

LESSON 9: FITNESS AND SELF-ASSESSMENT

Grade-Level Outcomes

Primary Outcomes

Lifetime activities: Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L2)

Fitness knowledge: Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation [PNF], dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)

Movement concepts, principles & knowledge: Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.1)

Embedded Outcomes

Movement concepts, principles & knowledge: Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

Health: Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)

Self-expression & enjoyment: Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)

Social interaction: Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)

Lesson Objectives

The learner will:

- perform a variety of movements for proprioceptive neuromuscular facilitation.
- identify various strength exercises and stretches for fitness development.
- manage a game of doubles tennis by keeping score, officiating, and recording stats as well as points.
- self-assess tennis skills and compare the results to the assessment earlier in the module.

Equipment and Materials

- Tennis balls and modified balls
- Regulation and modified tennis rackets
- Pens, pencils, and Plicker cards

Introduction

Welcome back! Today, you are going to go with your organizations, and your fitness trainers will warm you up. Then I am going to move the instruction to fitness before you play games three and four. [Mention the standings and any reminders.] We'll finish up with a self-assessment of your skills. Does anyone have any questions? Let's have a great day!

Instructional Task: Warm-Up

■ PRACTICE TASK

Students meet on a court with their organizations, where their fitness trainers take them through a tennis-specific warm-up.

Refinement

Remind the trainers that in order to keep the athletes' interest, they must be engaging and continually change up the warm-up task.

Student Choices/Differentiation

Students warm up at their own pace.

What to Look For

- Fitness trainers are varying their warm-ups.
- Students are becoming more and more comfortable every time they lead a warm-up.
- Other members of the organization are exhibiting role respect and focusing on the warm-up.

Instructional Task:

Introduction of Proprioceptive Neuromuscular Facilitation

■ PRACTICE TASK

Review proprioceptive neuromuscular facilitation (PNF), and demonstrate a series of stretches. Remind students that PNF is for flexibility training and rehabilitation, not pre-activity stretching, and it is insufficient as a warm-up.

Students partner up with another member of their organization and practice a variety of stretches.

Extension

Use Pickers to assess and collect data on the students' ability to identify types of fitness development such as muscular strength and endurance, power, cardiorespiratory endurance, range of motion, and flexibility. Display the questions and answers behind you.

Guiding questions for students:

- What is one major difference in training for power versus training for strength? (Answer: speed of movement)
- Would tennis players be well served by jogging on a treadmill for long periods of time to improve cardiorespiratory function? (Answer: No. Tennis players can increase their cardiorespiratory function by training in short bursts that resemble a match.)

EMBEDDED OUTCOME: S2.H1.1.1 Use this task to review applicable terminology:

- Isotonic
- Concentric
- Eccentric
- Inhibition
- Passive
- Active
- Hold
- Relax
- Comfort

Student Choices/Differentiation

Students choose their partners.

What to Look For

- Students are respecting each other's physical well-being and safely moving through the activity.
- Students are gauging the comfort level of their partners when they are stretching them.
- When they are the stretcher, students are communicating with the person being stretched.

Instructional Task: Regular Season Matches 3 and 4

■ PRACTICE TASK

Students check the schedule to see who they are playing and what court they are playing on. Depending on the rules created by the students for the season, games may be played rather than entire matches. Students record scores after the matches.

Refinement

Remind students to look for overhead opportunities in the matches and to hit to spaces.

Student Choices/Differentiation

All students (if able) should be playing with regulation equipment at this point; however, students choose their rackets, and teams may play games with other balls.

What to Look For

- Games are competitive.
- Students are selecting appropriate shots for the situation.
- Students are managing the matches and scoring without problems.

Instructional Task: Self-Assessment

■ PRACTICE TASK

Students use the self-assessment checklist from Lesson 2 to re-evaluate their skills. Students should compare their assessments to see where they have improved.

Extension

Students ask a peer to do the assessment and compare it against their self-assessment, or students compare their self-assessment to a video clip of skilled performance.

What to Look For

- Students are realistic in their evaluations.
- Students have made progress in their skills since Lesson 2.

Formal and Informal Assessments

- Strength exercise identification through Plickers
- Comparison against self-assessment checklist from Lesson 2

Closure

- Who can summarize the benefits and uses of PNF?
- In what ways can tennis contribute to health and well-being? (Embedded outcomes: S5.H1.L1; S5.H3.L1; S5.H4.L1)
- Now that we are two classes into the season and halfway through the module, let's play I love it, I like it, I deal with it. I am going to share with you three observations I have made so far: one that I love and want to see all the time, one that I like and smile at when it happens, and one that I deal with, meaning it's not terrible or I would have addressed it in the moment, but I do not necessarily want to see it continue. After I share each one, I welcome your input.

Reflection

- What area of game play is the class struggling with the most? (The next lesson needs to address this issue.)
- Do I need to address any team situations?

Homework

- Everyone: Use the Fooducate app to track all your nutritional intake over the next two days. Record what you eat and drink, the grade associated with them in the app, the rationale behind those grades, and the healthy alternatives listed.
- Fitness trainers: Start working on your organization's fitness routine. Show me a rough draft for feedback before you hand in the final routine.
- Scouts: Start working on your history of tennis presentation, complete with 10 facts. Show me a rough draft for feedback before you hand in the final presentation.
- Make sure you are communicating any information needed by other roles. For example, the publicists should be sharing stats and pictures with the general managers for the website, or scouts should be sharing information with captains for the upcoming practice session.

Resources

Siedentop, D., Hastie, P., & van der Mars, H. (2011). *Complete guide to sport education*. 2nd ed. Champaign, IL: Human Kinetics.

Teach PE: www.TeachPE.com

United States Tennis Association: www.usta.com

Sport Fitness Advisor: www.sport-fitness-advisor.com

HISTORY OF TENNIS CHECKLIST

Each Y is worth 10 points, each U is worth 5 points, and each N is worth 0 points.

Y = Yes, U = Unclear, N = No

Criteria Met	Y	U	N
The history provided by the scout has 10 facts.			
The facts provided by the scout are cited on the bottom or the back of the sheet.			
Some facts detail the beginning of the game. (lawn tennis)			
Some facts cite the place(s) in which the game originated.			
Some facts discuss the evolution of the game.			
Some facts cite the creation of major events (e.g., Wimbledon).			
Some facts describe the evolution of equipment or apparel (e.g., first metal tennis racket).			
Some facts cite the advancement of diverse groups (e.g., first African-American tennis player to earn number-one world).			
Some facts describe the social use of tennis (e.g., business meetings).			
Some facts describe why tennis is a good way to serve community activity (e.g., families can play with inexpensive equipment).			

From L.C. MacDonald, R.J. Doan, and S. Chepko, eds., 2018, *Lesson planning for high school physical education* (Reston, VA: SHAPE America; Champaign, IL: Human Kinetics).