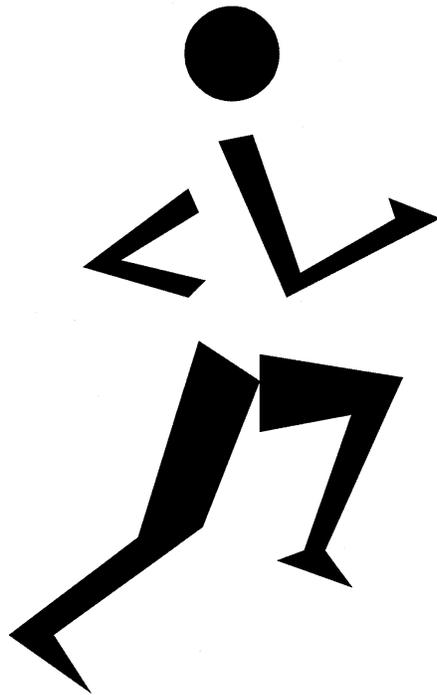

Grade 7

2. Fitness Management

The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.2.7.A.1 Sort and classify physical activities/exercises (e.g., jogging, cycling, weight training, gymnastics...) **that are best suited to developing each of the health-related fitness components** (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 3—Manage ideas and information.

SUGGESTIONS FOR INSTRUCTION

◆ **Fitness Circuit**

Have students participate in a variety of stations (set up in the gym) that focus on developing specific health-related fitness components. The station activities/exercises last approximately one to two minutes.

Examples of Station Activities:

- push-ups (upper body muscular strength)
- bench step-ups (cardiovascular endurance)
- leg-stretching exercises (flexibility)
- continuous rope jumping/skipping (cardiovascular endurance)
- carrying books—shuttle activity (upper body muscular strength)
- shoulder/arm-stretching exercises (flexibility)
- biceps curls with surgical tubing (upper body muscular strength)

Ask students to decide which health-related fitness component each station represents while they perform the physical activities. At the end of the circuit, discuss their ideas.

◆ **Pick and Sort**

Have students record, on individual self-adhesive notes, the physical activities that they participate in and enjoy. Then, have them sort the notes by their primary health-related fitness components and place them under the appropriate heading.

Variations:

- Give students pictures of a variety of sports and activities and ask them to sort and identify the primary health-related fitness components.
- Call out a physical activity and have students run to the poster or sign displayed in the four corners of the gym matching the health-related fitness components.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For definitions of health-related fitness components, refer to Appendix I: Glossary.



See also BLM G–5: Health-Related Fitness Components Poster.

Before students participate in the Fitness Circuit, inform them of the proper technique used for each exercise or activity station.

Some stations may involve more than one health-related fitness component. Help students decide whether an activity is a primary or secondary focus. For example, continuous rope jumping/skipping develops cardiovascular endurance as a primary focus and muscular strength/endurance of leg muscles as a secondary focus.



◆ **Questioning/Interview: Fitness Circuit**

Teacher Assessment: Inventory

As a class, discuss which health-related fitness component is a primary focus and which is a secondary focus for each station.

Suggested Criterion:

The student can

- identify five different physical activities for each of the health-related fitness components

◆ **Paper and Pencil Task: Fitness Circuit**

Teacher Assessment: Rating Scale

Have students write a quiz to determine their knowledge of the health-related fitness components.



Refer to BLM 7–5: Health-Related Fitness Components Questionnaire.

◆ **Questioning/Interview: Pick and Sort**

Group Assessment: Inventory

Have students share their responses, first in pairs and then in groups of four.

Example: Gymnastics

- Primary focus: flexibility
- Secondary focus: muscular strength, muscular endurance, cardiovascular endurance

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.2.7.B.1 Promote the benefits of physical activity (e.g., greater work capacity, performance enhancement, healthy weight, prevention of injuries, prevention of disease such as cardiovascular and type II diabetes, prevention of depression...) **for optimal health and fitness.**

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 3—Manage ideas and information.

GLO 5—Celebrate and build community.

MA:

Statistics and Probability
Number

PE/HE:

GLO 2—Fitness Management (K.2.7.C.1a, S.2.7.A.3a)

SUGGESTIONS FOR INSTRUCTION

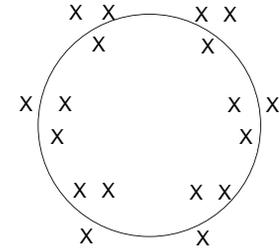
◆ **Rotating Reel**

Organize students into groups of three, with each group standing on or forming a large circle.

Ask each group the following questions, one question at a time.

How does physical activity...

- enhance performance?
- assist in maintaining a healthy weight?
- prevent injuries?
- prevent cardiovascular disease and type II diabetes?
- prevent depression?



After each question, allow students some time to discuss the question within their groups. Have one student from each group go to the next group and share the answer. As a class, briefly discuss the results of each question before moving on to the next question.

Variation: To change group makeup, have students move clockwise or counter-clockwise to the next group or the one after.

◆ **Benefits Bulletin Board**

Have students work in small groups to create bulletin-board displays that describe the benefits of physical activity.

Encourage students to express themselves creatively, using limericks, collages, song lyrics, artistic representations, and so on.

Variation: The information could be presented in the form of a brochure or PowerPoint presentation.


TEACHER NOTES
Benefits of Regular Physical Activity:

Canada's Physical Activity Guide for Youth (Health Canada) encourages youth to “tune into physical activity to:

- Meet new friends
- Improve physical self-esteem
- Achieve a healthy weight
- Build strong bones and strengthen muscles
- Maintain flexibility
- Promote good posture and balance
- Improve fitness
- Strengthen the heart
- Increase relaxation
- Promote healthy growth and development”

(See <<http://www.hc-sc.gc.ca/hppb/paguide/youth.html>>.)

Community Link:

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.


SUGGESTIONS FOR ASSESSMENT
◆ Questioning/Interview: Rotating Reel

Teacher Assessment: Inventory

Ask students a variety of questions, such as the following:

How does physical activity...

- enhance performance?
- assist in maintaining a healthy weight?
- prevent injuries?
- prevent cardiovascular disease and type II diabetes?
- prevent depression?

Have students discuss their responses in small groups and then as a class. Check for general understanding of the benefits of physical activity for optimal health and fitness.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.2.7.C.1a Identify the names and locations of the major muscle groups (e.g., biceps, triceps, pectorals, abdominals, quadriceps, hamstrings...) **in the context of exercise and physical activity.**

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 5—Celebrate and build community.

PE/HE:

GLO 2—Fitness Management (K.2.7.B.1, K.2.7.C.3)

SUGGESTIONS FOR INSTRUCTION

◆ **Warm-up Stretch**

Guide students through a variety of stretches, each stretch to be held for 10 to 60 seconds. Ask students to identify muscle names and major muscle groups in the stretching exercise performed.

Variation: Have students sign up to lead the warm-up stretch.

◆ **Muscles, Muscles Everywhere!**

Place pictures of muscles and their names around the gym—on walls or in hoops on the floor. Have students move around the gym and, on hearing the whistle, go to the closest picture and demonstrate an exercise, movement, or stretch that uses the particular muscle represented on the picture.

Example:

Muscles	Action
• Biceps	Bend the elbow.
• Triceps	Straighten the elbow.
• Pectorals	Push and hug.
• Abdominals	Bend at the waist.
• Quadriceps	Straighten the knee.
• Hamstrings	Bend the knee.

Variation: Have students, in pairs, write the names of muscle groups on strips of masking tape and place them on each other’s bodies over clothes (as suggested by Hopper, Fisher, and Munoz 92).



Refer to BLM 7–3: Muscle Mania.

◆ **Rotating Reel**

Divide students into groups of three, with each group standing on or forming a large circle (see learning outcome K.2.7.B.1). Ask each group the following questions related to the names and locations of muscles:

- Which muscle causes the elbow to bend?
- Which muscle causes the elbow to straighten?
- Which muscle allows us to push or hug?
- Which muscle allows us to bend at the waist?
- Which muscle allows us to straighten the knee?
- Which muscle allows us to bend the knee?

Once the groups have identified the location and name of a given muscle, have one person from each group go to the next group and compare their answers. As a class, clarify the answers to ensure that all are correct.



TEACHER NOTES

When performing warm-up and cool-down activities, use the name(s) of the muscle(s) being stretched and give an example of an activity or exercise.

Display posters around the gym that identify the names and locations of muscles.



SUGGESTIONS FOR ASSESSMENT

◆ **Questioning/Interview: Warm-up Stretch**

Teacher Assessment: Inventory

During each stretch, have students answer the following questions:

- Where is the muscle that is being stretched located?
- What is the name of this muscle?
- Can you name an activity that requires the use of this muscle?

◆ **Performance Task: Warm-up Stretch**

Peer Assessment: Checklist

Have students sign up to lead the warm-up stretch.

Suggested Criteria:

The student can

- name the muscle being stretched
- give an example of an exercise or activity for which each muscle is used
- perform each stretch correctly

◆ **Observation: Muscles, Muscles Everywhere!**

Teacher Assessment: Inventory

As students perform each exercise represented on the pictures, ask for volunteers to name their muscle and demonstrate their exercise to the class.

◆ **Questioning/Interview: Rotating Reel**

Peer Assessment: Inventory

Have students answer the following questions, while working in small groups, to ensure they can identify the muscles and their locations:

- Where are the biceps located?
- Where are the triceps located?
- Where are the quadriceps located?
- Where are the pectoralis major muscles located?
- Where are the rectus abdominis muscles located?
- Where are the hamstrings located?

◆ **Paper and Pencil Task: All Activities**

Teacher Assessment: Inventory

Create a quiz, diagram, or crossword puzzle that requires students to recall the names and locations of the muscles.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.2.7.C.1b Describe the effects of exercise and inactivity (i.e., increased/decreased strength, hypertrophy/atrophy, increased/decreased lean muscle, increased/decreased elasticity, increased/decreased muscle tone) on the muscular system.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.</p> </div>	
	<p>◆ Word Splash</p> <p>Give students a Word Splash that contains the words listed in learning outcome K.2.7.C.1b. Discuss each term to ensure that students understand how exercise or lack of exercise affects muscular development.</p> <p>Variation: Combine the words from this learning outcome with the names of muscles when creating the Word Splash.</p>
	<p>◆ Use It or Lose It!</p> <p>Prepare a variety of task cards (see BLM G–13: Exercise Task Cards). Have students take one card and complete the selected task. Upon completion of the task, they return the card for a new one. As students work on their tasks, ask questions such as the following:</p> <ul style="list-style-type: none"> • When will people develop hypertrophy in their muscles? • When will people develop atrophy in their muscles? <p>Have students relate this information to their own experiences (e.g., breaking a leg could cause the limb to become immobilized and atrophy—muscle cells become non-functional).</p> <p>Examples of Tasks:</p> <ul style="list-style-type: none"> • Do six push-ups in every corner of the gym. • Ski jump (jump sideways) across the centre line of the gym. • Be the encourager. Walk around the gym and tell six students to “keep up the good work!” • Perform five “coffee grinders” on each arm in the top of the basketball key.
	<p> Refer to BLM G–13: Exercise Task Cards.</p>
	<p>◆ Indoor Cross-Country Circuits</p> <p>Have students complete indoor cross-country circuits. (See examples of exercises for an indoor cross-country circuit in the teacher notes.) While students are participating, use terms such as hypertrophy, atrophy, and so on, to describe the effects of exercising or not exercising.</p>



TEACHER NOTES

For more information on Word Splash and Word Cycle, see pages 6.28 and 6.31 of *Success for All Learners*.

Benefits of Regular Physical Activity:

Canada's Physical Activity Guide for Youth (Health Canada) encourages youth to “tune into physical activity to:

- Meet new friends
- Improve physical self-esteem
- Achieve a healthy weight
- Build strong bones and strengthen muscles
- Maintain flexibility
- Promote good posture and balance
- Improve fitness
- Strengthen the heart
- Increase relaxation
- Promote healthy growth and development”

(See <<http://www.hc-sc.gc.ca/hppb/paguide/youth.html>>.)

Other exercises can be found in *Fitness for Children* (Hinson).

Example of Indoor Cross-Country Circuit:

- Perform five jumps.
- Skip around the room.
- Climb a rope.
- Walk along all benches.
- Go over a box.
- Jump over two people.
- Do two chin-ups.
- Stand on a box and jump off.
- Hop backwards across the gym on the left foot.



SUGGESTIONS FOR ASSESSMENT

◆ Paper and Pencil Task: All Activities

Teacher Assessment: Inventory

Have students create a Word Cycle that includes all the terms from the learning outcome and how they relate to each other.

◆ Journal/Learning Log: All Activities

Teacher Assessment: Inventory

Ask students to respond, in their journals, to questions about their experiences with the activities:

- How did each activity make the muscle involved feel?
- How would it feel if you were unable to exercise the muscle?

◆ Journal/Learning Log: All Activities

Teacher Assessment: Inventory

Have students write a journal entry explaining the meaning of each of the key words (e.g., hypertrophy, atrophy, lean muscle mass, elasticity, muscle tone).

◆ Paper and Pencil Task: All Activities

Teacher Assessment: Inventory

Create a crossword a puzzle that uses the terms associated with the effects of inactivity and activity, and the names and actions of muscles.

TEACHER NOTES (continued)

- Do three rolls on a mat.
- Touch three doors.
- Hop with both feet together 10 times.
- Do 20 curl-ups.
- Touch all door handles.
- Do five squat jumps.
- Hop across the room on the right foot.
- Do five heel clicks.
- Do 15 mountain climbers.
- Run around five pylons.
- Perform five tuck jumps.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p><input type="checkbox"/> K.2.7.C.2 Identify and explain the FITT principle (i.e., frequency, intensity, time, and type of activity).</p>	<p>◆ FITT Tag</p> <p>Have students play a game of tag with three taggers. To avoid being tagged, students kneel down and give a word from the FITT principle acronym. If they are successful, they remain in the game. A student who cannot state a name must go to a posted sign and read aloud all the components of the FITT principle before re-entering the game.</p> <p>Variations:</p> <ul style="list-style-type: none"> • A tagged student must see the teacher and describe the meaning of one of the following words as they relate to the FITT principle: frequency, intensity, time, or type. If the answer is correct, the student returns to the game. If it is incorrect, the student reads aloud the correct answer and then returns to the game. • When tagged, a student explains to the teacher what all the letters of the FITT principle stand for.
<p><input type="checkbox"/> K.2.7.C.3 Describe the purpose of a warm-up (e.g., increased circulation, increased body temperature, mental preparation, increased focus on task, prevention of injuries, improved performance...) and a cool-down (e.g., gradual lowering of heart rate, prevention of dizziness/blood pooling, minimized muscle stiffness/soreness...) for physical activity participation.</p> <div data-bbox="110 1413 552 1617" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> <p>PE/HE: GLO 2—Fitness Management (K.2.7.C.1a)</p> </div>	<p>◆ Ready, Set, Go!</p> <p>Have students participate in the following activities at the beginning of class:</p> <ol style="list-style-type: none"> 1. What’s Your Move? Ask students to form groups of three or four and assign one person in each group as the leader. For 30 seconds, the leader does a variety of cardiovascular activities (e.g., jogging, imitating basketball lay-ups, skipping, hopping, doing the grapevine step) that his or her group imitates. After 30 seconds, students change their leader and continue the activity until all have had a turn at being the leader. 2. Warm-up Stretch: Lead students through a variety of stretches, to be held for 10 to 60 seconds. Ask students to describe the importance of stretching the muscles during a warm-up and cool-down. Variation: Have students sign up to lead the warm-up stretch. <p>◆ Almost Finished!</p> <p>At the end of the class, have students (in the same groups as for the warm-up) slowly jog, scattered around the gym or field. As students jog, the first person moves along the side of the group until he or she is at the end. This continues for two minutes. Then have students perform the stretching routine used in the warm-up. Discuss the purpose of the cool-down.</p>



TEACHER NOTES

In FITT Tag, taggers could wear a specific letter on their pinnies to ensure that students are able to recognize all four components of the FITT principle:

F = frequency

I = intensity

T = time

T = type of activity

Make laminated FITT cards that have a word on one side and an appropriate definition on the back, or display a poster on the wall so that students can refer to definitions for corrections.

Choose activities that complement the lesson to assist in the discussion at the end of the warm-up.

Have students monitor their heart rate throughout the class.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: All Activities**

Teacher Assessment: Frequency Index

Record which students must go to the posted sign to read the correct responses, and how often.

◆ **Paper and Pencil Task: All Activities**

Teacher Assessment: Quiz

Have students write a quiz to determine their knowledge of the FITT principle.



Refer to BLM 7–4: Fitness FITT Principle.

◆ **Paper and Pencil Task: All Activities**

Teacher Assessment: Inventory

Have students complete a web that represents the FITT principle.

◆ **Questioning/Interview: Ready, Set, Go!**

Teacher Assessment: Inventory

Ask students a variety of questions before, during, and after the warm-up or cool-down activity.

Sample Questions:

- What did you notice about your heart rate after the warm-up? After the cool-down?
- Why is a warm-up important?
- Why is a cool-down important?
- Will this assist you in the activities that we will be doing today? Explain.
- How could this warm-up be modified to suit the activities that we will be doing today?



TEACHER NOTES

Leisure activities do not have to be sport- or fitness-related. They can include watching television, using the computer, and so on.

Remind students that this should be a typical week for activities.

All activities are done outside the regular school day. They may include intramural and school teams.

FIT = moderate activity, while maintaining a conversation.

SIT = sitting and watching instead of being actively involved.

Aboriginal Link:

For Aboriginal resources, refer to the following websites:

- Instructional Resources Unit (Library), Manitoba Education and Youth:
<<http://libinfo.merlin.mb.ca>>
- Manitoba First Nations Education Resource Centre:
<<http://www.mfnerc.com>>
- Online resources that include Aboriginal content, such as CANTEACH:
<<http://www.canteach.org>>



SUGGESTIONS FOR ASSESSMENT

◆ Journal/Learning Log: Leisure Log

Self-Assessment: Inventory

Have students complete a leisure log for one week and then analyze their personal reasons for choosing physical activities, using the following questions:

- Did you spend most of your leisure time indoors or outdoors? Explain.
- Tally the number of physical activities that you did by yourself and then tally the number of physical activities that you did with others (one or more other people).
- Did you do most of the activities by yourself or with others?
- Did you participate in your physical activities for fun or competition? Explain.
- How many activities were cooperative? Explain.
- How many activities did you do with your friends?
- Did you choose to participate in these activities or did someone else sign you up or encourage you to participate? Explain.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.2.7.A.1a Demonstrate behaviours (e.g., regular participation, correct and safe execution, appropriate intensity level, self-monitoring, self-discipline...) for personal fitness-goal attainment.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> <p>MA: Statistics and Probability</p> <p>PE/HE: GLO 2—Fitness Management (K.2.7.C.4) GLO 4—Personal and Social Management (K.4.7.A.2b, K.4.7.A.3, K.4.7.B.1b, S.4.7.A.1, S.4.7.A.2)</p> </div>	<p>◆ “Strengthathlon”</p> <p>Have students participate in a circuit that incorporates a variety of strength exercises. Have them predict prior to beginning each station activity how they will perform. After completing the station exercise, they describe how they actually performed.</p> <p>Variation: This could be done as Admit Slips at the beginning of the class and Exit Slips at the end of class.</p> <p>◆ Active Living Log</p> <p>Have students keep track of all physical activities that they participate in each month by completing one of the following BLMs.</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <p>Refer to BLM G–14: Active Living Calendar or BLM G–15: Active Living Log.</p> </div> <p>◆ Participation Record</p> <p>After students have completed their warm-up routines, have them fill out a self-assessment checklist on the behaviours that contribute to personal fitness development and goal attainment.</p> <p>Variation: This could be done as Admit Slips at the beginning of the class and Exit Slips at the end of class.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Admit and Exit Slips are described on page 6.60 of *Success for All Learners*.

◆ **Performance Task: “Strengthathlon”**

Self-Assessment: Inventory

After students have completed the “Strengthathlon,” including recording the predictions and actual performance results, have them compare the two and decide what factors or behaviours contributed to their results related to

- intensity level
- regular participation
- correct and safe execution
- self-monitoring
- self-discipline
- other

◆ **Questioning/Interview: Active Living Log**

Self-Assessment: Checklist

Ask students to answer questions such as the following:

	Yes	No
1. Did you participate in physical activity on a regular basis?	<input type="checkbox"/>	<input type="checkbox"/>
2. Did you perform exercises safely and correctly?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did you do activities of different intensity levels?	<input type="checkbox"/>	<input type="checkbox"/>
4. Were you able to monitor and record participation on your own?	<input type="checkbox"/>	<input type="checkbox"/>
5. Were you self-motivated and disciplined to follow your schedule or plan?	<input type="checkbox"/>	<input type="checkbox"/>

◆ **Journal/Learning Log: Active Living Log**

Self-Assessment: Inventory

Have students assess their progress one month at a time.



Refer to BLM G–15: Active Living Log.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.2.7.A.1b Participate in continuous aerobic activity for a sustained period of time related to rate of perceived exertion and general target heart-rate zones.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections</p> <p>MA: Patterns and Relations Statistics and Probability Number</p> <p>PE/HE: GLO 2—Fitness Management (S.2.5.A.1b, S.2.8.A.1b) GLO 4—Personal and Social Management (K.4.7.A.2a)</p> </div>	<p>◆ How Hard Am I Really Working?</p> <p>Have students do a 10-second resting heart-rate count. Then have them do each of the following activities for two minutes in the specified order, followed by a 10-second heart-rate count.</p> <ol style="list-style-type: none"> 1. Walk around the gym. 2. Briskly walk around the gym. 3. Jog around the gym. 4. Run around the gym. 5. Skip continuously. <div style="text-align: center; margin: 10px 0;">  <p>Refer to BLM G-8: Ten-Second Heart-Rate Chart.</p> </div> <p>◆ Stairway to Fitness</p> <p>Have students perform a 12-minute aerobic walk/run. Every four minutes, students take their heart rate on the neck or continuously with a heart-rate monitor. The goal is to try to keep their heart rate in the target heart-rate zone for 12 minutes. Students keep track of how many minutes they were in their target heart-rate zone. At the end of class, each student places a shoe on the Stairway to Fitness board at the appropriate number. (See learning outcome S.2.8.A.1b for diagram.)</p> <p>Variations: While students are running/walking, have them count the number of laps or calculate the distance that they travelled to see whether they are able to increase their distance in 12 minutes.</p> <p>◆ Effects of Speed</p> <p>Have students participate for approximately eight minutes in a variety of games that require them to move at different speeds:</p> <ul style="list-style-type: none"> • Fast: An activity such as basketball or ultimate. • Slow: An activity such as volleyball or badminton. <p>Prior to the activities, have students predict whether they can remain in their target heart-rate zone most of the time. Every four minutes, stop the activity to do a heart-rate check either by doing a 10-second count or using a heart-rate monitor.</p>



TEACHER NOTES

If students’ heart rates are above their target heart-rate zone, change the intensity so that they keep it in the zone.

Refer to learning outcome S.2.5.A.1b for information related to target heart-rate zones.

When taking their pulse, students reduce their pace to a light jog. They do not stop the aerobic run completely.

The 12-minute aerobic walk/run could be repeated every month or on an ongoing basis to identify cardiovascular improvement.

Many factors influence the heart rate of an individual (e.g., body type, age, gender). Individualize exercise/training programs as needed.

Have students graph their results and analyze them, making a curricular connection to mathematics.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: How Hard Am I Really Working?**
Self-Assessment: Inventory

Ask students to record their heart rates after participating in specified activities, using the following chart. Keep the sheets to record students’ heart rates for each term and to assess whether there has been improvement.

How Hard Am I Really Working?			
Activity	Heart Rate		
	Term 1	Term 2	Term 3
• Resting			
• Walking			
• Brisk walking			
• Jogging			
• Running			
• Skipping			

Term 1

- In which activity do you reach your maximum heart rate?
- Were you able to maintain your heart rate in your target zone? Yes No
Why or why not? _____

Term 2

- In which activity do you reach your maximum heart rate?
- Was this the same activity as last term? Yes No
Explain. _____

Term 3

- In which activity do you reach your maximum heart rate?
- Was this the same activity as last term? Yes No
Explain. _____
- Did you see any improvement throughout the year? Yes No
Explain. _____

◆ **Journal/Reflection: Stairway to Fitness**
Self-Assessment: Checklist

Have students indicate whether or not they have participated in a continuous aerobic activity for a sustained period of time.

- Yes
- No

PRESCRIBED LEARNING OUTCOMES

Students will...

S.2.7.A.2 Determine the relationship between the rate of perceived exertion and the general target heart-rate zones (e.g., the level of exertion is somewhat difficult but the ability to talk remains while exercising in a healthy heart zone...).

Curricular Connections

MA:

Statistics and Probability

PE/HE:

GLO 2—Fitness Management (S.2.5.A.1b)

SUGGESTIONS FOR INSTRUCTION

◆ **Perceived Exertion Stations**

Have students participate in the following station activities for two minutes and, at the end of each activity, record their heart rate using a 10-second count or a heart-rate monitor.

Ask students to determine whether or not they felt a particular activity was too hard for them to do.

Perceived Exertion Using Heart-Rate Monitors

Name _____ Date _____

1. For each activity listed in the chart below, predict whether you will be IN (✓) or OUT (✗) of your target heart-rate zone. Record your **predictions** in the second column of the chart by putting the applicable symbol (✓ or ✗) beside each activity.
2. Perform each activity and record your **actual heart rate** in the third column.
3. After you have performed each activity, complete the fourth column of the chart by recording whether you were IN (✓) or OUT (✗) of your target heart-rate zone for each activity.

Activity	Prediction IN (✓) or OUT (✗) of Heart-Rate Zone	Actual Heart Rate	Perceived Exertion IN (✓) or OUT (✗) of Heart-Rate Zone
• Resting			
• Curl-ups			
• Jogging			
• Biceps curls (with surgical tubing/weights)			
• Walking			
• Push-ups			
• Wall jumps			
• Stretching			
• Crunches			
• Skipping rope			
• Walking (recovery heart rate)			

Comments



Refer to BLM G–8: Ten-Second Heart-Rate Chart.



TEACHER NOTES

Many factors influence the heart rate of an individual (e.g., body size, age). Individualize exercise/training programs as needed.

Refer to learning outcome S.2.5.A.1b for information related to target heart-rate zones.

Remind students that this is not a competition and encourage them to strive to do their personal best.

Where possible, use heart-rate monitors to help students understand the target heart-rate zones and that perceived exertion is sometimes affected by one's mental attitude rather than physical ability or condition.



SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Reflection: Perceived Exertion Stations**

Self-Assessment: Inventory

Have students analyze their participation at the stations and compare their perceived exertion for each activity to their target heart-rate zone. Ask students to identify whether they were above, below, or in their target heart-rate zone for each activity.

Suggested Criteria:

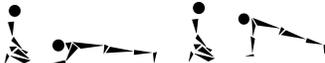
Students can

- identify their perceived exertion level in relationship to their target heart-rate zone as a way to measure how hard they are exercising
- understand that the ability to talk while exercising in a healthy heart-rate zone is a good indicator of perceived exertion

◆ **Questioning/Interview: Perceived Exertion Stations**

Teacher Assessment: Inventory

Determine how many students felt their perceived exertion was accurate by a show of hands. Then, use questioning to determine whether students used strategies to maintain their heart rate in their target zone or can suggest strategies that they could use in the future.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.2.6.A.3a ⇒ S.2.7.A.3a Demonstrate the use of assessment strategies (e.g., activity log, activity calendar, stopwatch, computer database program, heart-rate monitor...) to determine, organize, and record fitness results and physical activity participation.</p>	<p>◆ Fitness Assessments</p> <p>Choose from the following list of assessment tasks pertaining to each of the health-related fitness components, or use other tasks or tests that are safe and reliable.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>MA: Statistics and Probability</p> <p>PE/HE: GLO 2—Fitness Management (S.2.7.A.1a, S.2.7.A.1b, S.2.7.A.2)</p> </div>	<p>Cardiovascular Endurance:</p> <ul style="list-style-type: none"> • 6-, 8-, 10-, or 12-Minute Run: Students count the number of laps completed in the time of the run. • Leger Beep Test: This test uses an audiotape to control timed runs over a measured course, and an audio tone communicates timing information for the test subjects (runners). The tests are run continuously until the subjects can no longer continue or start to miss (arrive late at lines). The highest running pace and number of repetitions that the runner can accomplish successfully is then the player’s rating. • Walk Test: Available online from The Motivation Station: <http://www.motivationstation.net>.
	<p>Muscular Strength and Endurance (specific to muscle groups):</p>
	<ul style="list-style-type: none"> • Push-ups (full or modified) 
	<ul style="list-style-type: none"> • Pull-ups 
	<ul style="list-style-type: none"> • Curl-ups (cadence controlled) 
	<ul style="list-style-type: none"> • Bench-Steps 
	<p>Flexibility:</p>
	<ul style="list-style-type: none"> • Modified Sit and Reach (one leg bent) 
	<ul style="list-style-type: none"> • Shoulder Stretch 



TEACHER NOTES

A variety of fitness tasks or tests have traditionally been used to measure health-related fitness components. Before choosing a fitness-assessment task, check for reliability, validity, developmental appropriateness, ease of administration, and safety considerations. Use fitness testing or assessment as a strategy to help students monitor their own progress and set personal goals.

Focus on fitness management and motivation towards participation in physical activity. Comparing students' scores and using extrinsic awards are discouraged.

Beep tests can be ordered from:
Fitness Appraisal Certification
U de Montreal Kinesiologie,
CP 6128 Succursale Centre-ville,
Montreal QC H3C 3J7
Fax: 514-343-2181

The use of individual goal-setting techniques encourages students to focus on personal improvement and progress towards achieving personal goals rather than on comparisons.

Muscular strength and endurance components can be trained together. Activities may focus on strength for some students and endurance for others, depending on the number of repetitions they are capable of performing.

For information related to fitness assessment, refer to resources such as

- *Fitness Education for Children* (Virgilio)
- *Physical Best Activity Guide* (AAHPERD)
- *FITNESSGRAM® 6.0 Test Kit* (The Cooper Institute for Aerobics Research)



SUGGESTIONS FOR ASSESSMENT

◆ Journal/Learning Log: All Fitness Activities

Self-Assessment: Inventory

Have students choose a number of exercises or assessment tasks that measure health-related fitness components. Explain proper technique, safety precautions, and procedures for each task. Have students practise the exercise or task, perform and assess it to determine their personal best, and set goals for personal improvement. Ask them to record this information.



Refer to BLM 7–6: Personal Fitness Record for all fitness-assessment activities.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> S.2.7.A.3b Chart own fitness results (e.g., using information technology...) throughout the year to determine effects of activity participation and/or specific training on personal progress.	◆ Personal Fitness Record In each term, have students do the following: <ol style="list-style-type: none">1. Choose one or more of the health-related fitness components they want to improve.2. Set a goal for the health-related fitness components they want to improve.3. Using the FITT principle, develop an action plan to assist in reaching the goal.4. Keep a daily log, recording all activities performed while working towards the goal. Variation: Have students, in the last term of the school year, assess all the health-related fitness components.
Curricular Connections MA: Patterns and Relations PE/HE: GLO 2—Fitness Management (K.2.7.C.2, S.2.7.A.1b, S.2.7.A.2, S.2.7.A.3a)	 Refer to BLM 7–6: Personal Fitness Record.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For information on teaching considerations and implementation guidelines related to fitness, refer to Guidelines for GLO 2—Fitness Management in the Overview of this document.

Have each student write a contract, to be signed by the student, teacher, and parent/guardian, indicating his or her goal and action plan.

◆ **Journal/Learning Log: Personal Fitness Record**

Self-Assessment: Checklist

Suggested Criteria:

The student is able to

- set goals for the health-related fitness components
- write an action plan using the FITT principle for the health-related fitness components
- keep a daily activity log
- chart own fitness results





Fitness Management Outcomes: Grade 7



Knowledge

- K.2.7.A.1 Sort and classify physical activities/exercises** (e.g., jogging, cycling, weight training, gymnastics...) **that are best suited to developing each of the health-related fitness components** (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition...).
- K.2.7.B.1 Promote the benefits of physical activity** (e.g., greater work capacity, performance enhancement, healthy weight, prevention of injuries, prevention of disease such as cardiovascular and type II diabetes, prevention of depression...) **for optimal health and fitness.**
- K.2.7.C.1a Identify the names and locations of the major muscle groups** (e.g., biceps, triceps, pectorals, abdominals, quadriceps, hamstrings...) **in the context of exercise and physical activity.**
- K.2.7.C.1b Describe the effects of exercise and inactivity** (i.e., increased/decreased strength, hypertrophy/atrophy, increased/decreased lean muscle, increased/decreased elasticity, increased/decreased muscle tone) **on the muscular system.**
- K.2.7.C.2 Identify and explain the FITT principle** (i.e., frequency, intensity, time, and type of activity).
- K.2.7.C.3 Describe the purpose of a warm-up** (e.g., increased circulation, increased body temperature, mental preparation, increased focus on task, prevention of injuries, improved performance...) **and a cool-down** (e.g., gradual lowering of heart rate, prevention of dizziness/blood pooling, minimized muscle stiffness/soreness...) **for physical activity participation.**
- K.2.7.C.4 Identify personal factors and preferences for choosing physical activities** (e.g., personal interests, influence of friends, appreciation of the outdoors, affiliation, competition, cooperation, fun...) **for fitness and health.**

Skills

- S.2.7.A.1a Demonstrate behaviours** (e.g., regular participation, correct and safe execution, appropriate intensity level, self-monitoring, self-discipline...) **for personal fitness-goal attainment.**
- S.2.7.A.1b Participate in continuous aerobic activity for a sustained period of time related to rate of perceived exertion and general target heart-rate zones.**
- S.2.7.A.2 Determine the relationship between the rate of perceived exertion and the general target heart-rate zones** (e.g., the level of exertion is somewhat difficult but the ability to talk remains while exercising in a healthy heart zone...).
- S.2.6.A.3a** \Rightarrow **S.2.7.A.3a Demonstrate the use of assessment strategies** (e.g., activity log, activity calendar, stopwatch, computer database program, heart-rate monitor...) **to determine, organize, and record fitness results and physical activity participation.**
- S.2.7.A.3b Chart own fitness results** (e.g., using information technology...) **throughout the year to determine effects of activity participation and/or specific training on personal progress.**

Attitude Indicators

- 2.1 Show an interest in and responsibility for personal fitness.
- 2.2 Appreciate the role and contribution of regular participation in physical activity for health and fitness.
- 2.3 Show respect and acceptance for physical and performance limitations of self and others.