

# Progressive Personal Fitness Plan

## The Task

Using the results from their first set of fitness tests, students were required to develop a personal fitness plan to improve or maintain their level of physical fitness. The plan was to address cardiorespiratory/aerobic fitness, muscular endurance, muscular strength, and flexibility, as well as individual strengths and areas of growth. Students were then required to monitor their physical activity both inside and outside of school and track the progress of their fitness plan for the duration of the course. For the purpose of this exemplar, however, they had to submit only a sample of their tracking.

At the end of the task, students submitted for assessment a goal-setting worksheet (“My Healthy Active Living Action Plan”), a personal fitness plan, and physical activity journals or logs.

## Expectations

This task gave students the opportunity to demonstrate achievement of the following expectations selected from the Active Living and Living Skills strands.

*Students will:*

1. monitor personal plans for daily, health-related fitness activities (e.g., self-designed or computerized programs) that reflect their personal fitness goals;
2. monitor exercise intensity (e.g., using a manual or computerized heart-rate monitor, breath sound check, talk test);

3. identify personal strengths and areas for growth;
4. produce sequential action plans to achieve personal health goals.

## Prior Knowledge and Skills

To complete this task, students were expected to have successfully achieved the expectations relating to training principles and goal setting in the Grade 7 and 8 health and physical education curriculum. Students were also to have completed a diagnostic fitness test that included the following fitness components: cardiorespiratory/aerobic fitness, muscular endurance, muscular strength, and flexibility.

*For information on the process used to prepare students for the task and on the materials, resources, and equipment required, see the Teacher Package reproduced on pages 69–74 of this document.*

## Task Rubric – Progressive Personal Fitness Plan

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/Understanding</b>					
	<b>The student:</b>				
4	– demonstrates understanding of the principles of training needed to develop a fitness plan	– demonstrates understanding of a few principles of training	– demonstrates understanding of some principles of training	– demonstrates understanding of a considerable number of principles of training	– demonstrates understanding of all or almost all of the principles of training
<b>Thinking/Inquiry</b>					
	<b>The student:</b>				
3	– sets goals that are specific, measurable, attainable, realistic, and planned within an appropriate timeline	– sets goals that meet these criteria to a limited degree	– sets goals that meet these criteria to some degree	– sets goals that meet these criteria to a considerable degree	– sets goals that meet these criteria to a high degree
<b>Communication</b>					
	<b>The student:</b>				
4	– communicates his/her healthy active living action plan and personal fitness plan clearly (e.g., through an appropriate level of detail, organization of information, proper use of language conventions, presentation format)	– communicates plans with limited clarity	– communicates plans with moderate clarity	– communicates plans with considerable clarity	– communicates plans with a high degree of clarity
<b>Application</b>					
	<b>The student:</b>				
1, 2, 4	– monitors exercise intensity (e.g., heart rate, target heart rate zone) regularly and accurately – monitors personal fitness plan by completing entries in a journal/log	– monitors exercise intensity infrequently and with limited accuracy – infrequently completes entries in a journal/log	– monitors exercise intensity sometimes and with some accuracy – sometimes completes entries in a journal/log	– monitors exercise intensity regularly and with considerable accuracy – regularly completes entries in a journal/log	– monitors exercise intensity always or almost always and with a high degree of accuracy – always or almost always completes entries in a journal/log

\* The expectations that correspond to the numbers given in this chart are listed on page 12.

*Note:* A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.