

LESSON 2: PHYSICAL ACTIVITY LOG

Grade-Level Outcomes

Primary Outcomes

Assessment and program planning: Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work. (S3.H12.L1)

Safety: Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

Embedded Outcome

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)

Lesson Objectives

The learner will:

- log his physical activity over three days using Activitygram.
- perform proper curl-ups and push-ups during the assessment.
- identify breaks in form (the cues) of curl-ups and push-ups when assessing partners.

Equipment and Materials

- Mat and curl-up strips (1 per pair)
- 3 sit-and-reach boxes
- 3 tape measures (taped to wall for height)
- 3 scales (for weight)
- 3 yardsticks for trunk lift
- Fitnessgram cadence CD
- Fitness test score sheet (1 per student)
- 3-day Activitygram sheet (1 per student)

Introduction

In our previous class, we reviewed vocabulary and health-related and skill-related fitness concepts. Today, you will begin logging your daily activity with the Activitygram Physical Activity Recall. This will provide you with feedback on how active you are each day. You also will complete some check-in fitness assessments for you to document information about your own fitness as well as how to measure and program for others using the FITT and training principles. After assessing your health-related fitness using the Fitnessgram assessments, you will do some weight-training assessments. After this week, you will be able to establish a weekly weight and cardio plan.

Instructional Task: Activitygram Instructions

■ PRACTICE TASK

Hand out the Activitygram three-day log. Students are to log two weekdays and one weekend day and then turn in the log.

Review the log with the class and explain how to fill it out. The Fitnessgram and Activitygram book and CD offer teacher resources with a sample Activitygram. Use it to show students how to log their activity.

Student Choices/Differentiation

- Create or use a different physical activity log to have students capture their weekday and weekend day physical activity behavior.
- Allow students to use a device, app, or website to log their activity.

What to Look For

- Students know how to use and fill in the Activitygram assessment.
- Students understand that they are to fill in two weekdays and one weekend day.

Instructional Task: Upper-Body Strength and Endurance Testing

■ PRACTICE TASK

Have students complete a number of assessments to see whether they can assess their own fitness and use the assessments for programming purposes. The first task is the Fitnessgram push-up test, which should be a review.

Have students pair up.

Partner A performs the push-up test while Partner B watches for form. Once the Partner A students have completed the test, the Partner B students perform push-ups while Partner A students watch for form.

Students record their scores.

Refinement

Remind students to stay on cadence.

Guiding questions for students:

- What do the push-up and curl-up tests measure?
- What are other ways to measure muscular strength and endurance?
- Are these health-related or skill-related fitness assessments?
- What are the primary muscles you use while doing push-ups?
- What type of contractions are you using for each movement?
- If you wanted to improve your push-up score, what are some alternative activities you could do to work on increasing upper-body strength and endurance? Be sure you are thinking of the same muscle groups.

EMBEDDED OUTCOME: S3.H9.L1. Use these guiding questions to engage students about muscular strength and endurance concepts.

Student Choices/Differentiation

- Perform the assessment within stations.
- Students choose their partners.

What to Look For

Students can identify proper and improper push-up form.

Push-Up Form

- Hands are shoulder-width apart.
- Back is flat (no hills or valleys).
- Elbows lower to 90 degrees.
- Elbows return to straight, locked position.
- Movement is in time with the CD cadence.

Instructional Task: Fitness Station Self-Assessment

■ PRACTICE TASK

Perform this task if time permits; otherwise, carry it over to the next lesson.

Groups of three partners are assigned a station. They rotate through the stations to self-assess the following fitness concepts:

- Sit and reach (flexibility)
- Trunk lift (strength and flexibility)
- Shoulder stretch (flexibility)
- Height and weight

Have students work on vocabulary while waiting to perform station activities.

Sit and Reach Form

- Shoes are off; one leg is straight with the sole of the foot against the box; the other leg is bent with the heel flat on the ground.
- Arms are out, hands together (one on top of the other).
- Student reaches slowly three times and holds the fourth.

Refinements

- Sit and reach: Be sure that the knee does not leave the floor.
- Sit and reach: Watch that hands stay together and students reach slowly and hold the fourth time.

Guiding questions for students:

- What other ways can we measure flexibility?
- How might flexibility affect you as you age? Why is flexibility important?

Student Choices/Differentiation

Students choose their groups.

What to Look For

- Students are assessing properly.
 - Students are using appropriate form.
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Formal and Informal Assessments

- Push-up test results
- Flexibility assessment results
- Activitygram logs

Closure

- Today, we discussed the Activitygram and you started your self-assessment using the Fitnessgram.
- Tomorrow, you will continue your self-assessment and will work on your vocabulary in preparation for developing fitness programs for college students and working professionals.
- Be prepared to complete a one-mile run. What will that help you measure?

Reflection

- Do students know what each of the tests is testing?
- Do students know how to assess themselves properly?
- Did students understand the Activitygram assessment enough to complete it on their own for three days?

Homework

Complete your Activitygram assessment over three days (two weekdays and a weekend day). This will be due in Lesson 6.

Resources

Meredith, M.D., & Welk, G.J., eds. (2010). *Fitnessgram & Activitygram test administration manual*. 4th ed. Champaign, IL: Human Kinetics.