

## LESSON 3: FITNESS ASSESSMENT DAY

### Grade-Level Outcomes

#### Primary Outcome

**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)

#### Embedded Outcomes

**Personal responsibility:** Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)

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

### Lesson Objectives

The learner will:

- assess her own health-related fitness using a scientifically based fitness assessment such as Fitnessgram in order to design a program of remediation for two areas of weakness based on the results.
- identify barriers related to maintaining a physically active lifestyle.

Note: Spread out the instructional tasks over a few class periods. The length of this lesson will depend on class size, students' familiarity with the assessments, and how deeply you would like to go into the content involved in each assessment.

### Equipment and Materials

Fitnessgram assessment materials:

- Sound system
- Cadences for PACER, curl-up test, push-up test (on CD, iPod, or smartphone)
- Sit-and-reach devices (several will save time)
- Modified pull-up bars
- Paperwork for collecting students' scores (printed on card stock helps)
- Cones for PACER
- Stopwatches for mile run/walk
- Measuring tape or trundle wheel to measure distance for PACER
- Curl-up strips
- Fitnessgram software (for generating student reports)
- Task cards provided by Fitnessgram (includes protocol, look-up tables, and form corrections)
- Stadiometer (to measure height)
- Scale

### Introduction

*For homework, you were to think about and research barriers to participating in physical activity. Please share with a friend a couple of barriers that you found. Does anyone have any interesting ones to share with the class?*

*This week, we will focus on assessment of your health-related fitness. It is anticipated that fitness testing will take a few days. It should go smoothly because you have practiced the various Fitnessgram assessments. You will use the results of the Fitnessgram to identify areas of fitness that you need to work on. Your Fitnessgram report and scores should be part of your end portfolio so that you can reflect on them during the school year.*

## Instructional Task: PACER Assessment

Decide on the 15- or 20-meter distance.

### ■ PRACTICE TASK

Administer the PACER test for measurement of aerobic capacity.

Review protocol, briefly reminding students that the PACER has a built in warm-up.

Go over the academic vocabulary involved with PACER.

- **P**rogressive
- **A**erobic
- **C**ardiovascular
- **E**ndurance
- **R**un

Partners record scores.

Partners should support each other by providing encouragement.

Discuss protocols for the test. The following are common areas to stress to students.

- Single beep means end of lap; turn around and run back to the other line.
- Triple beep means that the test will speed up; turn around and run back to the other line.
- Foot must touch the end line by the time the beep sounds for each lap.
- On first miss, turn around where you are and run to the other line; try to get back on pace.
- On second miss, move to the side and cool down by walking. End of test.
- Partner should note lap number and record the score.

### Extension

Have students look up how their aerobic capacity compares to the Healthy Fitness Zone for the Fitnessgram assessment.

### Refinement

Encourage runners to pace themselves during the test (especially in the beginning).

### Student Choices/Differentiation

- Students choose a partner to work with and decide who will go first or second.
- Students should perform to their own abilities and not compare themselves to others.

### What to Look For

Students are following test protocols.

## Instructional Task: Push-Up Assessment

### ■ PRACTICE TASK

Review protocol briefly. Remind students that the push-up assessment measures upper-body strength and endurance. Upper body strength is an indicator of healthy bone density.

**EMBEDDED OUTCOME: S4.M1.7.** Push-ups can be difficult. Encourage partners to support each other by providing encouragement to their classmates.

### Extension

Have students look up how their push-up scores compare to the Healthy Fitness Zone for the Fitnessgram assessment.

## Refinement

Make sure students have a flat back and go to 90 degrees for the down position.

## Student Choices/Differentiation

Students choose a partner to work with and decide who will go first or second.

## What to Look For

- Students have a flat back.
- Students' hands are shoulder-width apart.
- Students follow the push-up cadence.

## Instructional Task: Curl-Up Assessment

### ■ PRACTICE TASK

Review protocol briefly. Remind students that the curl-up assessment is a measure of abdominal strength and endurance. Strong abdominal muscles help prevent low back problems.

Partners should support each other by providing encouragement.

Partners should provide corrective feedback by keeping track of form corrections and stopping partners on the second form correction.

## Extension

Have students compare their curl-up scores to the Healthy Fitness Zone for the Fitnessgram assessment.

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**EMBEDDED OUTCOME: S4.M3.7.** Partners should provide corrective feedback by keeping track of form corrections and stopping partners on the second form correction.

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## Student Choices/Differentiation

Students choose a partner to work with and decide who will go first or second.

## What to Look For

- Heads return to the ground.
- Fingers go completely across the curl-up strip.
- Heels stay on the ground.
- Students follow the cadence.

Source: Fitnessgram task card.

## Instructional Task: Shoulder Stretch

### ■ PRACTICE TASK

Review protocol briefly. Remind students that flexibility at the shoulder joint helps prevent shoulder injuries.

Review the following key points:

- With right hand, reach up and over shoulder and down back as if pulling up a zipper. Reach up with left hand and touch fingertips.
- Fingers touch.
- Test both sides.
- Partners should support each other by providing encouragement.

## Extensions

- Have students look up how their shoulder stretch scores compare to the Healthy Fitness Zone for the Fitnessgram assessment.
- Have students compare their scores for both sides and if different, hypothesize about why.

## Student Choices/Differentiation

Students choose a partner to work with and decide who will go first or second.

## What to Look For

- Students are doing protocol correctly.
- Students don't pull on their partners' arms to assist them.

Source: Fitnessgram task card.

## Instructional Task: Sit and Reach

### ■ PRACTICE TASK

Review protocol briefly. Remind students that flexibility in the lower back and hamstring muscles, as measured by the sit and reach, helps prevent lower-back problems.

Partners should support each other by providing encouragement.

Partners should provide corrective feedback to make sure the stretching students do not pass 12 inches (30 cm) and do not bounce.

## Extension

Have students look up how their sit-and-reach scores compare to the Healthy Fitness Zone for the Fitnessgram assessment.

## Refinement

Make sure students do not bounce during activity.

## Student Choices/Differentiation

Students choose a partner to work with and decide who will go first or second.

## What to Look For

- Legs are fully extended, with back of knees touching the ground.
- Heel of foot not being tested is one fist-width away from the knee of the leg being tested.
- Students are not bouncing or overstretching.

## Instructional Task: Modified Pull-Up

### ■ PRACTICE TASK

Review protocol briefly. Remind students that the modified pull-up is a measure of upper-body strength and endurance.

Partners should support each other by providing encouragement.

Partners should provide corrective feedback, keep track of form corrections, and stop students on the second form correction.

## Extension

Have students look up how their modified pull-up scores compare to the Healthy Fitness Zone for the Fitnessgram assessment.

## Student Choices/Differentiation

Students choose a partner to work with and decide who will go first or second.

## What to Look For

- Shoulders are directly under the bar.
- Palms are facing away.
- Only heels are touching the floor.
- Chest touches the elastic band.
- Students return to starting position with elbows extended.
- Body remains straight.

Source: Fitnessgram task card.

## Instructional Task: Body Mass Index

### ■ PRACTICE TASK

Review protocol briefly.

Note: Height and weight should be measured by the teacher and not by students. Safeguards need to be established to protect student privacy.

The class should be engaged in an activity where the teacher can pull out small groups of students so that one student can be measured for height and weight while the small group awaits their turn (with shoes removed and ready to be measured). Keep the scale and stadiometer behind a screen to ensure student privacy while you keep an eye on the rest of the class.

### Extension

While height and weight are being measured, students can work on the following assignment:

- Provide students with sample Fitnessgram reports that have been copied in a way that there is no name on the report.
- Have students read the reports and underline any vocabulary that they do not understand.
- Have students circle any numbers on the reports that they do not understand.

### Student Choices/Differentiation

Have videos and handouts available for students to help in learning the activity.

## What to Look For

- There is a discrepancy between the way the CDC recommends rounding height and weight and the way that Fitnessgram handles the data.
- If using Fitnessgram, round down on height to the nearest inch.
- Height needs to be measured accurately, since it is squared in the BMI formula.
- When measuring height, the Frankfurt plane needs to be aligned so that the head is level. The head may pull away from the stadiometer for this measurement.

## Formal and Informal Assessments

Fitnessgram is a formal assessment but is not a measure of standards-based outcomes. Therefore, Fitnessgram assessment scores should not be used as a grade.

## Closure

- Did you feel challenged by the fitness assessments today? If so, by which ones and why?
- Review how you did on each fitness test, and think about which areas you might need to work on.

## Reflection

Browse through student work to uncover possible misunderstandings.

## Homework

Have students write down areas they think they may need to work on and then select two for remediation. Students will compare them to their computer-generated Fitnessgram reports in the future.

## Resources

- The Cooper Institute. (2013). Meredith, M.D., & Welk, G.J. (Eds.). *Fitnessgram & Activitygram test administration manual*. Updated 4th ed. Champaign, IL: Human Kinetics.
- Corbin, C., et al. (2014). Youth physical fitness: Ten key concepts. *Journal of Physical Education, Recreation & Dance*, 85(2), 24-31.
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- Melograno, V.J. (2000). *Portfolio assessment for k-12 physical education*. Reston, VA: National Association for Sport and Physical Education.
- Nihisher, A.J., et al. (2007). Body mass index measurement in schools. *Journal of School Health*, 77(10), 651-671.