Physical Education Lesson Plan
Unit Title: FITNESSGRAM

Teacher Name: Chris Miller
Grade Level: 9-12
References: FITNESSGRAM Test Administration Manual
Vocabulary/Key Words: Aerobic Capacity, Flexibility, Body Composition, Body Mass Index, Physical Activity, Health Related Fitness, Muscular Strength, Muscular Endurance Healthy Fitness Zone, FITNESSGRAM and other words specific to the test assessment.

☐ Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
☐ Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
☒ Participates regularly in physical activity.
☒ Achieves and maintains a health-enhancing level if physical fitness.
☐ Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
☒ Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

Big Idea: Fit For Life

Enduring Understandings:

• FITNESSGRAM is a comprehensive fitness assessment battery for youth.
• The tests are designed to assess cardiovascular fitness, muscular strength, muscular endurance, and flexibility and body composition.
• FITNESSGRAM is a report card that summarizes a child’s performance on each component of health-related fitness and determines their healthy fitness zone for each assessment.
• FITNESSGRAM provides feedback to help students to plan fitness and physical activity programs. It also help students, school personnel and parents/caregivers to understand a child’s needs and to plan a program of physical activity.
• Being physically active is fun and essential for a healthy lifestyle.
• We need to be physically active.
• Physical fitness is essential to health throughout life.
• Physical activity provides a variety of opportunities for enjoyment and social interaction.
Lesson: Aerobic capacity PACER test # 2

**Essential Questions:**

- Why is it important to know a student’s current level of fitness?
- What activities do you enjoy that can be included in your individualized fitness and physical activity program?
- Are you achieving in the Healthy Fitness Zone for each assessment?
- What activities promote an improved aerobic capacity?
- What activities develop flexibility?
- What activities can promote muscular endurance?
- What activities can promote muscular strength?
- What information is needed to calculate BMI?
- What is the importance of being physically active?
- How does my health benefit from being physically fit?
- What makes physical activity meaningful?

**Unit transfer task and rubric:**

Lifetime fitness and participation in physical activity.

**Materials/Equipment:**

Stop watch, clipboard, whistle, tokens, CD player, FITNESS GRAM Administration manual, mat, 20-meter rope, carpet marking and other materials as specific for each test

**Lesson goals:** To help students establish physical activity as a part of daily life. Promote lifelong physical activity among youth.

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<thead>
<tr>
<th>Students will be able to:</th>
<th>Students will know:</th>
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<tbody>
<tr>
<td>Understand what health-related fitness components are included in the FITNESSGRAM.</td>
<td><strong>HELP</strong> (Health/Everyone/Lifetime/Personal)</td>
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<td>Complete the test assessments required by HB 372 and other assessments that may help to develop health related fitness/and physical activity engagement.</td>
<td>- <strong>H-Health</strong> and health-related fitness. The goal is to promote regular physical activity to assist in reducing health risks and improve health –physical fitness.</td>
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<tr>
<td>Read and understand what the Healthy Fitness Zone is for each FITNESSGRAM assessment</td>
<td>- <strong>E-Everyone</strong> This program is designed for all students no matter what their physical ability. Physical activity is for everyone regardless of age, gender or ability.</td>
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<td><strong>Students will be able to perform the following physical fitness assessments</strong></td>
<td>- <strong>L-Lifetime</strong> Goal to help young people to be active now and continue throughout their lifespan. (Fitness across the lifespan.)</td>
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<tr>
<td>1. Curl ups</td>
<td>- <strong>P-Personal</strong> Personalize physical</td>
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<thead>
<tr>
<th>2. Trunk lifts</th>
<th>activity to meet personal and individual needs.</th>
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<td><strong>3. The PACER test</strong></td>
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<td>4. Sit and Reach</td>
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<td>5. 90degree Push ups</td>
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<td>6. BMI calculations/formula</td>
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Design a personal plan to encourage physical fitness and participation in physical activity

**Assessment Plan**
- Teacher Observation
- Peer and Small group Observation
- Evaluation Test Assessment – Parent communication assignment for Aerobic Activity
- **SCORING**- A partner records every successful lap completed in time with the cadence. After two laps are performed incorrectly or fatigue sets in, the scoring ends. A lap counts if a performer reaches the end line before the next cadence beep. On the first missed beep the performer quickly returns to the next line to continue. Each lap is tallied and the first missed lap is counted.

**Lesson Sequence**
1. Review of Previous Lesson
2. Introduction, class procedures and definitions for Aerobic Capacity
   **Aerobic Capacity** is the most important area of any fitness program.
   a. Other related terms: cardio respiratory fitness/Cardiovascular fitness/cardio respiratory endurance, aerobic fitness, aerobic work capacity and physical work capacity
   b. Many different tests but they require the heart rate to increase and are sustained over time.
   **PACER**-Progressive/Aerobic/Cardiovascular Endurance Run – adapted from the shuttle run
   c. The test is done to a cadence of running/jogging 15 or 20 meters on a cadence.
   d. The cadence gets quicker and the running gets more difficult.
   e. The objective of the PACER Test is to go back and forth the 20-meter distance at a pace that gets increasing faster. Two errors end the scoring.
3. Practice/Assessment if the PACER Test working with a partner.
   ****TRIPLE BEEP – signals a minute of exercise complete, and that the speed will increase.
4. Other aerobic capacity activities can be used to help students experience an increase in heart rate as a result of physical activity or exercise. Students should strive to reach a target heart rate between 70-85% of maximal heart rate. (Attachments)
Lesson: Aerobic capacity PACER test # 2

Closure/Reflection:
- FITNESSGRAM Assessment – Healthy Fitness Zone
- Front load for next lesson

Accommodations/Differentiation Ideas and tips:
Modification of lesson plans to meet student needs and classroom safety.