

LESSON 16: PEER EVALUATION OF FITNESS PLAN

Grade-Level Outcomes

Primary Outcomes

Assessment & 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)

Assessment & program planning: Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. (S3.H12.L2)

Embedded Outcome

Working with others: Solves problems and thinks critically in physical activity and/or dance settings, both as an individual or in groups. (S4.H4.L1)

Lesson Objectives

The learner will:

- evaluate a peer's fitness program.
- provide feedback to a partner about her plan.
- share strengths and unique features of his or her partner's plan with the class.

Equipment and Materials

- Scoring guides or rubrics for peer assessments
- Pencils or pens
- Flip charts and markers

Introduction

Today, you will peer-assess your partner's career fitness plan using a scoring guide I will provide. It's the same scoring guide I will use to evaluate your fitness plan.

Instructional Task: Review Career Fitness Plan

■ PRACTICE TASK

In pairs, students score each other's fitness plans using the scoring guide. Students should read the scoring guide before doing their reviews. After scoring the plans, students discuss areas of strengths as well as areas that could be improved with their partners.

EMBEDDED OUTCOME: S4.H4.L1 In scoring the plans, students need to think critically about the assessment criteria and apply their knowledge to provide relevant feedback.

Extension

Students identify one or more strengths or unique aspects of the career fitness plan they reviewed and share it with the class.

Guiding questions for students:

- What were the most challenging aspects of developing a career fitness plan?
- Was it more or less difficult than your college fitness plan? Why?
- What did you learn by scoring your partner's plan?

Student Choices/Differentiation

- Students choose their partners.
- Students use flip charts to record their responses.

What to Look For

- Students are taking the time to review each item in the scoring guide carefully.
 - Students are communicating areas for improvements with sensitivity.
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Formal and Informal Assessments

Peer assessments

Closure

- This module gave you the opportunity to create fitness plans for college and career settings.
- You designed and implemented these plans by applying your knowledge of health-related and skill-related fitness concepts, principles, and activities.
- You should be able to develop fitness plans that you can use at any stage of your life.
- It's time to think about your next module, so please review your choices before the next class.

Reflection

- Did students struggle with any concepts or ideas at the end of the module?
- Were students able to apply their knowledge from the college fitness plan to develop a career fitness plan?
- What could I do better the next time this module is offered?
- Review peer assessments for a better understanding of student's knowledge about planning.

Homework

- Keep adapting and refining your fitness program while we move on to the next module.
- Review the new modules on the school's physical education website so you'll be ready for the next class.