

Teacher Package

Health and Physical Education Exemplar Task Grade 9 Healthy Active Living Education, Open – Physical Education

Teacher Package

Title: Progressive Personal Fitness Plan

Time Requirement: 4 to 5 periods of 70 minutes each

Description of the Task*

Using the results from their first set of fitness tests, students are required to develop a personal fitness plan to improve or maintain their level of physical fitness. The plan must address cardiorespiratory/aerobic fitness, muscular endurance, muscular strength, and flexibility, as well as individual strengths and areas of growth. Students are 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 are to submit only a sample of their tracking.

Final Products

At the end of the task, students will submit for assessment a goal-setting worksheet (“My Healthy Active Living Action Plan”; see Appendix 1), a personal fitness plan, and physical activity journals or logs.

Expectations Addressed in the Exemplar Task

This task gives 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.

* This task is adapted from the following course profiles for Healthy Active Living Education, Grade 9, Open: Catholic profile, Unit 1, Activities 4 and 5; Public profile, Unit 2, Activities 4 and 5.

Teacher Instructions

Prior Knowledge and Skills Required

To complete this task, students are 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 must also have completed a diagnostic fitness test that includes the following fitness components: cardiorespiratory/aerobic fitness, muscular endurance, muscular strength, and flexibility.

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

You may wish to review the relevant course profile for specific suggestions for accommodations appropriate for students in special education programs.

Materials and Resources Required

- Progressive Personal Fitness Plan Rubric*
- My Healthy Active Living Action Plan – see Appendix 1
- information on training principles (e.g., warm-up, FITT, specificity, overload, progression, cool down) – see Appendix 2 and Appendix 3
- information on goal-setting (SMART) – see Appendix 4

Rubric

Introduce the task-specific rubric to the students at least one day prior to the administration of the task. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level.

Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. It will be important to note the characteristics of their work in relation to the criteria in the assessment rubric and to provide feedback to help them improve.

Task Instructions

- Distribute instructions for the exemplar task.
- Lead the class in a discussion to determine students’ prior learning in fitness training principles and in applying the goal-setting process to short- and long-term goals related to physical activity or fitness.

*The rubric is reproduced on page 13 of this document.

- Distribute the students’ results from their initial fitness tests. On the basis of these tests, lead a whole class discussion related to the components of health-related fitness. The students will reflect on their strengths and areas for growth.
- Review the training principles (e.g., warm-up, FITT, specificity, overload, progression, cool-down) – see Appendix 2 and Appendix 3.
- Review the goal-setting process (SMART) and long-term and short-term goals as they relate to personal fitness plans – see Appendix 4.
- Using information provided on goal-setting and training principles, students will complete the worksheet “My Healthy Active Living Action Plan” – see Appendix 1.
- Outline the components required for students to develop a personal fitness plan. Information given should provide students with direction to incorporate:
 - the results from their initial fitness tests;
 - the training principles to improve or maintain **each** of the health-related fitness components;
 - individual strengths and areas for growth;
 - the goal-setting process (SMART).
- Students will follow the required principles to develop a personal fitness plan that incorporates cardiorespiratory/aerobic fitness, muscular endurance, muscular strength, and flexibility. They will track the progress of their fitness plan for the duration of the course, but submit only a sample of their tracking for the exemplar task. Students will also monitor their physical activity both inside and outside of school.
- Share with students a variety of samples of how to monitor the fitness plan and its intensity (physical activity journals or logs).
- By participating in a balanced instructional Healthy Active Living Education course and through activities outside of school, students will implement their personal fitness plans and begin to monitor the plans and the intensity of their activity using journals or logs.
- Use the Progressive Personal Fitness Plan rubric to provide the students with a summative assessment.

Appendix 1 My Healthy Active Living Action Plan

1. My Healthy Active Living goals are:

2. My goal is SMART (Describe how your goal meets the criteria):

SPECIFIC (is it clear?)

MEASURABLE (how will you know when you get there?):

ATTAINABLE (is it possible?):

REALISTIC (is it probable?):

TIME FRAME FOR COMPLETION (what are the timelines?):

3. After review of the SMART formula, should I modify my goal? If so, how?

4. What specific knowledge/skills do I have that will enable me to achieve this goal?

Knowledge

-
-
-
-
-
-

Skills

-
-
-
-
-
-

5. **Action Steps**

Tomorrow I will:

Next week I will:

By next month, I will:

By the end of the school year, I will:

6. What challenges or barriers might prevent me from meeting my goals?
 What actions or steps could I take to overcome these challenges?

Challenge/Barrier	How to Overcome

7. Who can help me meet my challenges in the home/school/community?

Home	School	Community

8. How will I know I have been successful in achieving my goal? How will I reward myself?

9. If I have trouble, how will I get back on track?

Appendix 2

Training Principles

AEROBIC ACTIVITIES

- an activity that is continuous and during which the body relies on oxygen as the major energy source
- examples include : cross-country skiing, jogging, swimming laps

ANAEROBIC ACTIVITIES

- activities that demand more energy than the aerobic system can provide – the body uses glycogen (a chemical found in the body to provide the needed energy)
- examples include : sprints, weight training

REPETITIONS

- a repeated movement performed to increase strength or endurance – Grade 9 students should do a minimum of 15 reps

SETS

- a group of repetitions – Grade 9 students should do 1-2 sets

OVERLOAD AND SPECIFICITY

- exercise at a higher-than-normal level (i.e., overload a specific muscle or the entire body)
- overload does not have to be exhausting
- adaptations to training are quite specific; it is therefore essential to have a balanced program

Appendix 3

F.I.T.T. Formula (Frequency, Intensity, Time, and Type)

	Aerobic	Flexibility	Muscular endurance	Muscular strength	Body composition
F	– 3–5 times/week	– daily warm-up, cool-down	– 3–4 times/week	– 3 times/week	– daily exercising – Canada Food Guide
I	– 60–90% of age mediated max. heart rate	– hold 12–20 seconds – total body – 1–3 reps.	– < 50% max. weight – 1–3 sets – 15 reps plus – 8–12 exercises	– 70–75% of predicted max. lift – 1–3 sets – 10–12 reps. – 8–10 exercises	– light to moderate
T	– 20–60 min. of continuous activity – progressive	– 10–20 min.	– 30–45 min. – progressive	– 15–45 min. – progressive	– 30–60 min. – progressive
T	– large muscle groups – continuous, rhythmic running, cycling, swimming	– static stretch – controlled dynamic stretching	– resistance training (free weights/machines) – body weight – circuit training	– resistance training (free weights/machines)	– aerobic activity – walking, cycling, swimming, running

Appendix 4 Goal Setting Really Does Work

To be effective, goals must be SMART! Goals should be:

SPECIFIC: Is it clear?

- Clarify exactly what it is that you want to accomplish or be able to do.
- Wanting to make a change and doing it are two different things; identify the target.

MEASURABLE: How will you know when you get there?

- Goals need to be progressive – a series of progressive or small steps – so you know whether there has been a change.
- Know your starting point – e.g., lose 4 kg – so you can measure to see your progress.

ATTAINABLE: Is it possible?

- Must be a goal that can be accomplished and is within your abilities and control.
- Must be personally owned and not imposed by others.

REALISTIC: Is it probable or likely?

- A realistic goal is one that can be reached.
- Goals must not be too easy or you lose interest in them.
- Goals must not be too hard or you become discouraged and give up.

TIME FRAME: What are the timelines?

- Establish a time frame to achieve your goal.
- Using timelines - gives sense of organization and control
 - promotes commitment to the goal
 - helps you pace your efforts

Action Plans – Goal-Setting Steps

1. I identify a goal.
 - Wanting to improve yourself in some way is essential before you can start setting goals.
 - Goals are personal – other people cannot set goals for you.
2. Believe in yourself.
 - Wanting to change is different from doing it.
 - If you believe you cannot do something, you probably never will.
 - If you believe you can do something, you have a better chance of accomplishing it.
3. Analyse where you are now.
 - Need to know your starting point to set long- and short-term goals.

Used with permission from the Toronto District School Board