

FOCUS➤

HEALTH-RELATED FITNESS ASSESSMENT

Grade 3

Standard 3

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

This lesson is valuable as an introduction to the fitness components in midfall, while the upper grades are in the midst of their fitness assessment. A repeat of the lesson in midwinter or early spring provides an excellent review of the fitness components, as well as an informal assessment of students' progress. You will be pleasantly surprised at how well students remember their scores and their personal improvements. Journaling will give them a reference to the previous experience.

Grade-Level Outcome

Demonstrates, with teacher direction, the health-related fitness components (S3.E5.3)

Lesson Objective

The learner will demonstrate three of the components of fitness while performing tasks from a fitness assessment.

Materials and Equipment

- Individual mats for curl-ups (enough so that all students at the station can practice)
- Bench for practice of sit and reach
- Recording of cadence for pacer

Organization and Management

1. Set up four stations (curl-ups, sit and reach, 90-degree push-ups, and shoulder stretch) around the perimeter of the gymnasium, each representing one of the fitness components.
2. Use the center of the gym for the aerobic activities.
3. Refer to *FitnessGram Test Administration Manual* for charts and descriptions.
4. At each station, hang posters on the wall that illustrate the correct exercise.
5. Use the center of the work space for the aerobic activities (e.g., magic jump rope, running in place, pacer with recorded cadence).
6. Divide the class into five groups for the stations, preferably with equal numbers in each group for ease of selecting partners.

Note: Correct form is critical for the fitness assessment. Demonstrate each of the assessment items while giving the cues for correct execution. As students participate at each of the stations, walk among them observing to ensure correct execution and to offer assistance.

Introduction

Earlier in the year, we talked about fitness, the meaning of being physically fit, and the various components of fitness. Who can tell me what it means to be physically fit? Let's see whether we can remember the components of fitness. As you name them, I will write each one on the whiteboard, and we will then define each one.

Allow time for brief discussion and definition of each of the components.

Today we will practice each of the components in a slightly different way. We will still be experiencing the components of health-related fitness, but we'll use the activities that are part of the FitnessGram test. You might have heard the fourth- and fifth-grade students talking about the test. They take the test to measure their personal fitness. We will do the FitnessGram test activities as practice for the health-related fitness test that you will take in fourth grade.

LEARNING EXPERIENCE: CURL-UPS

The first station today is for curl-ups. Who can tell me what curl-ups measure?

Demonstrate a correct curl-up, emphasizing the following keys to success:

- Feet are on the floor with no one holding them.
- Knees are bent at a comfortable distance from the buttocks.
- Fingers “walk” forward only 3 to 4 inches (7.5 to 10 cm), touching the floor at all times.
- The head drops to the floor after each curl-up. Tell students that if they forget this one, they will have a stiff or sore neck when they come to school tomorrow.

If space or number of mats is limited, position partners so that you can watch for correct technique and provide needed cues.

LEARNING EXPERIENCE: SIT AND REACH

The second station is for the sit and reach. This activity is a measure of flexibility. Who can tell me why flexibility is important?

Demonstrate the correct technique for the sit and reach while reminding students of the following keys to success:

- Stretch forward gently with no one pushing on your back.
- The leg touching the bench is extended and remains straight; no bending of the knee.
- Fingers are on top of the bench reaching forward.
- Gentle stretching; no bouncing. Hold for five seconds and try to reach farther than the last time.

Have students practice at either end of a bench. Students waiting can practice stretching with legs in a V or practice by “walking” the fingers from the socks to the shoelaces to the toes.

LEARNING EXPERIENCE: PUSH-UPS

In an earlier lesson, we discussed muscle strength and muscle endurance. Today we will test the muscle strength of the upper arms. The third station is for push-ups. We will practice a 90-degree push-up. No longer do we want to lower our faces to the floor; too many collapsed arms and smashed faces!

Demonstrate a correct 90-degree push-up, starting with arms straight and lowering the body only until the arms bend at a 90-degree angle. Remind students of the following keys to success:

- Body is straight like a plank; no bananas and no tummy touches on the mats.
- Arms bend at only a 90-degree angle and then push back up to straight position.

Have students begin with just one push-up and then try for two or three. Ask partners to monitor the 90-degree stopping point.

LEARNING EXPERIENCE: SHOULDER STRETCH

We did this exercise earlier in the year when we discussed the concept of fitness. Who can tell me what fitness component the shoulder stretch measures?

Demonstrate the shoulder stretch while emphasizing the following keys to success:

- Gently stretch to bring the upper arm toward the center of the back.
- Gently stretch to bring the lower arm upward toward the center of the back.
- Partners do not try to push or pull the arms.

LEARNING EXPERIENCE: CARDIORESPIRATORY ENDURANCE

The last station is in the center of the gymnasium. We will do some activities that we have done before to increase our cardiorespiratory endurance.

Have students at this station stand in self-space in the center of the work area so that they can see the clock on the wall. Have them watch the clock and jump magic rope or run in place for 1 minute. Let them rest for 30 seconds and then try to jump or run for 2 minutes.

Remember when we learned to take our pulse? Count your pulse after 1 minute of activity. Count after 2 minutes. Is there a difference? We hope so!

Time permitting, allow students to enjoy learning about the pacer with the recorded cadence. The idea of pacing is important but difficult for students to do when they begin endurance running. This practice will be a separate activity after students have completed all stations.

Assessment

No formal assessment. Have students write in their journals about the areas in which they felt most competent and the areas in which they know they need more practice.

Closure

Today, you did a fitness assessment. What does that mean? You probably can name the area of fitness that was the most difficult for you and the one that was the easiest. Let's name each of the fitness areas from today and discuss ways to improve each one. I will record the ways you have suggested to improve specific areas of fitness.

Reflection

- In what areas of health-related fitness, if any, is the class as a whole in need of remediation or focused teaching?
- Which students struggled with all or almost all of the fitness components today?
- How can I help those students improve in overall fitness?