

LESSON 6: REMEDIATION OF HEALTH-RELATED FITNESS (PRACTICE)

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

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)

Forehand & backhand: Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis. (S1.M14.6)

Volley: Forehand- and backhand-volleys with a mature form and control using a short-handled implement. (S1.16.7)

Forehand & backhand: Demonstrates the mature form of forehand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball. (S1.M14.8)

Lesson Objectives

The learner will:

- work cooperatively to design a program of remediation for two areas of weakness based on the results of health-related fitness assessment.
- execute forehand and backhand strokes for power, accuracy, and form for pickleball or tennis.

Note: Students likely will need more than one class period to complete this lesson objective.

Equipment and Materials

- Portable tennis nets
- Plastic pickleballs
- Plastic paddles
- Tennis rackets
- Low-compression tennis balls
- Foam tennis balls
- Clipboards
- Pencils
- A few Fitnessgram reports (enough for cooperative groups—two areas of weakness should be apparent on these samples)
- A few physical activity logs (enough for cooperative groups)
- Physical Activity Remediation Plan Template, in packets of 14, 1 packet per member of each cooperative group (see handout)
- Scoring Guide for Your Physical Activity Remediation Plan handout, 1 per student

Introduction

Share with a peer your homework from last class. Who wants to share with the group what you came up with for the three questions?

Today, in addition to practicing your backhand and forehand in tennis and pickleball, you will apply your knowledge of fitness to design a health-enhancing program of physical activity. We'll split into two groups today. One group will practice the forehand and backhand, while the other group will work on designing a physical activity remediation plan. Halfway through the class period, we will rotate so that everyone has a chance to work on both the striking skill and the program-design skill.

Instructional Task: Small-Sided Games Practice

■ PRACTICE TASK

Create three practice tasks. Students may choose one of the following to participate in.

1. Practice a mature form of the forehand and backhand in a net game using cross-court and down-the-line shots. Score an extra point if one of these shots ends the rally.

EMBEDDED OUTCOME: S1.M14.6. Make sure students are using mature forehand and backhand shots while hitting cross court and down the line.

1. Forehand- and backhand-volleys with a mature form and control at the net. Have students keep the volleys going by seeing how many they can hit in a row.

EMBEDDED OUTCOME: S1.M16.7. Make sure students are using proper technique when performing volleys with a partner.

1. Practice a mature form of forehand and backhand strokes with power. Students are awarded for hitting targets placed along the baseline.

EMBEDDED OUTCOME: S1.M14.8. Make sure students are not sacrificing striking pattern for power.

Rotate with the other group at the midpoint of the class period.

Encourage students to think about their current skill level and choose the station they need to work on.

Extension

Set up one court with a video-recording device. Have students review their technique.

Student Choices/Differentiation

- Students can play pickleball or tennis (with low-compression ball).
- Students can choose station 1, 2, or 3.
- Students can rotate to the next station.

What to Look For

- Station 1: Students are progressing to where they can start volleying the ball back and forth.
- Station 2: Students are progressing to where they can start to play a competitive game.
- Station 3: Students are demonstrating proficient use of the forehand and backhand and starting to demonstrate control and power.

Instructional Task: Program Design

■ PRACTICE TASK

Create cooperative groups of four or five students who will work together to design a hypothetical program based on a sample Fitnessgram report where two areas of remediation are needed.

In addition, provide sample physical activity and nutrition logs to students.

Students also should use the Scoring Guide for Your Physical Activity Remediation Plan to guide their work.

Tell students that this is their opportunity to work cooperatively and learn from each other. This is practice for the real thing. Soon, they will receive their own Fitnessgram reports and their own Physical Activity Remediation Plan Template to design their own programs.

Rotate with the other group at the midpoint of the class period.

PHYSICAL ACTIVITY REMEDIATION PLAN TEMPLATE

Day: _____

Time of day	Amount of time you will spend performing this activity	Activity	Fitness component addressed	Why are you doing this?	Intensity level	Calories (kcal) expended

Total Calories (kcal) for the day: _____

Total physical activity time: _____

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).

SCORING GUIDE FOR YOUR PHYSICAL ACTIVITY REMEDIATION PLAN

Directions: Design a two-week program of remediation for two areas of weakness based on the results of your health-related fitness assessment (Fitnessgram report). This plan provides your teacher with evidence that you have the knowledge and ability to apply many of the concepts we have learned as a class this year in an effort to attain and maintain a health-enhancing level of physical activity, which applies to National Standard 3.

Implementation: Important! You are expected to implement this plan and keep track of what you do in a log. Make sure that you choose activities that you will actually do.

You can use the template provided to help you design your plan. You will need to make 13 additional copies in order to have enough for a two-week plan. A PDF version is available on the school website. If you do not want to make copies, you can simply use notebook paper, a ruler, and a pen or pencil to create the form.

Use the following scoring guide. It is a simple yes/no self-assessment of your work. Using this scoring guide will help you turn in high-quality work.

1	Yes	No	Evidence of a proper warm-up for the chosen activities or sports
2	Yes	No	Evidence that you took the Fitnessgram report into consideration and that you are working on improving two areas of weakness
3	Yes	No	Lists the time of day when you plan to undertake to activities
4	Yes	No	Lists the approximate amount of time you plan to spend on the activities
5	Yes	No	Considers the amount of physical activity that is needed for attaining an optimal functioning standard of fitness or a minimal health standard of fitness
6	Yes	No	Includes aerobic activities
7	Yes	No	Includes muscle-strengthening activities that are either structured or unstructured
8	Yes	No	Includes bone-strengthening activities
9	Yes	No	Includes some estimate of measure of exercise intensity (e.g., moderate or vigorous; Calories per minute; RPE; heart rate; steps per minute; watts; pace)
10	Yes	No	Tracks total number of minutes engaged in activity and Calories (kcal) expended per day

PHYSICAL ACTIVITY AND FITNESS PROGRAM DESIGN

Extension

Students can share their findings with classmates.

EMBEDDED OUTCOME: S3.M8.7 As part of the activity, students suggest adjustments to physical activity based on the hypothetical log and physical activity guidelines.

Student Choices/Differentiation

- Provide various samples of Fitnessgram reports that students can choose from.
- Provide a couple of samples of two-week physical activity and nutrition logs that students can choose from.

What to Look For

- Students examine the Fitnessgram reports for two needed areas of remediation.
- Students determine quantities of needed physical activity for a minimal health standard and optimal functioning.
- Students fill out the remediation plan templates to include everything listed on the scoring guide.

Formal and Informal Assessments

Scoring Guide for Your Physical Activity Remediation Plan

Closure

You just practiced designing a program of remediation for two areas of weakness based on health-related fitness assessment results. This was a good opportunity to learn from each other and to practice on a hypothetical person. Soon, you will do this for yourself using the results of your own fitness assessment. If you feel that you are ready to do it on your own, give me a thumb up. If you need more practice, give me a thumb in the middle. If you feel that you are completely lost and we need to review, give me a thumb down.

Reflection

- How much additional time will students need to complete this assignment?
- What misunderstandings will need to be cleared up before assigning this to be completed individually with their own reports and data?
- What additional clarifications need to be made?
- Are there any important concepts that need to be retaught before moving forward?

Homework

Think and write about how much physical activity is recommended to be healthy. What adjustments can you make to your physical activity and busy lives to fit in the recommended amounts?

Resources

- Corbin, C., Pangrazi, R., & Welk, G. (1994). Towards 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.