

LESSON 3: HEALTH-RELATED FITNESS ASSESSMENT

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)

Lesson Objectives

The learner will:

- perform the dynamic warm-up with correct form.
- define and provide examples of the elements of the FITT principle.
- examine how he or she runs the mile (1.6 km) with his or her lap time splits.

Equipment and Materials

- 1 or 2 stopwatches
- Vocabulary cards (1 set per 2 students)
- 3 sit-and-reach boxes
- 3 tape measures (taped to wall for height)
- 3 scales (for weight)
- Mats and 3 yardsticks for trunk lift

Introduction

Today, you will continue working on your fitness assessments. You will run the mile to measure aerobic capacity (or cardiorespiratory endurance) and finish any other tests you need to finish. Cardiorespiratory endurance is considered the most important area of a fitness program. Who can tell me why? Research shows that acceptable levels of cardiorespiratory endurance are associated with a reduced risk of many health problems. Cardiorespiratory exercise and physical activity, overall, yield the greatest health-related benefits. This does not mean that muscular fitness and flexibility are not important. It just means that cardiorespiratory endurance is very important to health-related fitness.

Instructional Task: Dynamic Warm-Up With FITT Vocabulary

■ PRACTICE TASK

Students pair up and line up one behind the other. The first partner starts the task and when halfway down to the cone or line, the second partner follows.

After the first set of exercises, students pick up one card. They discuss the FITT principle on the card and give an example for both a cardiorespiratory and a strength exercise. See the FITT principle guidelines website in the Resources section of this lesson for the text to create the card.

- Jog down and back
- High knees down and back
- Card one
- Butt kickers down and back
- Card two

- Lunge and twist halfway and jog out down and back
- Card three
- Carioca down and back
- Card four

Collect cards and ask students to share an example for both cardio and strength that includes all four principles.

Guiding questions for students:

- When setting up a fitness plan, what is frequency?
- What are some ways to measure intensity?
- What is time?
- Explain type.

Extension

Provide exercise programs and have students identify each FITT principle.

Student Choices/Differentiation

- Students can take notes and write out definitions and provide an example for homework.
- Students choose different exercises for the dynamic warm-up from a list.
- Let students warm up on their own from a selected list of exercises.
- Students choose their partners.

What to Look For

- Students are performing the warm-up using correct form.
- Students can provide examples for both cardiorespiratory and strength activities.
- Students understand the FITT principle.
- Students' examples are aligned with the concept.

Instructional Task: 1-Mile Run

■ PRACTICE TASK

Students stay with their partners for the 1-mile (1.6 km) run. Partner A runs the mile first while Partner B logs Partner B's lap times. This allows students to see their splits. Once Partner A students have completed their mile, Partner B students line up to run theirs, with Partner A students recording lap times.

If the class is large, prevent congestion by staggering the start using two stopwatches.

As students finish their mile, encourage them to walk around to cool down and to stretch out on their own.

Guiding questions for students:

- Looking at your lap times and your splits, what do you notice about how you run the mile? Is there anything you would like to change or work on?
- Do you think you are in the Healthy Fitness Zone? Looking at your results what can you do to maintain or improve your cardiorespiratory endurance?
- Why is cardiorespiratory endurance considered the most important health-related fitness component?
- How might you assess cardiorespiratory endurance in older adults? What type of lifetime activities do many older adults participate in for cardiorespiratory endurance?

Student Choices/Differentiation

- Students perform the PACER Fitness Test.
- Students perform a walk test.
- Students choose their partners.

What to Look For

- Students are trying their best.
- Students can find their lap split times.
- Students are in the Healthy Fitness Zone.
- Students know why cardiorespiratory endurance is so important.

Instructional Task: Fitness Assessment

■ PRACTICE TASK

Students rotate through the assessments that they need to finish.

- Sit and reach
- Trunk lift
- Shoulder stretch
- Height and weight

Extension

Students who are finished can work on vocabulary or walk laps.

Student Choices/Differentiation

Students choose the order in which to complete the assessments.

What to Look For

- Students have completed their fitness assessments.
 - Students' fitness logs are complete.
-

Formal and Informal Assessments

- 1-mile run results
- Vocabulary sheets

Closure

- What did we measure today?
- Why is cardiorespiratory endurance, or aerobic capacity, considered the most important component of any health-related fitness program?
- In what activities can you participate that help build your cardiorespiratory endurance?
- Look over your mile lap times and see how you ran the mile. Also think about how you can maintain or improve your cardiorespiratory endurance. In our next class, we will meet in the weight room to review safety and etiquette and complete more assessments.

Reflection

- Can students provide an example using the FITT principle?
- Are students in the Healthy Fitness Zone?
- Have students completed their fitness assessment logs?

Homework

- Be sure to fill in your vocabulary words in your binder and provide examples for the FITT principle.
- Also using the FITT principle, develop a draft of a three-days-a-week plan for improving or maintaining both your cardiorespiratory endurance and your flexibility. Due two classes from now.

Resources

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

The Cooper Institute: www.cooperinstitute.org

FITT Principle Guidelines: <https://www.verywell.com/f-i-t-t-principle-what-you-need-for-great-work-outs-1231593>