

Old Dominion University
Health & Physical Education
Unit Plan

Unit: Physical Fitness “Creating a Fitness Plan”		Grade: 9
Teacher: Alfred Vasta		Number of Lessons: 10
Location: Physical Education		
Goals & Objectives		
National Standards --Is physically fit --Does participate regularly in physical activity --Knows the implications of and the benefits from involvement in physical activities --Values physical activity and its contribution to a healthful lifestyle.	State SOLs 9.3 The student will evaluate current fitness behaviors and demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program. a) Demonstrate program-planning skills by assessing and analyzing personal fitness levels, setting goals, devising strategies, making timelines for a personal physical fitness plan, and evaluating the components and progress of the personal fitness plan. b) Apply the FITT (frequency, intensity, time, type) principle and other principles of training such as overload, specificity, and progression, in accordance with personal goals to the personal fitness plan.	
Unit Goals: The students will be able to construct a workable fitness plan that they can follow and use to improve in at least three components of fitness.		
Essential Questions: What is a fitness plan? What are the five components of fitness? What is a SMART goal? What is the FITT principle? Why is it important to keep active and exercise?		
Essential Knowledge: <i>Students will know:</i> The five Components of fitness Acronym SMART (making a SMART Goal) FITT principle	Essential Skills: <i>Students will be able to:</i> Use Proper technique for fitness testing Write and implement a workable fitness plan Cooperate and work together Work on fitness outside of school	

Behavioral Objectives:*Psychomotor:*

The students will be participating in fitness testing at school.

The students will be participating in fitness activities at home to improve their fitness.

Cognitive:

Knowing what the five components of fitness are. (Cardiorespiratory, muscular strength and endurance, flexibility, and body composition).

Knowing what the acronym SMART stands for (specific, measurable, attainable, realistic, and timely).

Affective:

Throughout this lesson the students will be working in groups and or have partners. Because the students will be working together and discussing the 5 components of fitness, it will be imperative that they collaborate and work together in order for each student to successfully come up with their own fitness plan. The entire unit is a measure of student's affective domain as their motivation and attitude are a big part to the success of their fitness plan.

Assessment**Culminating Assessment:**

The students will have to create a fitness plan that they can follow and use to improve in at least three components of fitness.

Key Criteria:

The key criteria for this unit plan will be whether the students make their fitness plans realistic and are able to achieve some success with improving in areas of fitness.

Other Assessments:

Self-assessment (each student should find out what they know and don't know about their level of physical fitness and the five components of fitness).

The second assessment will be a peer assessment (the students will assess each other's knowledge on the five components of fitness).

I will also be using some exit tickets (formative) and other forms of authentic assessments.

Teaching Plan**Learning Activities:****Lesson 1:**

Will be going over the five components of fitness and which fitness test correlates with each component (rotations will be set up in the gym and the students will rotate to five different stations participating in each component of fitness. Students will have filled out K-W-L charts prior to day 1, so teacher will know what the students know and or want to know about the five

components of fitness. Exit ticket when leaving class (have students write down the fitness tests and the component of fitness that goes with them).

Lesson 2:

Students will work in groups to self-assess and peer assess each other on the five components of fitness and fitness test. Teacher and students will discuss the importance of exercising and leading an active lifestyle. Why is it important for us to know about and understand the five components of fitness?

Lesson 3:

Students will start fitness testing (students will rotate to different teachers to perform fitness test).

Lesson 4:

Students will continue with fitness testing until everyone has completed all the appropriate fitness tests (receiving a score for each fitness test). Those students whom have finished will partner up and assess their scores (peer and self-assessment), checking to see whether not they made it into the healthy wellness zone or not.

Lesson 5:

Today's lesson will be all about looking at their fitness scores and learning what they mean. What does it mean to be in the healthy wellness zone? What does it mean if I am not in the healthy wellness zone? What does it mean if I am in the optimal zone? What does it mean if I am not in the optimal zone? Students will receive their fitness cards (cards with their fitness scores on them) and will check to see whether not they are in the healthy wellness zone for each fitness test. Students can also use their chrome books or computers to log onto Welnet and look at their scores on the website.

Lesson 6:

The students will be watching a video from Welnet about making a SMART goal. After the students watch the video they will get into groups and discuss what each letter stands for and examples of each (ie. S= specific), how can I make my goal specific. The students will be given a SMART goal worksheet to complete in class to turn in before they leave Physical Education class.

Lesson 7:

Students will play a game called FITT Challenge. This is a relay style game where the students run down to a hoop that has FITT cards in it.

Activity Instructions:

- Each team member takes a turn and runs to the hula hoop; picks up one piece of the puzzle, returns and places on appropriate space on the large FITT Chart Solution. The teams will need to work together and discuss where it belongs on the large FITT Chart Solution. - If a team member returns with a repeat or an incorrect card, the next member must return the card, and select another card.
- As one team member runs for the FITT Card, other team members are performing a physical task (using correct protocol): Crunches, push-ups, jumping jacks, mountain climbers, etc.
- When a team completes their large FITT Chart Solution, team will sit, raise a hand, and wait for teacher confirmation. If correct, the teacher provides each student with the FITT Chart Handout pencils for them to complete. If teams were incorrect, teacher will prompt correct response(s), and the team will repeat the process until FITT Chart Solution is correct. (Teacher response might include, "Check your intensity.")

Each team will collaborate and share answers to the question on the FITT Chart Handout. How can you use the FITT principle for cardiorespiratory endurance in your fitness goals? 2. Team will agree on a common response and select a spokesperson to share with the large group. 3. Teacher will call on selected spokespersons to share their group response to the class.

Lesson 8:

The beginning of class the students will be completing some worksheets (crossword puzzles K-W-L's) reviewing the components of fitness, P.E. vocabulary, FITT principle, Smart goals, analyze data. The second part of the lesson the students will participate in fitness stations using the information they just talked about to work on the five components of fitness. Fitness cards will be set up all over the gym (green cardiorespiratory fitness, yellow muscular strength and endurance, and red flexibility).

Lesson 9:

This will be the last lesson before the students are to make their fitness plan. The students will receive a copy of the plan they are to complete. We will discuss each part of the plan so that the students have a good understanding of what is to be expected of them. Students and teacher will also discuss exercise and other activities that the students can perform at home or outside of school. Students will also participate in a relay race that helps to understand about good food choices. Relay lines set up on one side of gym other side will have food cards spread out all over. Students run down and pick a food card and must place it in the appropriate place on the chart behind their cone. After relay is complete discuss importance of making good food choices with students.

Lesson 10:

The end of the unit will be for the students to complete and turn in their fitness plan.

Equipment:

Computers so students can go onto Welnet

Computer and projector to show students things on large screen

Radio (fitness gram cd or music for pacer, pushups, curl ups)

Mats for testing curl ups

Pushup trainer or small ring with gator skin ball

20 meter distance lined or coned off for pacer test

V sit and reach tester or mat with tap and #s on it for testing back saver sit and reach

Ruler (Trunk lift)

Fitness folders (students can keep all their papers and fitness information)

Small pieces of paper (for possible exit tickets)

Pencils

Fryer models, K-W-L charts, crossword puzzle (handouts to help with understanding)

Hula hoops

FITT cards

Posters

Exercise cards

Fitness station cards

Food cards

.Reflection

Unit Evaluation

I believe, this is one of the most important units for our students to learn. Many children and adults lead a sedentary life style, therefore we must teach them how to exercise and keep active. This unit teaches children all about the components of fitness and how they can assess their levels of fitness through fitness testing (making them accountable). Exercising and staying active can be difficult for some children. Having students make a plan can encourage them to stay active and work towards a goal. Giving children the tools they need to exercise and stay active can lead them to a happy healthy lifestyle. It is important to have them write down a plan so they can have something to follow and log their progress (also holding them accountable). This unit will also help students to realize that eating healthy and watching what we put in our body is also an important part of our daily lives.

Name_____ K-W-L Chart Date_____

Making a Smart Goal

TOPIC_____

What I know	What I want or need to know	What I learned

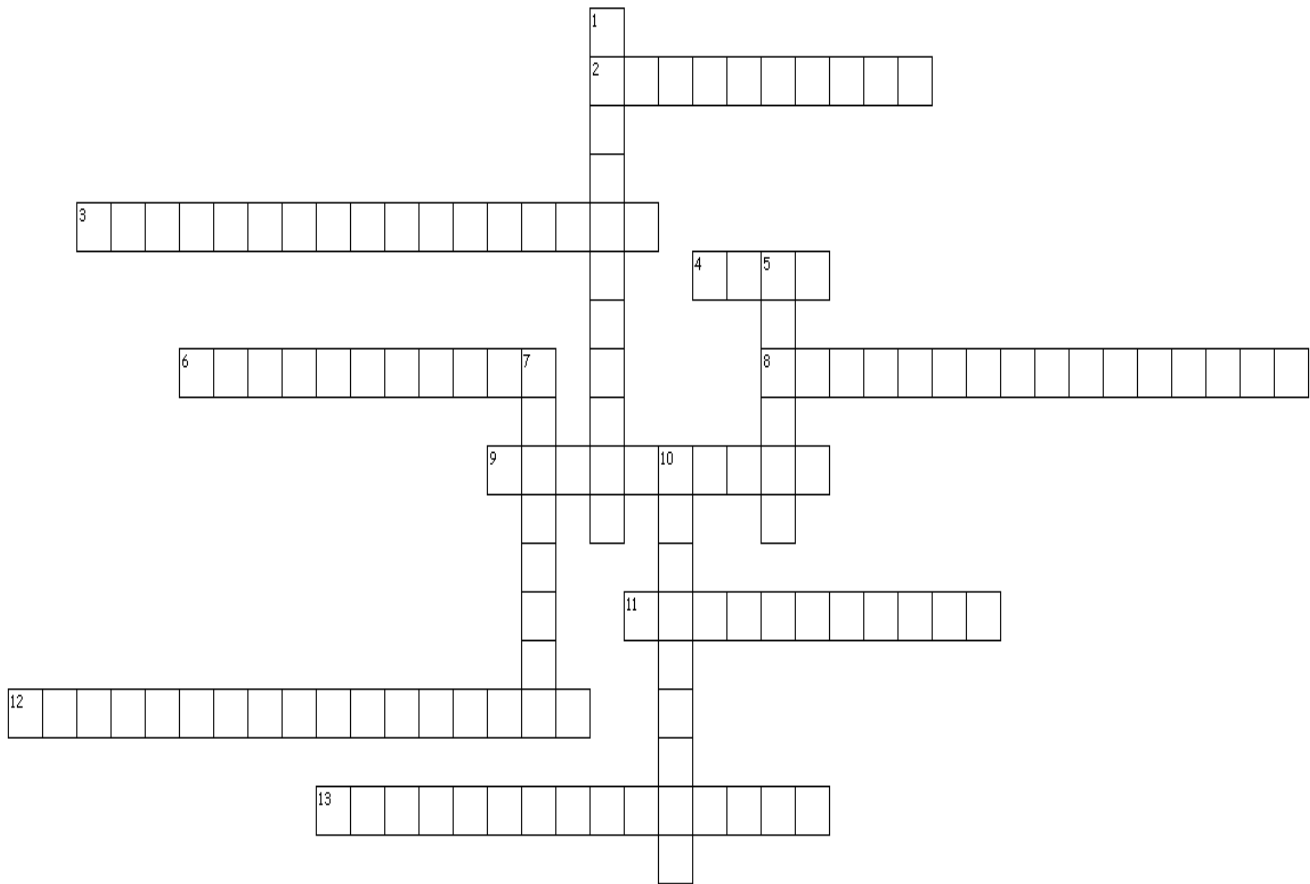
Name_____ K-W-L Chart Date_____

Five Components of fitness

TOPIC_____

What I know	What I want or need to know	What I learned

P. E. Vocabulary (Fitness Plan)



Across

- 2. Can be reached, achievable.
- 3. Increasing your heart rate.
- 4. Information gathered for reference or analysis.
- 6. How many times you complete an exercise.
- 8. How strong you are.
- 9. able to be measured.
- 11. capable of bending without breaking.
- 12. How long you can perform.
- 13. What your body is made up off.

Down

- 1. Organs, tissues and muscles.
- 5. Done or accruing at a decent (favorable) time.
- 7. Clearly defined or identified.
- 10. Can be achieved or practical.

Question Guide

After logging onto WELNET read the student portfolio and watch the smart goals video and then answer these questions.

Right There:

1. What are the five components of fitness?
2. What does the acronym smart stand for?

Think and Search:

1. Cardio refers to _____ and respiratory refers to _____.
2. Muscular strength and endurance work together, which one comes first? Why?
3. What refers to a muscles ability to move a joint through full range of motion?

Author and You:

1. What does improving your muscular strength and endurance give you the ability to do?
2. Give an example of how you could increase the number of pushups you do?
3. What things might be hard if you had poor (weak) cardiorespiratory endurance?

Own Your Own:

1. What happens in your body when you do aerobic activity?
2. What does it mean to make your smart goal Timely?

