

## LESSON 8: IMPLEMENTING REMEDIATION TO PROGRAM DESIGN

### Grade-Level Outcomes

#### Primary Outcomes

**Fitness knowledge:** Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.7)

**Assessment & program planning:** Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment. (S3.M15.7)

**Accepting feedback:** Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills. (S4.M3.7)

#### Embedded Outcome

**Engages in physical activity:** Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities. (S3.M5.7)

### Lesson Objectives

The learner will:

- prepare to implement his program of remediation for two areas of weakness based on the results of his Fitnessgram report.
- prepare to adjust his level of physical activity by implementing the physical activity plan.
- provide corrective feedback to a peer using teacher-generated guidelines.

### Equipment and Materials

- Portable tennis nets
- Plastic pickleballs
- Plastic paddles
- Tennis rackets
- Low-compression tennis balls
- Foam tennis balls
- Clipboards
- Pencils
- Pedometers

### Introduction

*Today, you will continue practicing your backhand and forehand. Again, we will split the class in two. This means that you will spend half of your time today practicing your backhand and forehand, and will spend the other half on sharing feedback with a partner on the physical activity plan that you just completed. Remember that you are expected to implement your plan. Today's lesson will provide you with an opportunity to seek feedback from a classmate before implementing your plan. That will allow you to adjust the plan, as needed, before you start.*

## Instructional Task: Small-Sided Games Practice

### ■ PRACTICE TASK

King of the court: Have multiple courts set up throughout the gym, with numbers marked with a cone.

Play an 8- to 10-minute game of pickleball, either singles or doubles. At the end of time, instruct the high scores to move to the lower-numbered court (e.g., if they won on court 4, then they move to court 3), and have the player or team with the fewest points move up a court (e.g., if they did not win on court 4, then they will move to court 5). Keep the rotation for the remainder of class.

# PHYSICAL ACTIVITY AND FITNESS PROGRAM DESIGN

Students are expected to self-officiate.

If the class is playing doubles, switch partners after a couple of rotations.

**EMBEDDED OUTCOME: S3.M5.7** Even though the focus is to increase heart rate and physical activity, students should have fun participating in a lifetime activity.

## Extension

After each game, check your pedometers to see how many steps were taken during the game.

## Guiding questions for students:

- Did you have higher or lower step counts if you won?
- Why do you think this is?
- Did it change when you played with a different partner?

## Student Choices/Differentiation

If students are struggling, give them an opportunity to practice their pickleball skills off the court.

## What to Look For

Students are moving and playing students of similar ability levels.

## Instructional Task: Peer Assessment

### ■ PRACTICE TASK

Have students select a partner they feel comfortable with.

Partners will review each other's two-week physical activity plans using a teacher-created peer-assessment form and provide feedback.

Have partners discuss with each other the two areas of remediation they selected from their Fitnessgram reports.

Have partners examine previous physical activity logs and compare current physical activity plans. They should determine if the amount of physical activity that was logged fits into a minimal health standard (3 to 4 kcal per kilogram of body weight per day) or if it provides enough physical activity for optimal functioning (6 to 8 kcal per kilogram of body weight per day). Students should decide if adjustments need to be made and make comparisons to the new physical activity plan.

## Extension

Have students use their partners' self-assessment scoring guide to peer-assess their fitness plans. Have them determine if they agree with their partners' self-assessment of their plans.

## Refinements

- Students can refine their physical activity plans based on their partners' feedback.
- Students should refrain from sarcasm and should be respectful of their partners' fitness scores and personal information.
- Students should focus on helping each other with their feedback.

## Student Choices/Differentiation

- Students may choose their partners.
- Model an example of how to give feedback.

## What to Look For

- Students discuss two areas of remediation from the Fitnessgram reports.
- Students determine the amount of physical activity needed for a minimal health standard or optimal functioning.

- Students examine previous physical activity logs for the quantity of physical activity obtained (if it was not quantified by Calories, time could be used instead).
  - Students use their partners' self-assessment as a peer assessment (teacher-generated guidelines).
  - Students use appropriate tone and communication skills when providing feedback.
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## Formal and Informal Assessments

Physical activity and fitness portfolios, including the following:

- Completed two-week physical activity plan
- Completed two-week physical activity log (from Lesson 1)
- Student Fitnessgram report generated from Fitnessgram software
- Completed self-assessment of Calories expended over the two-week plan
- Physical Activity Remediation Plan Worksheet
- Scoring Guide for Your Physical Activity Remediation Plan (used as peer-assessment)

## Closure

*Today, you finished your two-week physical activity plan to remediate two areas of need in your fitness.*

- What were the most difficult parts of the plan?
- How will this module help you in the future?

## Reflection

- Were students able to provide useful corrective feedback using appropriate tone and communication skills?
- Did students design a program they could actually use?

## Homework

*It's now time to implement your physical activity remediation plans. This is an opportunity to adjust your physical activity levels. If you need to adjust your level of physical activity, do it carefully. You should not make huge jumps in your physical activity level. Remember to use the progressive overload principle so that you don't hurt yourself.*

## Resources

- Corbin, C., Pangrazi, R., & Welk, G. (1994). Toward an understanding of appropriate physical activity levels for youth. *Physical Activity and Fitness Research Digest*, 1(8), 1-8.
- U.S. Department of Health and Human Services. (2008). *Physical activity guidelines for Americans*. Washington, DC: Author. Available at [www.health.gov](http://www.health.gov).