



PFT TRAINING

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Goals and Objectives

- Improve student performance in preparation for the State Physical Fitness Test (PFT).

Grade 4 Standards Addressed

- Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.
- Meet minimum requirements for health-related physical fitness, using scientifically based health-related physical fitness assessments.
- Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores.
- Set a personal goal to improve an area of health-related physical fitness and work toward that goal in non-school time.
- Collect data and record progress toward attainment of a personal fitness goal.

Grade 5 Standards Addressed

- Assess health-related physical fitness by using a scientifically based health-related fitness assessment.
- Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment.
- Develop and describe three short-term and three long-term fitness goals.
- Examine personal results of a scientifically based health-related physical fitness assessment and identify one or more ways to improve performance in areas that do not meet minimum standards.
- Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school.
- Work toward a long-term physical activity goal and record data on one's progress.

Standard Cues

- **Trunk Lift:** Lie face-down with arms by sides and palms facing up. Pull shoulder blades together, tighten abdominals, and use back muscles to slowly lift upper body. Keep eyes focused on ground. Hold for measurement of distance between chin and ground. Students hold position for measurement.

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- **Shoulder Stretch:** Stand with feet shoulder-width apart. Reach one hand over shoulder on same side, bend arm at elbow, reach hand toward middle of back. At the same time, reach opposite hand around the back. Try to touch fingertips of opposite hand. Perform on both sides.
- **Abdominal Curl-Up:** Lie on ground, knees bent slightly, feet flat on ground and slightly apart, arms alongside body, palms on ground. Chalk or tape line on ground directly behind both heels. Keep chin to sky, curl up using abdominal muscles only as far as possible, slide arms toward feet, fingers of both hands must cross tape to count as completed repetition. Breathe normally.
- **Push-Up:** Hands on ground beneath shoulders, arms extended. Place hands on ground and balance on toes. Toes 6-12 inches apart; head, neck, shoulders, and hips aligned. Lower body toward ground by bending arms; maintain alignment. Stop when face is 6-12 inches from ground. Push body up by extending arms fully. Repeat. Breathe normally throughout exercise.
- **Run:** Face forward, upright body position, heel-toe motion, long stride, alternate feet, swing arms in opposition to legs.

Field Set Up:	6 cones to establish boundaries Running course created by natural boundaries (playground perimeter), marked track, cones, etc.
Field Dimensions:	40 by 40 yards, grass area preferred
Equipment:	6 flat cones for boundaries Chalk or tape Measuring tape or ruler Stopwatch
Student Positions:	Students are randomly spaced within the coned area allowing ample space for moving without collision.



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Introduction Narrative

Today we will work on increasing your scores for the state fitness tests. As you recall, there are six areas you will be tested on in fifth, seventh, and ninth grades. Each time we repeat this training class, we will increase the time for each activity. This will gradually build your endurance and allow you to improve your scores over time. Remember that all of you will have different results for these tests. Please keep your test results to yourselves. I encourage you to improve your scores every time we practice these tests. How you improve your scores over the school year, not how your scores compare to your classmates, is the most important measure of your success.

Activity

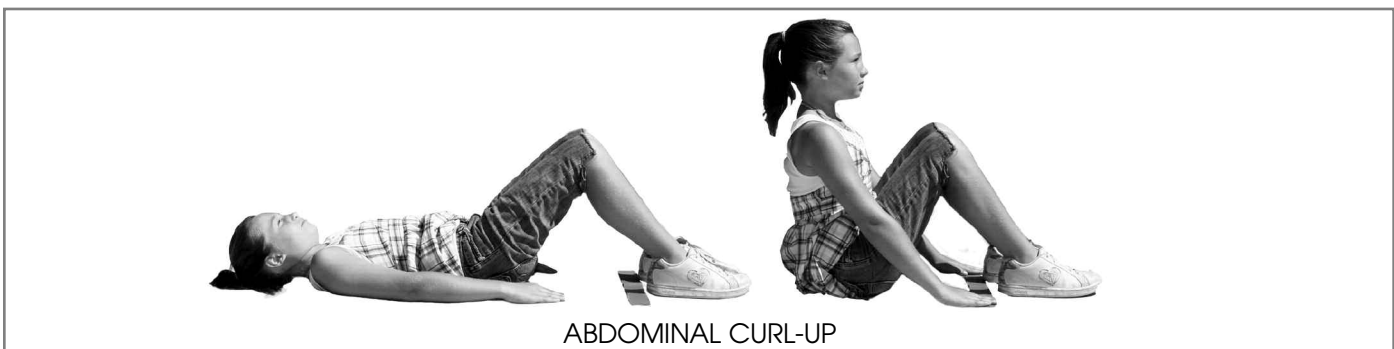
- **Abdominal Curl-Up**
 - Students work with partners to complete as many abdominal curl-ups as possible at a specified pace of approximately one curl-up every three seconds. One student performs the curl-ups while the other student counts and provides feedback on form.
 - Position students so that an existing line on the ground is just behind the student's heels. Alternatively, create a line with chalk or tape on the ground at the appropriate position.
 - The pace should be called out as "up, one, down; up, two, down; up, three, down," etc. The fingers of both hands must cross the tape to count as a successful repetition.
 - Perform the indicated number of sets for the number of seconds designated below. Rest between sets as indicated. Students complete as many curl-ups as possible in the allotted time period at the appropriate pace. Rest then repeat.
 - Switch roles.
 - During the final test, only those curl-ups done with correct form are counted. The teacher or an assistant may correct a student's form no more than twice. The test will stop after the second form correction.

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ABDOMINAL CURL-UP				
Week / Unit	Grade	Sets	Time or Reps (secs)	Rest (secs)
5-1	4	2	20	60
5-1	5	3	30	60
8-1	4	2	30	60
8-1	5	2	45	60
12-1	4/5	2	20	60
17-1	4	2	40	45
17-1	5	2	60	45
20-1	4/5	2	45	45
24-1	4	3	40	45
24-1	5	3	60	45
28-1	4	3	45	45
28-1	5	3	60	45
32-1	4	3	45	45
32-1	5	3	60	45





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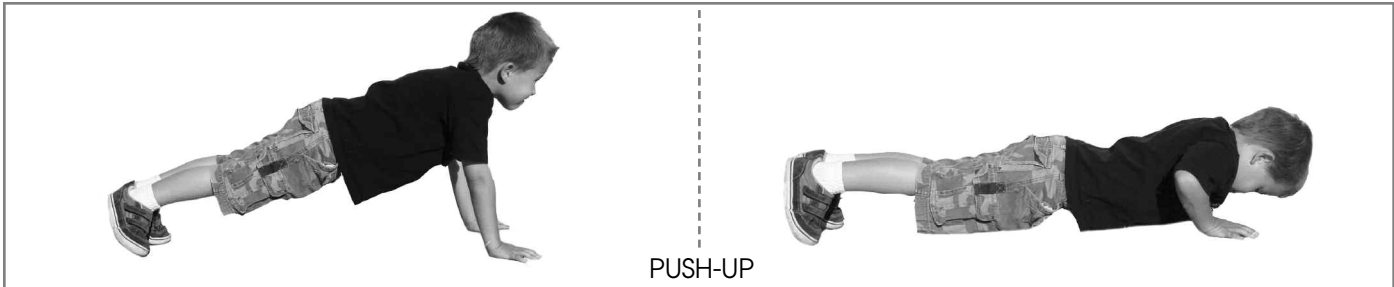
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- **Push-Up**
 - Students work with partners to complete as many push-ups as possible at a specified pace of about one every three seconds.
 - The pace should be called out as “down, one, up; down, two, up; down, three, up,” etc.
 - Perform the indicated number of sets for the number of seconds designated below. Rest between sets as indicated. Students complete as many push-ups as possible in the allotted time period at the appropriate pace. Rest then repeat.
 - Correct form (lower hips, relax neck, etc.) as needed. Continue counting until the second form correction is made or when students stop.

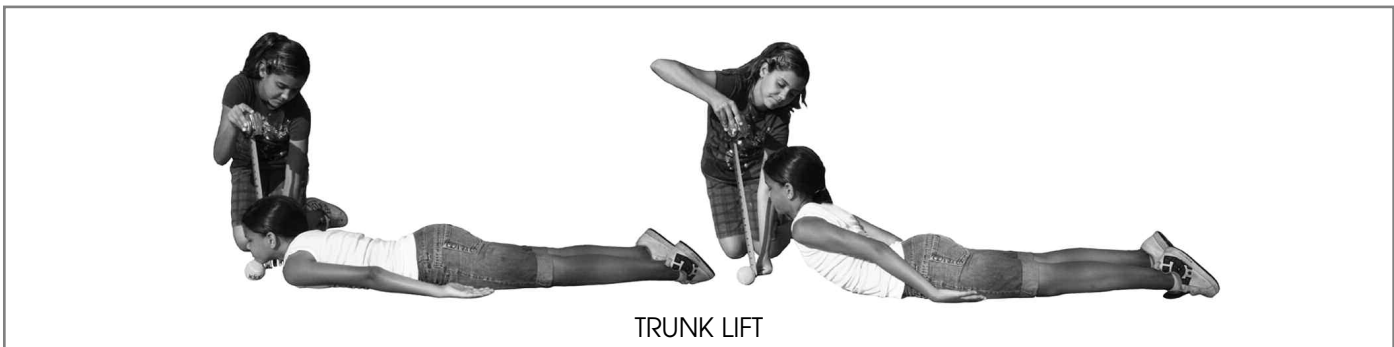
PUSH - UP				
Week / Unit	Grade	Sets	Time or Reps (secs)	Rest (secs)
5-1	4	2	20	60
5-1	5	3	30	60
8-1	4	2	30	60
8-1	5	2	45	60
12-1	4/5	2	20	60
17-1	4	2	40	45
17-1	5	2	60	45
20-1	4/5	2	45	45
24-1	4	3	40	45
24-1	5	3	60	45
28-1	4	3	45	45
28-1	5	3	60	45
32-1	4	3	45	45
32-1	5	3	60	45

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- **Trunk Extensor and Flexibility**
 - Perform four lifts for each student. Rest 10 seconds between each lift.
 - On each lift, the student must hold the position for measurement to the nearest inch. Measure the distance between the ground and the chin.
 - Do not allow students to exceed 12-inch measurements to avoid compression of the lower back.
 - There are no progressions for this activity.



- **Upper-Body Shoulder Stretch**
 - Place students in groups of five or six. On the teacher's command, students in one group perform the Shoulder Stretch with the right hand over the shoulder. Repeat on the opposite side.
 - Perform two stretches on each arm for each student. Rest 10 seconds between each stretch.
 - Continue until all students have completed the test.
 - There are no progressions for this activity.



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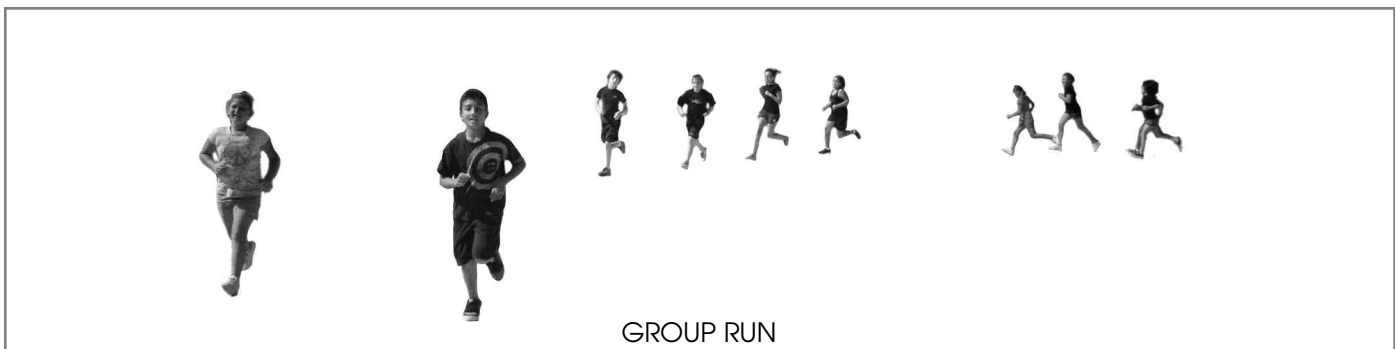
- **Timed Run**
 - Students run as fast as possible for a designated time. Walking and jogging are permitted for students who cannot run the total distance.
 - Students line up at the designated starting line and start running on the teacher's whistle. Students run the indicated time.
 - Announce time in minutes and seconds for those who complete the course. If students have not completed the course after the allotted time, estimate the distance covered.

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Week / Unit	Grade	Time
5-1	4	6 min.
5-1	5	9 min.
8-1	4	6 min. 30 sec.
8-1	5	9 min. 30 sec.
12-1	4/5	13 min.
17-1	4	7 min. 30 sec.
17-1	5	10 min. 30 sec.
20-1	4	8 min.
20-1	5	11 min.
24-1	4	9 min.
24-1	5	12 min.
28-1	4	10 min.
28-1	5	13 min.
32-1	4	10 min.
32-1	5	13 min.





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Progressions and Variations

- Lesser skilled students may walk or jog as needed during the “Timed Run.”
- Encourage students to improve scores with each subsequent unit.