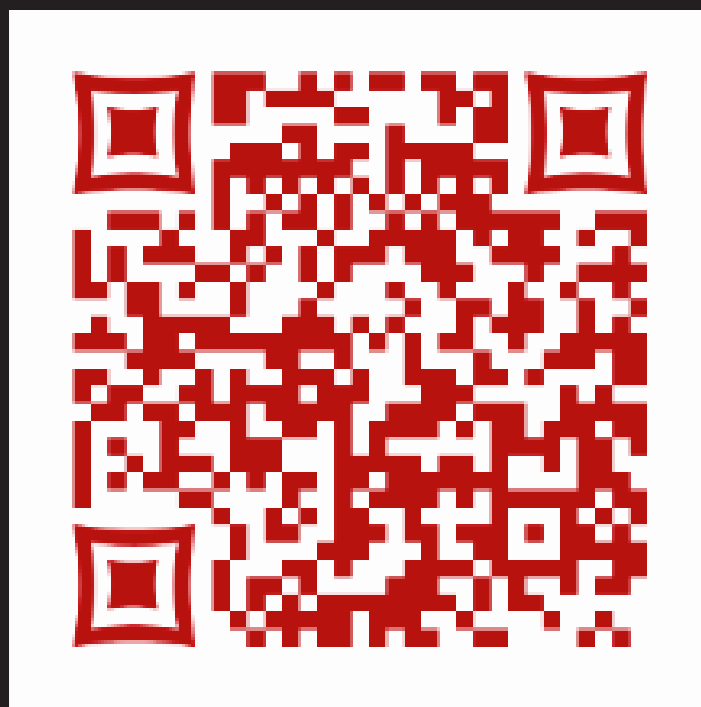
PE Teacher, Wyomissing High School, Pennsylvania



**CLICK THE PLAY BUTTON TO WATCH
THE FULL SAMPLE LESSON**

THANK YOU FOR READING!

Want to learn more about PLT4M?



QUESTIONS?

Reach out to PLT4M!

✉ **ALEX.RELPH@PLT4M.COM**

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