

LESSON 1: ESTABLISHING A BASELINE

Grade-Level Outcomes

Primary Outcome

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)

Embedded Outcomes

Working with others: Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.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)

Engages in physical activity: Participates in self-selected physical activity outside of physical education class. (S3.M2.6)

Lesson Objectives

The learner will:

- determine his current aerobic fitness level.
- set and monitor a self-selected physical activity goal.

Equipment and Materials

- Beginner's 5K Training Schedule, 1 copy per group of 4 or 5 students (see lesson 2)
- PACER test cadence
- Sound system
- 20-meter PACER course set up with cones
- Stopwatches
- Index cards
- Physical Activity and Nutrition Log templates (weekdays, Saturday, and Sunday), 1 per student (see grade 6 module in Chapter 10, lessons 2 and 5)

Introduction

Today, we will determine our current fitness levels in regard to aerobic fitness. We will discuss the difference between aerobic capacity and cardiorespiratory endurance. After determining a fitness score, each individual will self-select a goal. In the next class, you'll start training to improve your scores.

EMBEDDED OUTCOME: S3.M16.6. Students will create physical activity logs to track and reflect upon their activity levels.

Instructional Task: Aerobic Capacity Assessment

■ PRACTICE TASK

Students choose partners and measure their aerobic fitness. Partners decide whether they want to use the mile run/walk or the PACER test.

Students who choose the mile run/walk should perform a brief warm-up, while the PACER has a built-in warm-up.

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

Partners should provide encouragement and positive feedback.

EMBEDDED OUTCOME: S4.M4.6. Discuss with students that not all people perform the same. Some people develop earlier and some later. Fitness scores might vary, but we all should encourage one another.

Extension

Discuss how the PACER differs from the mile run/walk and how the PACER is preferred because pacing and motivation are not as much of an issue when compared to participation in the mile.

Student Choices/Differentiation

Students can choose the mile run/walk or the PACER.

What to Look For

- Students keep accurate count of PACER laps.
- Students keep accurate count of laps and mile run/walk times.
- Students encourage partners.

Instructional Task: Goal Setting

■ PRACTICE TASK

On a whiteboard, define *cardiorespiratory endurance* as “the ability to perform large-muscle, whole-body exercise at a moderate to high intensity for extended periods of time.”

Explain that cardiorespiratory fitness is important because it provides an indication of a person’s ability to perform functional fitness activities of daily life that are dependent on our cardiovascular, respiratory, and muscular systems.

Introduce and explain SMART goals, and have students set a goal to improve on either the number of laps they ran for the PACER or to improve their running time for the mile run/walk.

Extensions

- Explain that the PACER and mile run/walk are designed to measure aerobic capacity. Define *aerobic capacity* on the whiteboard as “the maximal amount of oxygen that the body can take in and use.” It is expressed as $\dot{V}O_2\text{max}$, in which the \dot{V} stands for volume, the O_2 stands for oxygen, and *max* stands for maximum.
- Discuss how aerobic capacity is a measure of health status rather than functional fitness.

Refinement

Make sure that goals are measurable and achievable.

Student Choices/Differentiation

Students choose SMART goals based on their own fitness levels.

What to Look For

Students set realistic SMART goals for their current fitness levels.

Formal and Informal Assessments

- Baseline aerobic capacity assessment
- Exit slip: Why is cardiorespiratory endurance important?

Journal assignment:

- Are you surprised by your test score today?
- Did you think it would be higher or lower?
- How are you going to make sure that you reach the goal that you set in today's class?

Closure

Review the concept of the healthy fitness zone, and let students know that they will start a 5K run/walk training program to see how they can influence their fitness scores through this type of conditioning program.

EMBEDDED OUTCOME: S3.M2.6. To help them train for the 5K run/walk, instruct students to participate in at least one physical activity of their choice each day outside of physical education class.

Reflection

- What additional help will students with limited technology at home need to complete the homework assignment?
- Do students seem to understand the difference between aerobic capacity and cardiorespiratory endurance?

Homework

Determine your aerobic capacity score. Set a SMART goal for increasing your aerobic capacity.

Start filling in your physical activity and nutrition log.

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.B, Welk, G.J., Richardson, C., Vowell, C., Lambdin, D., & Wikgren, S. (2014). Youth physical fitness: Ten key concepts. *Journal of Physical Education, Recreation & Dance*, 85(2), 22-31.