

## LESSON 14: DEVELOPING A SKILL-RELATED FITNESS PROGRAM

### Grade-Level Outcomes

#### Primary Outcomes

**Assessment & program planning:** Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement. (S3.H11.L2)

**Fitness knowledge:** Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic) (S3.H8.L2)

**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)

#### Embedded Outcome

**Engages in physical activity:** Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside the school day. (S3.H6.L1)

### Lesson Objectives

The learner will:

- set SMART goals and objectives.
- analyze scores from fitness testing for muscular strength and endurance.
- create an activity list of the fitness activities of interest for each of the components.
- compile a workout chart that details progressions leading up to goal completion.
- apply the terminology of skill-related fitness correctly when developing goals and analyzing scores.

### Equipment and Materials

- Worksheets on energy systems
- Scores from skill-related fitness tests
- Week-long fitness schedule templates
- Pencils

### Introduction

*In this module you have tried exercises and lifts that you can use to improve your skill-related fitness. Who can give me some examples? Today, you will develop a draft of a skill-related fitness plan to include in your fitness portfolio. You will use your testing scores as a baseline. You should focus on your skill-related career and life goals as you build your plan. Let's start by reviewing the energy system information that you read for homework.*

## Instructional Task: Discussion on Energy Systems

### ■ PRACTICE TASK

Have students work in small groups or pairs to complete a short worksheet on energy systems (see handout). The worksheet should ask students to think of examples of physical activity for each system. After completing the worksheet, review the answers as a group.

### Student Choices/Differentiation

Provide posters or visual aids listing the different energy systems.

## What to Look For

- All students are contributing to completing the questions on the worksheet.
- Students are asking good questions in the class review.

## Instructional Task: Analysis and Evaluations

### ■ PRACTICE TASK

Students retrieve their scores from their fitness portfolios for all the skill-related tests they have completed. These are the scores from Lesson 2 and any of the 10-rep-max assessments for various exercises and equipment.

Have students review their career or lifestyle skill-related fitness requirements, their scores, and their fitness levels. Students write SMART goals for at least two skill-related fitness components that match their career or lifestyle needs.

### Extension

Students can create a list of the exercises and activities they enjoy doing and plan to include in their workout plans.

### Student Choices/Differentiation

- Students select which exercises to include in their workout plans.
- Provide handouts and materials to reinforce subject matter.

## What to Look For

- Students are listing exercises that cover the skill-related components of fitness.
- Created goals are reasonable and able to be accomplished.

## Instructional Task: Workout Plan

### ■ PRACTICE TASK

Hand out the fitness schedule template to all students (see Lesson 9). Allow students to share ideas of what they want to do with a partner or small group.

Using the FITT principle, students organize a one-week schedule (micro-cycle) of exercises for skill-related fitness, with a workout frequency of two times a week. Students should plan workouts that can be done at school (under supervision). They may include powerlifting if they choose.

### Extension

Students create three more charts for successive weeks that include progressions in overload for one meso-cycle.

### Student Choices/Differentiation

- Students choose their partners.
- Students create individualized schedules for exercises.

## What to Look For

- Students are creating schedules that align with their SMART goals.
- Schedules incorporate time for each component of skill-related fitness.

---

## Formal and Informal Assessments

- Week-long schedules of skill-related fitness activities
- Energy systems worksheets
- Exit slip: Which energy systems are predominantly used in power activities?

## Closure

- The assignment for today was to complete a skill-related fitness training plan for one week that relates to your career or life goals.
- I will review your plans before the next class and provide you with some feedback so you can start practicing the plans safely.

## Reflection

- Were students able to align their goals with the specific activities relevant to success on a daily basis? For down the road?
- Review week-long fitness plans to ensure students are on the right track.
- Review energy systems worksheets to clarify misconceptions next class.

## Homework

Log your physical activity outside of class. Write a reflection on how well you are meeting the physical activity guidelines outside of school. Be prepared to turn it in next class. Begin logging your food intake for at least three days. Use the food intake worksheet to record everything you eat and drink. (Embedded outcome: S3.H6.L1.) We will discuss how to analyze it next class.

## Resources

- Bompa, T. (2015). *Conditioning young athletes*. Champaign, IL: Human Kinetics.
- Cissik, J., & Dawes, J. (2015). *Maximum interval training*. Champaign, IL: Human Kinetics.
- Powers, S., Dodd, S., & Jackson, E. (2014). *Total fitness and wellness*. 6th ed. San Francisco: Pearson.
- Randolph, D. (2015). *Ultimate Olympic weightlifting: A complete guide from beginning to gold medal*. Berkeley, CA: Ulysses Press.
- Internet keyword search: “skill-related fitness,” “speed training,” “agility training,” “powerlifting”

## ENERGY SYSTEMS AND PHYSICAL ACTIVITY

Complete the following table related to the three major energy systems of the body.

Energy system	Key concepts	Time	Intensity level	Fitness examples	Sport examples	Daily life examples

## DIETARY FOOD ANALYSIS

Each student should receive three copies of this form.

Meal or snack	Food item	Protein (g)	× 4 Cals/gram	Carbohydrate (G)	× 4 Cals/gram	Fat (G)	× 9 Cals/gram	Total calories	Category
B L D S									G F V M D O
B L D S									G F V M D O
B L D S									G F V M D O
B L D S									G F V M D O
B L D S									G F V M D O
B L D S									G F V M D O
B L D S									G F V M D O
B L D S									G F V M D O
B L D S									G F V M D O
B L D S									G F V M D O
B L D S									G F V M D O
B L D S									G F V M D O
B L D S									G F V M D O
B L D S									G F V M D O
B L D S									G F V M D O
B L D S									G F V M D O
B L D S									G F V M D O
B L D S									G F V M D O
B L D S									G F V M D O
Totals									

B = breakfast

G = grains

D = dairy

L = lunch

F = fruits

O = other

D = dinner

V = vegetables

S = snack

M = meats, poultry, and fish

Total calories = \_\_\_\_\_

Total calories from protein = \_\_\_\_\_

Percentage of calories from protein = \_\_\_\_\_

Total calories from carbohydrate = \_\_\_\_\_

Percentage of calories from carbohydrate = \_\_\_\_\_

Total calories from fat = \_\_\_\_\_

Percentage of calories from fat = \_\_\_\_\_

Totals: G \_\_\_\_\_ F \_\_\_\_\_ V \_\_\_\_\_ M \_\_\_\_\_ D \_\_\_\_\_ O \_\_\_\_\_

Circle the number if you made the appropriate number of servings.