

LESSON 8: ASSESSMENT DAY

Grade-Level Outcomes

Primary Outcomes

Fitness knowledge: Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscular fitness and flexibility). (S3.M11.6)

Fitness knowledge: Sets and monitors a self-selected physical-activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level. (S3.M8.6)

Fitness knowledge: Employs correct techniques and methods of stretching. (S3.M9.6)

Embedded Outcomes

Self-expression & enjoyment: Describes how moving competently in a physical activity setting creates enjoyment. (S5.M4.6)

Assessment & program planning: Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. (S3.M16.6)

Lesson Objectives

The learner will:

- determine her current aerobic fitness level and compare it to her score from Lesson 1.
- demonstrate her knowledge of the overload principle.
- monitor a self-selected physical activity goal.
- plan a 5K fun run.

Equipment and Materials

- Stopwatches (1 per group of 4 or 5 students)
- Whiteboard easel on casters
- Index cards
- Pencils
- Index cards with definitions of aerobic conditioning, bone-strengthening activities, and muscle-strengthening activities
- Beginner's 5K Training Schedule, 1 copy per group of 4 or 5 students (see lesson 2)

Introduction

EMBEDDED OUTCOME: S3.M16.6. Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log.

Turn in your physical activity logs for outside of physical education class. Was anyone able to fill in each day of the log? What was your favorite activity? What FITT principle did you improve most with your activity log?

We did not make it through the beginner's 5K training program in class, but I think you all improved fitness. Today, you will perform the same aerobic capacity assessment from lesson 1. Please try your hardest, and let's see whether your scores improve!

You also will take the end-of-module quiz.

Instructional Task: Aerobic Capacity Assessment Post-Test

■ PRACTICE TASK

Students choose partners and measure their aerobic fitness.

Students must choose the same test that they performed earlier in the module (mile run/walk or the PACER).

Please note that students who choose the mile run/walk will need to perform a brief warm-up; however, the PACER has a built-in warm-up.

Run two heats of both the PACER and mile run/walk so that each partner has a chance to measure his fitness and also to assist his partner.

Partners should provide encouragement and positive feedback.

EMBEDDED OUTCOME: S5.M4.6. Through class discussion, help students make a connection between moving competently in a physical activity setting and enjoyment.

Guiding questions for students:

- How does it feel to take the test a second time?
- Did you reach your goal?
- How does it feel to set a goal and achieve it?
- Do you think you could do this with other physical activities? Which ones?

What to Look For

- Students are keeping accurate count of PACER laps.
- Students are keeping accurate count of laps and mile run/walk time.
- Students are encouraging their partners.

Instructional Task: Stretching

■ PRACTICE TASK

Have students perform stretches for the major muscle groups of the legs.

Refinement

Have students focus on the critical elements that they need to improve according to the peer assessment from Lesson 7.

Student Choices/Differentiation

- Students can do PNF stretching in pairs or individually.
- Students can do static stretching.

What to Look For

- Students hold the stretch long enough to maintain or improve range of motion.
- Students follow the sequence for PNF stretching.

Instructional Task: Progressive Overload and FITT Formula Quiz

■ PRACTICE TASK

Give each student an index card and pencil.

On the whiteboard, provide the following prompts:

1. What is the *frequency* of the 5K training schedule that you followed?
2. Where have you seen evidence of an increase in *intensity* in the schedule?
3. Where is there evidence of *time* in the schedule?
4. What is the *type* of activity in the schedule?
5. What is the exercise principle that we have been using while we trained for the PACER or 5K run/walk?

Student Choices/Differentiation

Provide any test accommodations needed.

What to Look For

Students recognize the frequency, intensity, time, and type found within the 5K training schedule that they followed.

Instructional Task: Physical Education 5K Fun Run

■ PRACTICE TASK

With our remaining time, we will start planning our 5K fun run. Our goal is to involve the community.

Determine the following:

- Fund-raising ideas
- To whom the funds will be given (e.g., school, athletics, community, American Heart Association)
- When and where
- Design for fliers and posters

Extension

Include parents, school administrations, and stakeholders from the community.

Student Choices/Differentiation

- Students may use the Internet for help.
- Students may review examples of previous 5K fun runs.
- Students may work in partners or small groups.

What to Look For

- Students include everyone and work together.
- Students plan the basics of a 5K fun run.

Formal and Informal Assessments

- Progressive overload and FITT formula quiz
- Physical activity logs for outside of physical education

Journal assignment:

- Did you improve? If so, why? If not, why?
- Did setting goals help?
- In what area of FITT do you feel that you improved the most? Least? Why?
- How does it feel to have completed a 5K training program?

Closure

Besides the 5K fun run, this wraps up our Fitness Through 5K Program Design Module. During the next three Fridays we will make time to work on and monitor our progress in the planning and organization stages of the project. Keep promoting and encouraging others to participate!

Reflection

- Review student quizzes. Do students provide enough evidence for them to move on? Or do these concepts need to be re-taught?
- This is the end of the Fitness Through 5K Program Design Module. Has students' experience with the 5K training schedule provided them with the knowledge and skills to understand the progressive overload principle and to identify the components of the FITT formula as they pertain to aerobic fitness and conditioning?
- Is it worth continuing the 5K training, or will continuing to help students train for distance running infringe on other curriculum demands?

Homework

Finish your journal assignment for homework.

Work on planning and organizing the 5K fun run.

Review the materials on our website for the next module.

Resources

U.S. Department of Health and Human Services. (2008). *Physical activity guidelines for Americans*. Washington, DC: Author. Available at www.health.gov.

Couch to 5K® Running Program: www.coolrunning.com

Internet keyword search: "planning a fun run," "planning a 5K"

SAMPLE QUIZ ON IDENTIFYING THE FITT AND OVERLOAD FORMULAS

Instructions to students: Here is a sample student fitness training log for an after-school fitness club. All of the efforts were best efforts that included a warm-up for the first few minutes. Examine the data and answer the questions that follow.

Training day	Day	Machine	Level	Total Calories (kcal) burned	Time
1	Mon	Elliptical	4	135	20
2	Wed	Elliptical	5	150	20
3	Fri	Elliptical	6	173	20
4	Mon	Elliptical	7	180	20
5	Wed	Elliptical	8	201	20
6	Fri	Elliptical	9	190	20
7	Mon	Elliptical	9	195	20
8	Wed	Elliptical	9	205	20
9	Fri	Elliptical	10	195	20
10	Mon	Elliptical	10	205	20
11	Wed	Elliptical	10	210	20
12	Fri	Elliptical	11	200	20

Identifying Frequency, Intensity, Time, and Type

1. According to the FITT formula, what is the Frequency for this person's training?
2. According to the FITT formula, what evidence of increasing Intensity do you see?
3. If this person is following the FITT formula, what is the Time?
4. According to the FITT formula, what is the Type?
5. On what training days do you see evidence of overload?

From R.J. Doan, L.C. MacDonald, and S. Chepko, eds., 2017, *Lesson planning for middle school physical education* (Reston, VA: SHAPE America; Champaign, IL: Human Kinetics).