

LESSON 7: PERSONAL FITNESS PLAN

Grade-Level Outcomes

Primary Outcome

Assessment & program planning: Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessments. (S3.M15.6)

Embedded Outcome

Safety: Uses physical activity and fitness equipment appropriately and safely, *with the teacher's guidance*. (S4.M7.6)

Lesson Objective

The learner will design or revise a fitness plan based on his fitness scores from previous lessons.

Equipment and Materials

- Copies of Designing Health-Related Fitness Flow Chart and Physical Activity Programming worksheet
- Pencils
- Clipboards (1 per student)
- Gym space
- LCD overhead
- Wall or screen to project on
- Personalized Fitnessgram reports (folded over so that only the student name shows to maintain privacy)
- Teacher-created station cards with possible exercises or physical activity listed for each component of fitness
- Equipment to support teacher-created station cards

Introduction

Today, we will begin to design and implement a physical activity or physical fitness program to address areas of weakness that we have identified through our health-related fitness assessments.

Instructional Task: Seven-Day Physical Activity Log Review

■ PRACTICE TASK

Students need to follow along as you model filling out the log using the overhead projector.

Model how to use a cell phone application, RPE scale, pedometer tool (for determining steps per minute and moderate to vigorous physical activity), and physical activity table.

Modeling both technology and non-technology options is important for reaching every student in the class.

Note: As wearable technology becomes more prevalent, the way that you model it likely will change, and it will vary based on the community in which you teach.

Extension

Students can practice using one of the apps in conjunction with an activity.

Student Choices/Differentiation

- Encourage students to try different ways to determine exercise intensity, including cell phone applications or websites, but only with parental or guardian approval.
- Encourage students to think about exercise equipment (treadmill, elliptical, rowing machine, etc.) that they may have at home or at a gym or health club that they may belong to.

What to Look For

Students volunteer the use of some technology or websites that they use at home (e.g., Nike's chip in the shoe and application, Fitbit).

Instructional Task: Designing Health-Related Fitness Flow Chart

■ PRACTICE TASK

With students in cooperative groups, distribute a sample of a few Fitnessgram reports to each group (with the names removed). Students go through the reports and use a flow chart to assess personal health for each component of fitness.

Groups rotate from station to station in allotted time intervals (determined by available class time) to look at suggested activities or exercise that can be used to remediate a fitness plan.

Students need to determine what the established health requirement is (shown on Fitnessgram report).

Cooperative groups record training that could be used to maintain or achieve a match between the established health requirement and personal health level.

You can also model how to do this while providing an example using the overhead LCD projector.

Guiding questions for students:

- Where else might you see a flow chart or diagram like this?
- Is a redesign of the established health requirement possible?
- If a redesign of the established health requirement is not possible, what options are you left with?

Student Choices/Differentiation

- Students can choose which sample report to use.
- Cooperative groups can decide what exercise or physical activities can be performed to achieve a match between the personal health of the hypothetical person provided and the established health requirement.

What to Look For

- Students recognize that a redesign of the health requirement is really not an option. Scientists and doctors establish these.
- Students recognize that they need to train for a match to take place between their personal health and established health requirement.
- Student recognize that they might have seen a flow chart or diagram for the rock cycle or water cycle.

Instructional Task: Independent Work on Remediation of Personal Fitness Plan

■ PRACTICE TASK

Pass out the Designing Health-Related Fitness Flow Chart and Physical Activity Programming worksheet.

PHYSICAL ACTIVITY PARTICIPATION (GRADE 6)

Also distribute Fitnessgram reports generated from the Fitnessgram 10.0 software. Reports should be folded so that only the student name shows.

Students begin independent work on their own health-related fitness program of remediation for any areas of weakness based on their health-related fitness assessment results.

Students can again rotate to the various stations in the gym to get ideas for remediation and to try various exercises (e.g., a station with various sand bells and various strengthening exercises for the upper body).

EMBEDDED OUTCOME: S4.M7.6. This is a great opportunity to review safety and appropriate equipment use as students begin to work independently.

Extension

Encourage students to think about activities they do and lifestyle choices they make that may not help their health-related fitness (e.g., excessive screen time, playing video games with poor posture, doing homework with poor posture, poor nutrition choices, doing homework without taking time for physical activity breaks).

Student Choices/Differentiation

Struggling students may be matched with high-achieving students for this task if necessary.

What to Look For

- Students' interpretation of their Fitnessgram reports is correct.
- Students can follow the flow chart for designing a program of remediation.

Formal and Informal Assessments

- Physical Activity Programming Worksheet. When combined with implementation of the program, it will become formal (summative).
- A program of remediation for areas of weakness based on results of health-related fitness assessments should be evidenced in students' two-week physical activity logs (S3.M16.6), to be assigned after students design their programs (Lesson 8).

Closure

- Now that you have started your program in class, you should implement it every day for the next two weeks.
- Do you have any questions about how to work on your remediation area?

Reflection

- Do students seem to understand the idea of how the flow chart works?
- Are they able to come up with activities that will help them achieve a match between the established health-related fitness requirement and their own personal fitness?

Homework

Finish designing the personal health-related fitness program using the information provided in class.

You will need to bring your completed fitness program to the next class to share with other students.

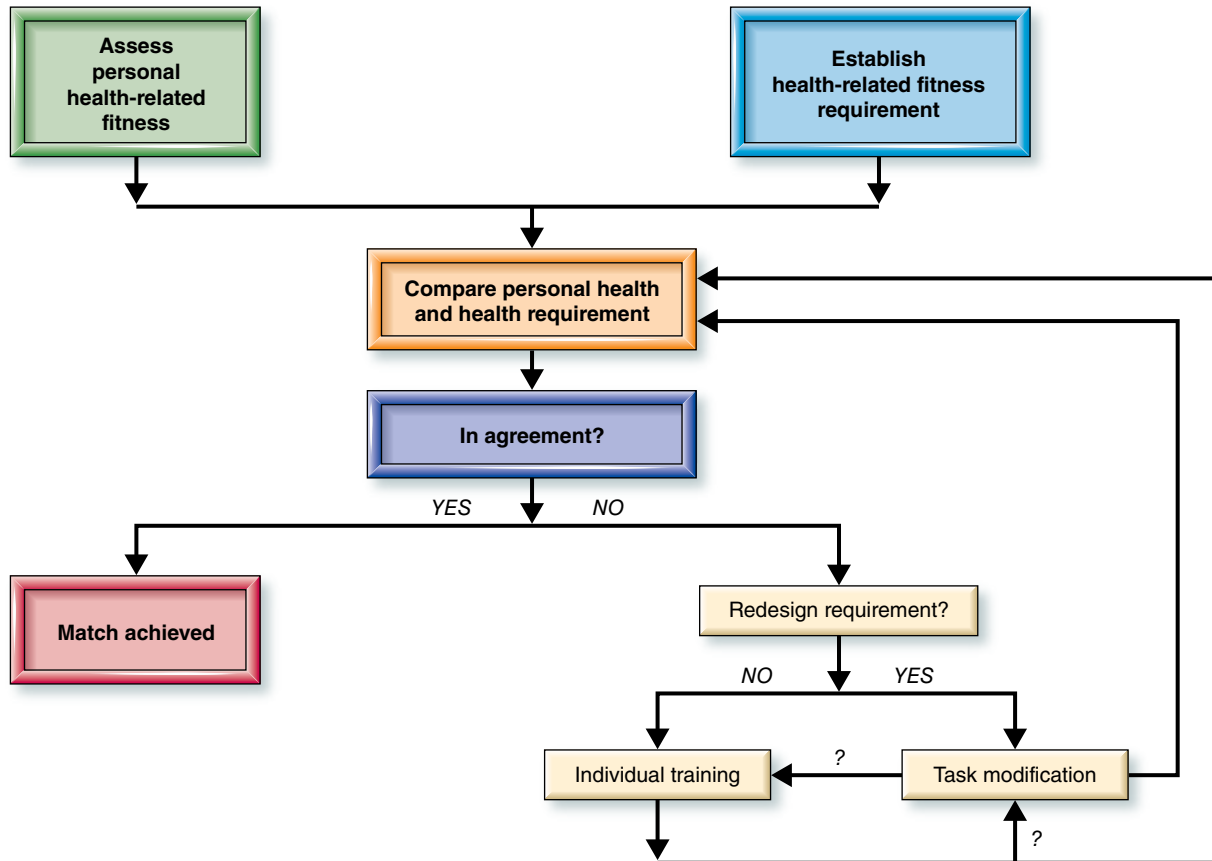
Resources

Kroemer, K.H.E., Kroemer, H.J., & Kroemer-Elbert, K.E. (2010). *Engineering physiology: Bases of human factors engineering/ergonomics*. 4th ed. New York: Springer Science & Business Media.

DESIGNING HEALTH-RELATED FITNESS FLOW CHART

Name: _____ Period (circle): 1 2 3 4 5 6

Weekend dates: _____



Adapted from K.H.E. Kroemer, H.J. Kroemer, and K.E. Kroemer-Elbert, 2010, *Engineering physiology: Bases of human factors engineering/ergonomics*, 4th ed. (Berlin: Springer-Verlag), 191, with permission of Springer.

PHYSICAL ACTIVITY PROGRAMMING WORKSHEET

1. Aerobic Capacity

Personal health score: _____ Health requirement: _____

Compare the two above.

In agreement (circle): Yes No

Can you change the health requirement (circle)? Yes No

Individual training: What training (physical activity) can you do if you need to improve or maintain your level of fitness for **aerobic capacity**?

How many days do you think it will take you to meet the requirement for aerobic capacity? If you already have a match or you are above the requirement, when do you think you should assess your aerobic capacity again?

2. Abdominal Curl-Up

Personal health score: _____ Health requirement: _____

Compare the two above.

In agreement (circle): Yes No

Can you change the health requirement (circle)? Yes No

Individual training: What training (physical activity) can you do if you need to improve or maintain your level of fitness for **abdominal curl-ups**?

How many days per week will you do this? _____

Explain how you will use the principle of overload?

How many days do you think it will take you to meet the requirement for aerobic capacity? If you already have a match or you are above the requirement, when do you think you should assess your abdominal curl-ups again?

3. Trunk Extension (Trunk Lift)

Personal health score: _____ Health requirement: _____

Compare the two above.

In agreement (circle): Yes No

Can you change the health requirement (circle)? Yes No

Individual training: What training (physical activity) can you do if you need to improve or maintain your level of fitness for **trunk extension (trunk lift)**?

How many days per week will you do this? _____

Explain how you will use the overload principle.

How many days do you think it will take you to meet the requirement for aerobic capacity? If you already have a match or you are above the requirement, when do you think you should assess your (trunk extension) trunk lift?

4. Push-Up (Upper Body)

Personal health score: _____ Health requirement: _____

Compare the two above.

In agreement (circle): Yes No

Can you change the health requirement (circle)? Yes No

Individual training: What training (physical activity) can you do if you need to improve or maintain your level of fitness for **push-up (upper body)**?

How many days per week will you do this? _____

Explain how you will use the overload principle.

How many days do you think it will take you to meet the requirement for aerobic capacity? If you already have a match or you are above the requirement, when do you think you should assess your (upper-body) push-up?

5. Shoulder Stretch Right and Left (Flexibility)

Personal health score: _____ Health requirement: _____

Compare the two above.

In agreement (circle): Yes No

Can you change the health requirement (circle)? Yes No

Individual training: What training (physical activity) can you do if you need to improve or maintain your level of fitness for **shoulder stretch right and left (flexibility)**?

How many days per week will you do this? _____

Explain how you will use the overload principle.

How many days do you think it will take you to meet the requirement for aerobic capacity? If you already have a match or you are above the requirement, when do you think you should assess your (flexibility) shoulder stretch, right and left?

6. Body Mass Index

Personal health score: _____ Health requirement: _____

Compare the two above.

In agreement (circle): Yes No

Can you change the health requirement (circle)? Yes No

Individual training: What training (physical activity) can you do if you need to improve or maintain your level of fitness for **body mass index**?

How many days per week will you do this? _____

Explain how you will use the overload principle.

How many days do you think it will take you to meet the requirement for aerobic capacity? If you already have a match or you are above the requirement, when do you think you should assess your body mass index?

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7. Power

Personal health score: _____ Health requirement: _____

Compare the two above.

In agreement (circle): Yes No

Can you change the health requirement (circle)? Yes No

Individual training: What training (physical activity) can you do if you need to improve or maintain your level of fitness for **power**?

How many days per week will you do this? _____

Explain how you will use the overload principle.

How many days do you think it will take you to meet the requirement for power? If you already have a match or you are above the requirement, when do you think you should assess your **power**?

Criteria for Competence

1. Clearly identifies one the following:
 - a physical job with a fitness need,
 - a physical task,
 - an occupational fitness requirement,
 - a fitness requirement for a sport,
 - a health-related fitness requirement (can be one or more).
2. Clearly assesses current personal abilities, limitations, or fitness.
3. Makes a comparison between #2 and #3.
4. Decides whether or not #2 or #3 are in agreement.
5. Decides whether a match is achieved or a redesign of #1 is possible.
6. Decides on either individual training or redesigning #1.
7. Makes a comparison again at #3 after training or redesign.

Scoring Guide

- Clearly identifies one the following:
 - a physical job with a fitness need,
 - a physical task,
 - an occupational fitness requirement,
 - a fitness requirement for a sport,
 - a health-related fitness requirement.
- Clearly assesses current personal abilities, limitations, or fitness.
- Makes a comparison between #2 and #3.
- Decides whether or not #2 or #3 are in agreement.
- Decides whether a match is achieved or a redesign of #1 is possible.
- Decides on either individual training or to redesign #1.
- Makes a comparison again at #3 after training or redesign.

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).