

## LESSON 7: IMPLEMENTING THE FITNESS PLAN USING TECHNOLOGY, PART 1

### Grade-Level Outcomes

#### Primary Outcomes

**Assessment & program planning:** Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment. (S3.M15.8)

**Fitness knowledge:** Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.8)

#### Embedded Outcomes

**Self-expression and enjoyment:** Discusses how enjoyment could be increased in self-selected physical activities. (S5.M4.8)

**Accepting feedback:** Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)

### Lesson Objectives

The learner will:

- implement a program of remediation for three areas of weakness based on the results of his health-related fitness assessment.
- use available technology to self-monitor the amount of exercise in which he participates as part of his program of remediation.

### Equipment and Materials

- Physical Activity Remediation Program Design handout, 1 per student (see handout in grade 7 module, lesson 7)
- Scoring Guide for Your Physical Activity Remediation Plan, 1 per student (see handout in grade 7 module, lesson 6)
- Physical Activity Remediation Plan Template, 1 per student (see handout in grade 7 module, lesson 6)
- IHT heart rate monitors
- Students' smartphones and apps
- Fitness center (with middle school appropriate equipment):
  - Sand bells
  - Medicine balls
  - Resistance bars
  - Resistance bands
  - Agility ladders
  - Spinning bikes
  - Ellipticals
  - Stationary bikes
  - Aerobic steps
  - Jump ropes

### Introduction

*The last time we met you designed a program of remediation for three areas of weakness based on the results of your personal health-related fitness assessment. Today, you will have the opportunity to begin implementing your plan by using the equipment we have available in our fitness center.*

## Instructional Task: Review of Remediation Plan

### ■ PRACTICE TASK

Have students select a partner they feel comfortable with.

Partners will review each other's personal fitness plans.

Students should use the self-assessment scoring guide as evidence to show their partners how they have included everything.

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

### 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.

**EMBEDDED OUTCOME: S4.M3.8.** Students should ask for constructive feedback from their partners on their fitness plans.

### Refinements

- Students can refine their physical activity plans based on their partners' feedback.
- Students should focus on helping each other with their feedback.

### Student Choices/Differentiation

- Students can select a partner they feel comfortable with.
- Model an example of how to give feedback.

### What to Look For

- Students are providing feedback to their partners without prompting from the teacher.
- Students are using the self-assessment scoring guide when reviewing their plans with their partners.

## Instructional Task: Implementation of Plan

### ■ PRACTICE TASK

After students have refined their plans, allow them to work either independently or in small groups to implement their plans.

Instruct students to focus on two or three of the areas they identified in their plans.

Students self-select fitness activities and equipment in the fitness center. They should work respectfully with each other by sharing equipment.

Students also need to select appropriate technology to help monitor their quantities of exercise. This can include:

- Teacher-provided heart rate monitors
- Electronic feedback from an elliptical or stationary bike
- Their own smartphones and apps
- Fitbits

### Refinements

- Students can continue to refine their plans if they discover the need for refinements as they begin to implement their programs. For example, they may discover a baseline number of reps for a strengthening exercise, or they may discover at what level they feel most comfortable as a starting point on a stationary bike or elliptical.
- Students should log their physical activity at the end of or during their workouts.

## Student Choices/Differentiation

- Students can choose from various equipment.
- Students can choose from various exercises.
- Students can choose from various technologies to monitor exercise.

## What to Look For

- Students select exercises and equipment that are appropriate for the area of remediation they are working on.
- Students are using equipment safely.
- Students are sharing equipment.

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## Formal and Informal Assessments

Self-assessment scoring guide

## Closure

*Today, you were able to begin the implementation of your fitness program meant to remediate three areas of need based on your health-related fitness results. Before I dismiss the class, you are going to participate in a think, pair, share. Discuss with a partner how your enjoyment today may have increased as a result of your ability to self-select your physical activities.*

Call on a few students to share their partners' thoughts after they have had about 1 minute to discuss the topic.

## Reflection

- How well did students do at selecting physical activities and equipment that addressed their remediation needs?
- Did students encourage each other and provide feedback without prompting?
- Did students use the fitness center equipment safely and respectfully?
- Did they seem to enjoy themselves as a result of being able to self-select activities rather than being directed by the teacher?

## Homework

*Continue to implement your programs of remediation and log your activities. In the last lesson of the module you will have an opportunity to implement your programs further.*

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**EMBEDDED OUTCOME: S5.M4.8.** Please write a short narrative for how self-selecting physical activities can increase enjoyment and hopefully increasing fitness levels. Be creative!

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## 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., 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.