

LESSON 2: ASSESSING SELECTED FITNESS COMPONENTS

Grade-Level Outcomes

Primary Outcomes

Assessment and 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)

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

Personal responsibility: Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1)

Lesson Objectives

The learner will:

- discuss the previous homework assignment related to physical activity and the components of health-related fitness.
- use basic field tests using the Internet to measure personal fitness levels for the selected fitness categories in a safe manner.
- self-assess current level of fitness in selected components.
- complete a summary analysis of personal fitness scores by identifying strengths and areas for improvement.

Equipment and Materials

- Body-weight scales
- Stadiometer
- Wall height measurement chart
- Data collection sheets
- Calculators
- Stopwatches
- Measuring tapes
- Cones
- Yardsticks
- Chalk
- Rulers
- Sit-and-reach boxes
- Fitnessgram score sheets

Introduction

Today, we'll discuss your homework assignment to see what kind of activities you chose and what types of fitness they require. We also will perform a series of self-assessments for selected components of fitness we will use throughout the module. Some of these are field tests and don't require a lot of special equipment. For each component, you will be able to compare yourself to a standard for other students of similar age and gender. Remember that although you will perform self-assessments and peer assessments, your scores are for your information only. You don't have to compare your results with those of your classmates unless you want to do so. You'll add your assessments to your fitness portfolios.

Instructional Task: Discussion About Homework

■ PRACTICE TASK

In small groups, students share their selected physical activities and the components of fitness they require. Students should discuss each other's ideas and provide feedback to one another.

Extension

Students can share activities with the whole class.

Student Choices/Differentiation

- Students choose their groups.
- Students can volunteer to share with the whole class.

What to Look For

- Students are able to identify the components of fitness in their favorite physical activities.
- Students are providing feedback in a supportive manner.

Instructional Task: Body Composition

Note: Students could complete these assessments in a station format.

■ PRACTICE TASK

Discuss reasons for assessing body composition and its relationship to health. Point out limitations of using body mass index as a measure.

Guiding questions for students:

- What does body composition tell us, and why is it important?
- What are some good points of using body mass index (BMI)?
- What are some limitations?
- What other methods of measuring body composition are you familiar with?

Demonstrate the appropriate method for using the body-weight scale and the stadiometer for accurately measuring height.

Distribute data collection worksheets to each student, and have them rotate through the body-weight and height stations. Body weight should be measured individually in a location that ensures privacy. Students can work in pairs to measure height.

Students perform BMI calculations by hand and identify their personal levels of BMI based on the guidelines.

Extensions

- Have students input data into selected websites to verify their previous calculations and identify their personal levels of BMI to the standards listed.
- Have students compare results to bio-impedance scores or previous scores from Fitnessgram in their fitness portfolios.

EMBEDDED OUTCOME: S4.H1.L1 Remind students that these initial tests are simply a tool to establish a beginning point for future fitness development. All students will have to overcome some type of barrier, either mental, physical, social, or emotional, during their journey into a healthy lifestyle.

Student Choices/Differentiation

Students choose their partners for height measurement.

What to Look For

- Students are engaged in the discussion.
- Students can identify appropriate uses for BMI.

Instructional Task: Shoulder Flexibility

■ PRACTICE TASK

Discuss the specificity of flexibility. Demonstrate the appropriate way to test shoulder flexibility using the back-scratch method with a partner. Have students warm up.

Hand out data collection sheets for flexibility, and allow students to evaluate their flexibility in both shoulders.

Guiding questions for students:

- Were you equally flexible on both sides?
- If not, what explanation would you give?

Refinement

It's normal for students to feel slight discomfort during the assessment, but make sure they do not push the stretch to the point of pain.

Student Choices/Differentiation

Students choose their partners.

What to Look For

- Students are stretching fully—but not straining—during the assessment.
- Partners are assisting one another.

Instructional Task: Lower Back and Hamstring Flexibility

■ PRACTICE TASK

Demonstrate how to appropriately perform the back-saver sit-and-reach test before allowing students to perform the test on their partners.

Students follow protocol and record scores.

Extensions

- Have students use the Internet to identify additional field-based flexibility and range-of-motion (ROM) assessment tools and write them down on the worksheet.
- Provide students with materials to perform additional tests for measuring flexibility. Students collect that data on themselves with their partners.

Student Choices/Differentiation

Students choose their partners.

What to Look For

- Knees stay straight during the reach.
- Students are reaching and holding the stretch.

Instructional Task: Muscular Strength and Endurance

■ PRACTICE TASK

Review the differences between muscular strength and muscular endurance.

Demonstrate proper technique for a simple wall-sit test (measuring muscular endurance) and the broad jump (muscular strength, power). Remind students to do their dynamic stretching warm-ups before the assessment.

Pass out data collection sheets, and allow students to rotate through each station with a partner. After completing the assessment, students do their static stretching routines as a cool-down.

Guiding questions for students:

- What test does Fitnessgram use to assess muscular strength and endurance of the abdominals?
- What test does Fitnessgram use to assess muscular strength and endurance of the upper body?
- Would you expect to see a relationship between any of your Fitnessgram scores and the tests we did today? Why or why not?

Extension

Allow students to explore the Internet to identify additional field tests for evaluating muscular strength and muscular endurance and write their findings on the worksheet.

Student Choices/Differentiation

Students choose their partners.

What to Look For

- Students can identify appropriate measurement tests for both muscular strength and muscular endurance.
 - Students are using proper form and technique during fitness testing.
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Formal and Informal Assessments

- Scores for each of the components
- Exit slip: What is body composition, and why is it important?

Closure

- During this portion of the module, we explored various ways to self-assess your fitness level for three components of fitness. You can perform many of these activities without purchasing any major equipment.
- Your assessment scores will become part of your fitness portfolio and can be used as a baseline for developing fitness plans.
- We aren't focusing on cardiorespiratory endurance in this module, but if we wanted to assess that component of health-related fitness, how could we do it?
- Next class, we'll learn about exercises that use your body weight as resistance.

Reflection

- Were students successful in finding additional field tests for each component, or did they need additional guidance?
- Did students comprehend that each area of fitness can be measured in simple terms without expensive tools and equipment?
- Review exit slips to check for understanding.
- Review test scores to determine where each student is in terms of the components.

Homework

- Compare your fitness scores to criteria or standards for each test performed.
- Write a summary of how you performed on each test, what your current fitness level for each component is, and how much you liked or disliked the testing procedure. You will add this summary to your fitness portfolios.
- Now that you have some flexibility scores, modify your flexibility plan as needed.

Resources

Corbin, C., & Lindsey, R. (2007). *Fitness for life*. 5th ed. Champaign, IL: Human Kinetics.

Internet keyword search: "body composition," "flexibility measurement," "muscular strength tests," "muscular endurance tests"