

## “Getting Fit”

This module requires the book entitled “Getting Fit” published by New Reader’s Press. This subject matter would only be appropriate for an “established” group of learners that are interested in this topic.

### Before You Start

Discuss the layout of the book with the students.

Point out the:

- ◆ Title (Getting Fit)
- ◆ Series (FYI – For Your Information, Information for Better Living)

Discuss the fact that “FYI” is an “acronym”. Talk about what an acronym is.

*Acronym: a word made from the initial letters of a term or phrase*

Discuss the table of contents. Review the preface.

Point out that the book has a glossary on page 77 that can be used to look up unfamiliar words

*Glossary: an explanatory list of terms used in a text*



### Group Discussion Question

“What does being fit mean to you?”

Record the answers on the board or a flip chart. Keep the list handy for the next group session.

Getting Fit  
**Introduction**

1. What does **endurance** mean? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What problems can being fit help solve? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. People who are fit are less likely to get \_\_\_\_\_;  
\_\_\_\_\_; \_\_\_\_\_; or  
\_\_\_\_\_.
4. Who are the characters in the book?
  - ◆ \_\_\_\_\_
  - ◆ \_\_\_\_\_
  - ◆ \_\_\_\_\_

5. Write down three things about each of the character in the chart below.

Name:	Name:	Name:

**Tutor Notes**

Have the students read the chapter independently or take turns reading aloud as a group (if they are comfortable doing so). Once everyone has read the chapter, have students complete the worksheet independently. Review the answers as a group. The worksheet may be given as homework if there is insufficient class time.

Getting Fit Chapter 1

**What is Fitness?**

Before you read the chapter:

1. Write a short paragraph about what being fit means to you.

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2. What is **aerobic exercise**? \_\_\_\_\_

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3. What are the three areas of fitness?

- ◆ \_\_\_\_\_
- ◆ \_\_\_\_\_
- ◆ \_\_\_\_\_

4. Name two benefits of being fit:

- ◆ \_\_\_\_\_
- ◆ \_\_\_\_\_

**Tutor Notes**

Review your recorded answers from the discussion question in the introduction section. Hand out the worksheet prior to reading the chapter. Have students complete question #1 first.

Once the students have completed question #1, they should read the chapter independently or take turns reading as a group (if the group members are comfortable doing so). The balance of the worksheet can then be completed. Review the answers as a group. The worksheet may be given as homework if there is insufficient class time.

**Extra Writing Activity**

Students can review and revise their answer to question #1. The good copy can then be kept in the student portfolio.

**Find Your Fitness Level**

1. How do you feel about your fitness level?

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2. Answer the questions below (also found on pages 16-17)

- Can you fit into the clothes you want to wear? \_\_\_\_\_
- Are you able to keep your weight where you want it? \_\_\_\_\_
- Can you touch your toes easily? \_\_\_\_\_
- Can you walk up two or three flights of stairs without getting out of breathe? \_\_\_\_\_
- Do you have enough energy to do the things you want to do? \_\_\_\_\_
- Can you lift a heavy bag of groceries without too much effort? \_\_\_\_\_
- If someone suggests strenuous activity are you likely to take part? \_\_\_\_\_
- At the end of the day do you have energy left over? \_\_\_\_\_

3. How do you feel about your fitness level after answering the questions above?

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**Tutor Notes**

Have the students read the chapter independently or take turns reading aloud as a group (if they are comfortable doing so). Once everyone has read the chapter, have students complete the worksheet independently. Review the answers as a group. The worksheet may be given as homework if there is insufficient class time.

Note: Some students may not feel comfortable discussing their answers to these questions as a group.

Discuss the "Step Test".

**Optional Extra Activity:** If student want to try the step test, encourage them to do so as home and bring in their results. Create a chart to record the results.

Getting Fit Chapter 3

**Set Goals**

1. What is a goal? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Check goals you would like to reach through greater fitness:

- \_\_\_ build self-confidence
- \_\_\_ improve health
- \_\_\_ control weight
- \_\_\_ relax more easily
- \_\_\_ have more energy
- \_\_\_ improve appearance
- \_\_\_ improve flexibility
- \_\_\_ increase endurance
- \_\_\_ improve the way heart and lungs work
- \_\_\_ improve posture
- \_\_\_ lower cholesterol
- \_\_\_ reduce depression
- \_\_\_ strengthen bones
- \_\_\_ get more things done

3. What are your top three fitness goals?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Tutor Notes**

**Before You Start:** Discuss what long and short term goals are before the students read the chapter.

Have the students read the chapter. Discuss the meanings of all the highlighted words – note: can be found in the glossary. Once everyone has read the chapter have the students complete the worksheet independently. The worksheet may be given as homework if there is sufficient class time. Review the worksheet as a group.

Getting Fit Chapter 4

**Choose an Activity**

1. What are three factors you need to consider when choosing a fitness activity

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Match up the body type with the characteristics:

Endomorph	big boned and muscular with broad shoulders and a big waist
Mesomorph	tall, long and slender with small wrists and ankles
Ectomorph	heavy set, wider at the hips than at the shoulders

3. What body type do you think you are? \_\_\_\_\_

4. What activities are best suited to your body type?

\_\_\_\_\_

\_\_\_\_\_

5. What is cross-training? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Look at the activities chart on page 33. Do any of the activities interest you? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Tutor Notes**

Have the students read the chapter independently or take turns reading aloud as a group (if they are comfortable doing so). Once everyone has read the chapter, have students complete the worksheet independently. Review the answers as a group. The worksheet may be given as homework if there is insufficient class time.

**An idea:** Create diagrams or pictures of the three different body types and distribute or display to the students. The terminology for the three body types is difficult and diagrams may be beneficial, especially for a “visual” learner.

**Dressing for Exercise**

It's important to wear the \_\_\_\_\_ clothing when you exercise. The \_\_\_\_\_ clothing can cause discomfort.

In cold weather wear \_\_\_\_\_. In warm weather wear \_\_\_\_\_ clothing. Wear \_\_\_\_\_ when exercising outside. Always \_\_\_\_\_ equipment before you buy it.

right

layers

coloured

wrong

sunscreen

test

light

**Tutor Notes**

Have the students read the chapter independently or take turns reading aloud as a group (if they are comfortable doing so). Once everyone has read the chapter, have students complete the worksheet independently. Review the answers as a group. The worksheet may be given as homework if there is insufficient class time.

Getting Fit Chapter 6

**Measure Your Progress**

1. Fill in the chart below with Mitch's long-term fitness goals and your long-term fitness goals.

	Long-term goals	Short-term goals
Mitch		
Me		

2. What are two things you can do to help stay on track with a fitness plan?

- ◆ \_\_\_\_\_
- ◆ \_\_\_\_\_

**Tutor Notes**

Review the difference between a long and short-term goal again.

Have the students read the chapter independently or take turns reading aloud as a group (if they are comfortable doing so). Once everyone has read the chapter, have students complete the worksheet independently. Review the answers as a group. The worksheet may be given as homework if there is insufficient class time.

**The Right Way**

1. What are the three most important parts of a workout?

- ◆ \_\_\_\_\_
- ◆ \_\_\_\_\_
- ◆ \_\_\_\_\_

2. Fill in the blanks with the words listed below:

**The Cool-Down**

Cooling down allows your \_\_\_\_\_ rate to slowly return to \_\_\_\_\_.  
It \_\_\_\_\_ the stiffening of \_\_\_\_\_. It prevents the pooling of \_\_\_\_\_ in the \_\_\_\_\_.

reduces      heart      normal      muscles      blood      legs

**Tutor Notes**

Have the students read the chapter.



**Group Discussion Question**

Discuss what the two components of the warm-up and how long a stretch should last.

Have the students complete the worksheet independently. Review the answers as a group. The worksheet may be given as homework if there is insufficient class time.

**Optional Extra Activity:** Have the students write each of the words from question #2 in a sentence.

Getting Fit Chapter 8

**Eat for Energy**

1. Match up the word with the correct meaning.

Muscles	Burns a lot of calories
Dehydrated	Turn food into substances the body can use
Carbohydrates	Having a lot of fluid or water in the body
Exercise	Low fat foods that provide energy, like pasta, whole grain breads and cereals
Digest	Made mostly of protein

**Tutor Notes**

Have the students read the chapter independently or take turns reading aloud as a group (if they are comfortable doing so). Once everyone has read the chapter, have students complete the worksheet independently. Review the answers as a group. The worksheet may be given as homework if there is insufficient class time.

Getting Fit Chapter 9

**Avoid Injury**

1. What are three common injuries?

- ◆ \_\_\_\_\_
- ◆ \_\_\_\_\_
- ◆ \_\_\_\_\_

2. Fill in the blanks to make the words of the R.I.C.E. formula.

R ___ ___ the injured area for one or two days
I ___ ___ the area for 5 to 10 minutes each hour.
C _____ the area.
E _____ the area.

**Tutor Notes**

Have the students read the chapter independently or take turns reading aloud as a group (if they are comfortable doing so). Once everyone has read the chapter, have students complete the worksheet independently. Review the answers as a group. The worksheet may be given as homework if there is insufficient class time.

**Optional Writing Activity:** Have the students write a paragraph outline the R.I.C.E. formula in their own words.

**Discussion Questions**



Discuss whether any of the students or anyone the students know has ever had a fitness-related injury. Discuss what some common injuries are. Discuss whether any of the students have someone in their household or at work that has had the First Aid/CPR training. Discuss what CPR means and point out that it is an acronym.

Getting Fit Chapter 10

**Some Popular Activities**

1. Discuss the types of activities listed and then fill in the chart below as a group. In the second column list facilities, clubs or locations where you can access these activities locally.

<b>ACTIVITY</b>	<b>LOCAL FACILITY/CLUBS/LOCATIONS</b>
Walking	
Running	
Swimming	
Bicycling	
Health Clubs	
Exercise Videos	
Other: _____	

**Tutor Notes**

Have the students read the chapter. Complete the worksheet as a group. Collectively, the group should be able to come up with at least one example for each type of activity.

Getting Fit Chapter 11

**How to Keep Going**

1. Describe how each of the characters were able to keep involved in a fitness program:

A. Rita

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B. Mitch

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C. Tonya

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**Tutor Notes**

Have the students read the chapter independently or take turns reading aloud as a group (if they are comfortable doing so). Once everyone has read the chapter, have students complete the worksheet independently. Review the answers as a group. The worksheet may be given as homework if there is insufficient class time. Review the answers as a group.

**Optional Writing Activity:** Have the students write a few sentences or paragraphs about how they keep motivated or would keep motivated to exercise. Revise and rewrite. Put the finished copies in the student portfolios.

**Once the students have completed all 11 worksheets hand out the word search. See the answer key on the next page.**