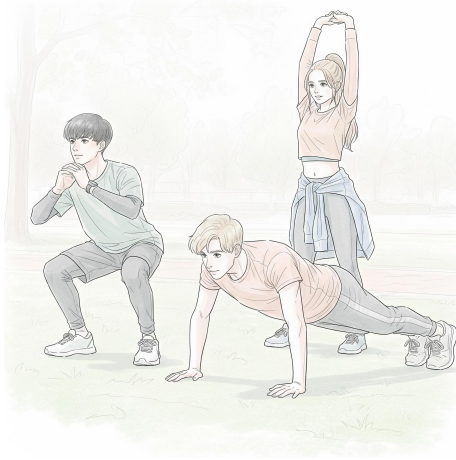


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Learning Unit: Personalized Fitness and Health



Unit Objective

The main objective of this unit is for high school students to **design and implement individualized training programs** based on their personal goals, thereby fostering **autonomy in their health care**, an **understanding of training principles**, and the development of **active and healthy lifestyle habits** for the long term.

Unit Relevance for Secondary Education

This unit is crucial for adolescents because it provides them with the tools and knowledge needed to take charge of their own health and well-being—skills that are vital beyond the school setting.

- **Autonomy and Empowerment:** It empowers students to design and manage their own fitness, promoting personal responsibility and informed decision-making about their health.
- **Applied Scientific Knowledge:** It enables them to understand the physiological principles of exercise, nutrition, and recovery, applying theory to their own bodies and goals.
- **Long-term Prevention and Well-being:** It develops healthy habits that can prevent chronic diseases, manage stress, and improve quality of life into adulthood.
- **Critical Analysis:** It teaches how to evaluate health and fitness information, distinguishing between reliable sources and myths—an essential skill in the digital age.
- **Holistic Development:** It recognizes the interconnectedness between physical, mental, and emotional health, fostering a holistic approach to well-being.

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Materials to Be Used

- **Light weights and dumbbells:** For strength exercises.
- **Resistance bands:** Versatile for strength and flexibility.
- **Mats:** For floor exercises, stretching, and comfort.
- **Medicine balls:** For strength, power, and coordination.
- **Stopwatches:** For timing exercises and intervals.
- **Access to reliable health and fitness information:**
 - Computers/tablets with internet access for research (websites of health organizations, universities, scientific journals).
 - Physical education and health science books or manuals.
- **Visual materials:**
 - **Videos:** Demonstrations of correct exercise techniques (circuit training, intervals), interviews with health professionals.
 - **Posters/Infographics:** Illustrations on basic anatomy, muscle groups, training principles (FITT: Frequency, Intensity, Time, Type), nutrition pyramid.
 - **Templates:** For designing individualized training programs and progress tracking sheets.

Unit Lessons

Lesson 1: Understanding My Body and Setting Goals

- **Content to Cover:** Basic concepts of anatomy and exercise physiology (major muscles, cardiovascular system). Components of fitness (strength, endurance, flexibility, body composition). Methods for setting **SMART** fitness goals (Specific, Measurable, Achievable, Relevant, Time-bound).
- **Activities:**
 - **"Mapping My Body":** Students identify and label major muscle groups and discuss their function. **Anatomy posters** and **short videos** on the muscular system are used.
 - **"My SMART Goal":** Each student defines 1-2 personal fitness goals (e.g., run 1 km in X time, increase Y reps in an exercise, improve flexibility by Z cm) using the SMART methodology. The instructor guides and provides feedback.
 - **Initial Self-Assessment:** Conduct simple fitness tests (e.g., maximum push-ups, vertical jump, agility test) to establish a baseline.
- **Focus:** Develop body awareness and the ability to set realistic and measurable goals.

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Lesson 2: Training Principles and Exercise Types 🏋️🚴

- **Content to Cover:** Training principles (overload, progression, specificity, reversibility, individualization). Different types of training: strength training (bodyweight, light weights, bands), cardiovascular training (continuous, intervals), flexibility.
- **Activities:**
 - **"Discovery Stations":** Students rotate through stations where they try different types of exercise with the **available materials** (weights, bands, balls). **Short videos** demonstrate the correct technique for each exercise.
 - **"Designing My Session":** In small groups, they design a mini-training session (e.g., 10 minutes warm-up, 20 minutes circuit, 5 minutes cool-down) applying training principles.
 - **Guided Discussion:** Discuss how the principle of individualization means "one size does not fit all" in fitness.
- **Focus:** Understand the fundamentals of designing an effective and varied training plan.

Lesson 3: Nutrition, Hydration, and Recovery 🍎💧😓

- **Content to Cover:** Basic sports nutrition (macronutrients and micronutrients, importance of hydration). The role of rest and sleep in muscle recovery and overall well-being. Prevention of common physical activity injuries.
- **Activities:**
 - **"The Athlete's Healthy Plate":** Analysis of the nutrition pyramid or healthy eating plate, focusing on the needs of an active teenager. **Infographics and posters** on nutrition are used.
 - **"Expert Talks":** A session (in-person or virtual, with **videos**) with a health professional (nutritionist, physical therapist, or sports medicine doctor) on sports nutrition, hydration, and injury prevention.
 - **"Hydration/Sleep Journal":** Students track their water intake and hours of sleep for a few days to raise awareness.
- **Focus:** Develop health literacy and an understanding of recovery as an essential part of training.

Lesson 4: Creating My Personalized Program 📝🏃

- **Content to Cover:** Detailed design of an individualized training program (frequency, intensity, type, session duration, exercise selection, progression). Adaptation and modification of the program.
- **Activities:**
 - **"My 4-Week Plan":** Using **program design templates**, each student creates their own 4-week training plan, including warm-up, main part (e.g., circuit, intervals), and

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cool-down. They must justify their choices based on their goals and the principles learned.

- **"Peer Review"**: Students exchange their plans with a partner to receive constructive feedback.
- **Guided Practice**: First practical session of each student's individualized program, with instructor supervision to ensure correct technique.
- **Focus**: Put theoretical knowledge into practice by creating a realistic and safe training plan.

Lesson 5: Implementation, Monitoring, and Reflection

- **Content to Cover**: Execution of the designed training program. Progress monitoring (session logging, load adjustment). Reflection on the experience and its impact on personal well-being.
- **Activities**:
 - **"Supervised Practice Sessions"**: Students perform their personalized workouts in class, using the **available resources** and recording their progress on **tracking sheets**. The instructor offers individual support and corrections.
 - **"The Final Test"**: Repeat the fitness tests from Lesson 1 to evaluate the progress made.
 - **"My Fitness Journey"**: Each student prepares a brief presentation or written report reflecting on their experience: what they learned, what goals they achieved, what challenges they faced, how they feel, and future plans.
- **Focus**: Develop self-discipline, the ability to monitor and adjust training, and reflection on their own learning process and well-being.

Tool for Progress Assessment and Documentation

For the assessment and documentation of progress in this unit, the **Rubric for Cognitive Skills in Sports and Physical Activity for Secondary School** will be used. This tool will evaluate the student's ability to critically analyze, make strategic decisions in designing and adjusting their plan, understand training principles, and demonstrate health and physical activity literacy, as well as their self-management in learning and establishing healthy habits. The "Cognitive Skills" checklist will complement this assessment by recording knowledge and application of key principles.