

Lesson Plan

Topic: fitness class; baseline fitness testing and proper form

Curriculum Expectations: Grade 12, Healthy Active Living Education

- A2.3: students will assess their level of health-related fitness and monitor changes related to their personal fitness and activity goals
- B1.2: perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli
- B1.3: demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities

Specific Objectives: by the end of the lesson, students will:

- **Attitudes:** recognize the importance of fitness testing, and record keeping to measure progress; understand the benefits of maintaining a healthy lifestyle
- **Skills:** be able to construct a basic workout plan to improve basic fitness levels; be able to accurately measure baseline fitness tests; be able to use correct form in exercises
- **Knowledge:** know procedure for baseline fitness testing; know proper form for the exercises involved; know benefits of exercising to improve baseline scores

Resources:

- Shuttle run/beep test music
- Open space/gym
- Bench press equipment
- Squat rack/leg press equipment
- 1RM Equation:
- Timer
- Box/meter stick OR sit and reach box
- Recording sheet
- Calculator

$$1RM = w \left(1 + \frac{r}{30} \right)$$

Introductory Activity:

- Cardio: students jog 2-3 laps of the gym in order to get the blood flowing
- Dynamic Stretching: get the students in a line, and tell them do walk to you and back to the line while doing the following stretches
 - o Walking lunges
 - o High knees
 - o Butt kicks
 - o Windmills
 - o Hamstring stretches

Development Strategies:

1. Introductory activity/warm up (10-15 minutes)
2. Explain the exercises required, demonstrate the proper form for the exercises, and explain the recording sheet. See attached (5 minutes)
 - Required Exercises
 - Sit and Reach test
 - Plank
 - Bench Press
 - Leg Press/Squats
 - Shuttle Run/Beep Test

3. Distribute sheets for recording and split the class into 3 groups for strength and flexibility testing (20-30 minutes)
 - One group for bench press – 1 attempt each person
 - Get students to spot one another and perform as many reps as possible with the weights they put on the bar (minimum weight is the bar itself)
 - Use the equation provided to calculate the 1RM individually
 - Second group for squats or leg press – 1 attempt each person
 - Get students to spot one another and perform as many reps as possible with the weights they put on the bar (minimum weight is the bar itself)
 - Use the equation provided to calculate the 1RM individually
 - Ensure that students are using proper form to complete each exercise
 - Third group for the sit and reach test for flexibility – 2-3 attempts per person
 - Use box and meter stick to measure how far a student can reach
 - Ensure students are performing the test while adhering to proper standards
4. Get students in a line in the gym with clearly marked lines for distances. Put on music/tape required and have students perform the shuttle run as a team (10-15 minutes) – 1 attempt per person
 - Make sure that all students take their heartrate in beats per minute after they finish
 - Record the HR on the handout to measure progress after next testing period
5. Get students into pairs, one partner is the timer and measures how long their partner can hold a plank for – switch partners between attempts (5 minutes) – 2-3 attempts each person
6. Concluding Activity/Cool Down (5 minutes)

Concluding Activity:

- get one student in the class to lead a stretch to relax the muscles engaged during the fitness testing – be sure that each muscle group is engaged at least once
- student led exercise – one student in the center of a circle deciding what stretches to do

Methods of Evaluation:

- Formal: assess whether or not student’s scores meet standards set for each exercise
- Informal: observation of the form students are using to complete each exercise; observe and assess the effort that each student seems to be displaying during the test

Follow-Up Ideas: following classes should focus on providing the students with a range of exercises and activities that will help to improve the scores on these exercise for their next round of fitness testing. Provide at least 3 exercises per muscle group.

Self-Reflection: use template/ answer the following sections

- Successes Experienced
- Challenges Encountered
- Areas to Work On
- Action Plan
- What was Learned from Experience

Baseline Assessment: Record Sheet

Name:

Grade/Class:

***A1/A2- Assessment 1 & 2**

Exercise		A1 - Date:	A2 - Date:
Sit and Reach	cm	Trial1: Trial2: Trial3:	Trial1: Trial2: Trial3:
Plank	seconds	Time:	
Bench Press	lbs/ reps	Weight(lbs): / Reps(#):	Weight(lbs): / Reps(#):
Leg Press	lbs/ reps	Weight(lbs): / Reps(#):	Weight(lbs): / Reps(#):
Shuttle Run (Beep Test)	Highest level achieved	Level:	Level: