

INDIVIDUAL ACTIVITIES

GRADES 7-9 1-11

Lesson 6 of 6

FITNESS

EQUIPMENT

pylons » copies of personal fitness goal setting sheets » equipment for health-related fitness measurement activities

RELATED RESOURCES

- Physical Education Online website, Alberta Education, www.education.alberta.ca/physicaleducationonline

WARM IT UP!

BRING IT ON BUDDY!

Invite students, in groups of 4-5, to participate in a cardiovascular warm up activity that will elevate their heart rates for 5 continuous minutes. Each group must identify the boundaries of their playing area with pylons. Encourage students to create their own activity or to play a non-elimination tag-type game. At the conclusion of the warm up, provide each group with a list of equipment and a description of an activity to measure health-related fitness. Instruct each group to set up the activity in the designated location. When the activity is set up, invite each student to collect a personal fitness goal setting sheet, a pencil, and to find a partner.



Safety First!

2008 Safety Guidelines pages 19-20.



Benefits Health

Benefits Health

Functional Fitness	B9-2
Body Image	
Well Being	

Clues that students are achieving the outcome...

“Students will demonstrate, monitor, and analyze ways to achieve a personal functional level of physical fitness” *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can design an effective personal fitness plan based on a realistic yet challenging goal
- Students can monitor and evaluate progress, making adjustments as necessary
- Students can associate positive feelings with their effort and accomplishments



Ever Active Schools

WHOOOP IT UP!**PRE-TEST PART 2**

Remind students they will be designing a personal fitness plan to improve their abilities related to one or more components of fitness. To continue to establish a current level of fitness, invite pairs of students to complete one activity related to the flexibility and muscular endurance components of health-related fitness. Provide a choice of two or more different measures for each component of fitness; e.g., number of consecutive push-ups or timed front plank to measure muscular endurance, sit and reach or shoulder stretch to measure flexibility. As a large group, review the appropriate way to complete each activity and discuss the importance of accurate measurements.

Instruct pairs of students to move to the station of their choice, complete the flexibility or muscular endurance activity as described, and record their performance on a personal fitness goal setting sheet. When the pre-test is complete, invite students to participate in a 'walking meeting' with their partner or in a group of 4, during which they brainstorm, discuss, and provide/receive feedback about potential personal fitness goals. Emphasize the importance of articulating a goal that is realistic and personally challenging. Instruct students to design a personal fitness plan for the next month that considers and describes the "who, what, where, when, why, and how" of the goal, which will incorporate the F.I.T.T. principle. Include a planning template and assessment criteria on the personal fitness goal setting sheet to guide the design process.

**Safety First!**

2008 Safety Guidelines page 53.

WRAP IT UP!**GOAL GETTERS**

Provide an opportunity for students to sign up for a 10-minute phone or face-to-face interview with the teacher within a week (once their plan has been developed). The purpose of the interview is to ensure all elements have been considered in the design of the personal fitness plan. Determine the date of the next opportunity for assessing levels of fitness (post-test). Encourage students to evaluate and adjust their goals as needed to maintain interest and motivation in improving fitness. Provide guidance and support throughout the process as needed and appropriate. Reflection of the day: Who is responsible for your level of fitness?