THE CONTENT OF A DISTRICT-WIDE PHYSICAL EDUCATION PROGRAM
DESIGNED TO ASSIST STUDENTS IN ACHIEVING THE HEALTHY FITNESS
ZONE STANDARDS SET BY THE FITNESSGRAM

by

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THE CONTENT OF A DISTRICT-WIDE PHYSICAL EDUCATION PROGRAM
DESIGNED TO ASSIST STUDENTS IN ACHIEVING THE HEALTHY FITNESS
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ABSTRACT

THE CONTENT OF A DISTRICT-WIDE PHYSICAL EDUCATION PROGRAM DESIGNED TO ASSIST STUDENTS IN ACHIEVING THE HEALTHY FITNESS ZONE STANDARDS AS SET BY THE FITNESSGRAM

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This project will include content for a district-wide Physical Education program that will assist students in passing the Fitness Test required by the State of California in grades five, seven, and nine. The focus will be on how to use fitness testing appropriately to benefit students and to further their educational goals. Content will include literature, worksheets, and goal setting techniques that will assist students in developing or modifying fitness routines in order to meet the standards of the Healthy Fitness Zones for age and sex.
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CHAPTER ONE

INTRODUCTION

Fast forward to the year 2020 when obesity rates have plummeted, and physical activity is a common household term that has found its place in the lives of the greater population. Fitness testing is no longer viewed as an uncomfortable, embarrassing test of genetics but rather an evaluation tool to create or modify a fitness routine.

When I first started the master’s program three years ago, my interest was in motivation, and my goal was to create a physical education environment that motivated students to participate. During year two, I found myself in the administrative services program seeking to earn my certificate of eligibility. This was the year 2007, and a new requirement was placed on the two-year physical education exemption. Students in the ninth grade had to pass five of the six components of the state required physical fitness test in order to be eligible for the two-year exemption. Simply said, students who do not pass five of the six components of the fitness tests must enroll in physical education during their sophomore year at which time they will be re-tested. If students do not meet the requirements their sophomore year, they will enroll in physical education again until the requirements are met, or they have taken physical education for four years. This new requirement caught the attention of our district administrators, and I received a phone call from the superintendent asking me to research this new requirement and present it at a district administrative meeting. After researching this new
requirement, I became interested in fitness testing and continued to research the topic in depth. My experience administering fitness tests and students’ negative attitudes about fitness testing led me to seek new strategies to assist students in achieving healthy fitness standards for the FITNESSGRAM.

Chapter Two presents a discussion of childhood obesity rates, factors contributing to obesity, and the role of physical activity as a deterrent. The FITNESSGRAM physical fitness test components and appropriate use of physical fitness testing are illustrated in Chapter Two as well. The succeeding chapters explain the creation of the content found in Chapter Four, a description of the students who participated in the lessons, and demographics of the district involved. Chapter Four contains the content and lessons created to ensure that there is educational value to fitness testing, students are properly conditioned to meet the minimum healthy fitness zone standards, and students are provided with a caring and supportive environment during this process.
CHAPTER TWO
LITERATURE REVIEW

Introduction

This literature review examines the health of adolescents in the United States and the ways schools can foster and motivate youth to achieve fitness levels that meet the healthy fitness zone standards set by California’s required physical performance test, the FITNESSGRAM. It offers an analysis of the childhood obesity epidemic, environmental and inherited factors that may contribute to obesity, and ways schools can promote behaviors and opportunities for children to be physically active enough to achieve health related fitness and maintain these practices for a lifetime.

Childhood Obesity

Since the 1970s, there has been a steady and dramatic increase of obesity in the United States. The prevalence of adolescent obesity has tripled in the last 20 years equating to approximately 17% of adolescent ages 12 to 19 being overweight (Centers for Disease Control [CDC], 2006). Presently, 33.6% of American children and adolescents are obese or at risk of becoming obese (Ogden, Carroll, Curtin, McDowell, Tabak, & Flegal, 2006). Obesity continues to be one of the ten leading causes of health related disease in the United States (Hedley, Ogden, Johnson, Carroll, Curtin, & Flegal, 2004). Although some people become obese as adults, childhood obesity has been shown to be predictive for adult obesity (Müller, Danielzik, & Spethmann, 2004).
Seventy-five percent of overweight adolescents are likely to be overweight as adults which can lead to increased risk for heart disease, high blood pressure, stroke, diabetes, cancer, and gallbladder disease (CDC, 2006). In addition to health related disease, overweight youth may suffer from psychological problems such as depression, eating disorders, low self-esteem, and discrimination (Chiarelli, Blasett, & Verrotti, 2004; Corbin & Lindsey, 2007). Childhood and adolescent obesity is a nationwide health crisis, and there is an urgent need for identification and action starting in the primary care settings such as communities, schools, and the home (O’Brien, Holubkov, & Reis, 2004). The patterns of behavior and choices established during this time can affect both current and future health.

*Factors contributing to obesity.*

Childhood, which includes individuals aged 2 through 19 years (Ogden et al., 2006), is a stage of rapid growth and development, and several factors predispose children to overweight or obesity. Heredity, maturation, and basal metabolism are uncontrollable factors that influence body composition. Inherited body types make it more difficult for some to maintain healthy body fat levels (Corbin & Lindsey, 2007). Maturation causes a major change in body composition because as hormone levels in the body change, levels of body fat also change (Pangrazi & Corbin, 2008). During the maturation process, boys show a recognizable growth spurt in muscle mass and a decrease in fat, unlike the girls who develop higher levels of body fat than boys (Corbin & Lindsey, 2007; Pangrazi & Corbin, 2008). Maturation also contributes to a decrease in physical activity. After the age of 12, a significant
decline in physical activity can be seen among children with the steepest decline occurring between the ages of 15 to 18 in the United States (Sallis, 2000; Sollerhed, Apitzsch, Rastam & Ejlertsson, 2008). Basal metabolism is yet another factor that is affected by heredity, age, and maturation. Basal metabolism is the amount of energy or calories a person’s body uses to maintain normal bodily functions at rest (Corbin & Lindsey, 2007). A higher metabolism means more calories are burned at rest and in effect more calories can be consumed without increasing body fat. Young people have a higher metabolism because of growth, but as they grow older, metabolism decreases, and adjustments need to be made in caloric intake (Corbin & Lindsey, 2007). While uncontrollable factors play a role in childhood obesity, environmental factors are primarily responsible for this obesity epidemic (Tauber & Jouret, 2004).

*Diet and physical inactivity.*

Environmental or lifestyle factors such as diet and activity patterns have been shown to be a major cause of obesity in children (Chiarelli, Blasetti & Verrotti, 2004). A balance in caloric intake (diet) and caloric expenditure (exercise) affects body fat levels. If people take in more calories than they expend, they will gain weight by storing those calories as fat; in turn, if they expend more calories than they intake, they will lose weight (Chiarelli et al., 2004; Corbin & Lindsey, 2007). A major contributor of physical inactivity in children is due to the excessive amounts of television (TV) viewing, computers and time playing video games (Chiarelli, et al., 2004; Pangrazi & Corbin, 2008). Children who watch more hours of TV and for longer periods of time are less likely to engage in physical activity and are associated
with very low energy expenditure (Dennison, Erb & Jenkins, 2002; Tauber & Jouret, 2004). The American Academy of Pediatrics, Committee on Public Education recommends a maximum TV viewing time of two hours a day (Dennison et al., 2002). Twenty-six percent of U.S. children, aged 8-16 years old, watched four or more hours of TV a day and 67% watched at least two hours per day (Dennison et al., 2002; Hayman, 2002). American children spend more hours in front of the TV than any other activity besides sleep (Dennison et al., 2002).

American lifestyle provides an abundance and variety of fast food that is available twenty-four hours a day (Tauber & Jouret, 2004). This availability has led to an increase in fast food consumption, super-sizing food portions, and poor eating habits that lead to obesity (Tauber & Jouret, 2004). Parents and primary care providers play an immense role in influencing the diet of young children by selecting behaviors and environments that may promote obesity (Müller, Danielzik, & Spethmann, 2004). This includes parents’ own eating habits, intake, food preference, and fast food consumption (Müller et al., 2004).

Interventions to decrease caloric intake and increase energy expenditure need to concentrate on changing eating and physical activity habits so that healthier behaviors are formed and remain throughout one’s life (Mason, Crabtree, Caudill & Topp, 2008). After the age of three, the likelihood that obesity will persist into adulthood increases (Guo, Wu, Chumlea, & Roche, 2002). An already obese 6 year old child has a 50% risk of becoming an obese adult, and 70 to 80% of obese adolescents remain obese into adulthood (Guo et al., 2002). Patterns of behavior
and lifestyle choices made during childhood years are critical to the prevention of overweight and obesity related health concerns. Once obesity is established, it is difficult to treat; therefore, prevention and early intervention in the fight against obesity are vital (Müller et al., 2004).

Definition of overweight and obesity.

The terms overweight and obesity have different meanings. Overweight is defined as a body weight that exceeds the standard weight for a particular person, based on height and frame size (Wilmore, 1999). Obesity is a condition in which the individual has an excessive amount of body fat (Wilmore, 1999). Men over 25% body fat and women over 35% are considered obese (Wilmore, 1999). Reliable tests that directly measure body fat are hydrostatic or underwater weighing, skinfold measurements, and bioelectrical impedance analysis, and recently, an X-ray technique called Dual Energy X-ray Absorptiometry (DEXA) has been developed to measure body fat (Corbin & Lindsey, 2007). DEXA and underwater weighing are the most accurate methods of measuring body fat, but these procedures require training, time, and financial support (Corbin & Lindsey, 2007). The Body Mass Index (BMI) measurement is an inexpensive and easily performed method of screening for health problems in children (Going, Lohman, & Falls, 2008).

The standards indicating overweight and obese for children are based on the 2000 Centers for Disease Control and Prevention Growth Charts for the United States (CDC, n.d.). Body Mass Index values at or above the 95th percentile of sex specific BMI–for-age growth charts are considered obese (CDC, n.d.; Hedley et al.,
2004). Children with BMI levels between the 85th and 95th percentile are considered overweight or at risk for obesity (CDC, n.d.; Ogden, Carroll, & Flegal, 2008). Body Mass Index is calculated as weight in kilograms divided by height in meters squared (CDC, n.d.; Ogden et al., 2008). Body Mass Index is a reliable measure for most adolescents but does not directly measure body composition.

Benefits of regular physical activity.

Physical activity is defined as any bodily movement that is produced by the contraction of the larger muscles and significantly increases energy expenditure, including exercise, sport, dance, and other forms of movement (Corbin & Lindsey, 2007). Physical activity can be done to accomplish a task, for enjoyment, or to improve physical fitness (Corbin & Lindsey, 2007). Youth should engage in at least 60 minutes of moderate to vigorous age appropriate, enjoyable, physical activity daily (National Association for Sport and Physical Education [NASPE], 2006; Zapata, Bryant, McDermott & Heffelfinger, 2008). Regular physical activity contributes to healthy bones and joints, fat loss, prevention of high blood pressure and diabetes, increased lean body tissue along with decreased depression and increased self-confidence (Zapata, et al., 2008). The benefits of regular exercise are the same for adolescents as adults, but teens do not think long term (Himberg, Hutchinson & Roussell, 2003), and chronic diseases take time to develop (Welk & Blair, 2008). Most adolescents are interested in appearance so realizing the benefits such as increased self-esteem, weight control, and reduced feelings of depression and anxiety are important (Himberg et al., 2003).
Factors affecting physical activity.

The levels of physical activity are known to decrease throughout the entire age span, beginning with entry into school (Sallis, 1999). The most dramatic drop in physical activity levels occurs between the ages of 15 to 18 in the United States, around the time when most students are no longer required to take physical education (Himberg et al., 2003; Sallis, 2000). Sixty-nine percent of ninth graders participate in vigorous physical activity on a regular basis while only 55% of 12th graders participate in vigorous physical activity (NASPE, 2006). Physical activity behavior is shaped over time by the environment in which people live, and for most, family has the strongest impact on participation in physical activity (Horn & Horn, 2007). Parents or primary care givers influence children’s physical activity levels starting at a very young age by providing opportunities for their children to participate in sports and physical activity (Horn & Horn, 2007; Sallis, 1999). Children’s initial involvement comes when parents enroll them in a program and provide support in the form of transportation, fees, equipment, support and positive encouragement (Horn & Horn, 2007). Parents can also facilitate physical activity participation by their own values and beliefs of the importance and participation in physical activity (Horn & Horn, 2007). For adolescents, the social influence shifts from family to the influence of peers (Sallis, 1999). If adolescents identify with peers who value and participate in physical activities, a more supportive environment is created (Sallis, 1999). Other factors that may influence physical activity patterns in adolescents are the increase of homework at the elementary, middle, and high school levels; the
decrease of free time; and the shift from adolescents walking or cycling to driving automobiles (Kemper, 2002).

Although the home environment and genetics play an important role in the development of healthy behaviors, it is necessary to understand that all children regardless of ethnicity or socioeconomics spend a significant amount of time in school, and physical education programs have been called upon to promote physical activity in order to improve the health of children in the United States. The following section examines the role of schools and physical education programs in promoting healthy behaviors.

*The Role of Schools and Physical Education Programs*

On January 8, 2002, the No Child Left Behind Act was signed into law which holds schools accountable for academic performance (Sibley & LeMasurier, 2008). The pressure on school administrators to prepare their students to pass standardized tests has impacted physical education by increasing classroom time for core academic subjects and taking time away from non-core subjects like art and physical education (Landers & Arent, 2007; Sibley & LeMasurier, 2008). While some believe the main purpose of education is to prepare adolescents academically, schools are also called upon to develop physically healthy and socially competent individuals who will carry these behaviors into adulthood (Marin & Brown, 2008). The issues of combating childhood obesity and academic performance in schools are conflicting in nature, thus tend to negatively affect the importance of physical education in schools (Sibley & LeMasurier, 2008).
The importance of moving toward physical activity promotion in physical education is clearly documented (Masurier & Corbin, 2002). The following section examines the role of physical education in promoting physical activity for a lifetime. The goal of a quality physical education program is to guide students in the process of becoming physically active across their lifespan (Graham et al., 2007). The next section will investigate the history of fitness movements in our nation and the ways in which efforts to increase fitness have developed over time.

**History of fitness testing.**

The major movement for fitness testing came in the 1950s when Dr. Hans Kraus, M.D., associate professor of physical medicine and rehabilitation at New York University, and Dr. Sonja Weber, with the Posture Clinic of Manhattan’s Columbia-Presbyterian Hospital, designed the Kraus-Weber Tests for Muscular Fitness (Department of Health and Human Services, n.d.). Test components included activities such as leg lifts, sit-ups, trunk lifts, and toe touches (DHHS, n.d.). The test was developed to address concerns that our nation was becoming soft, the affluent lifestyles of 20th century America were making life effortless, and adults as well as children were losing muscle tone (DHHS, n.d.). In the mid 1950s, the Kraus-Weber Test of Minimal Muscular Fitness was administered to approximately 4,400 students between ages 6 and 16 in public schools across the United States and approximately 3,000 European students in the same age range (DHHS, n.d.). The results were shocking: only 42% of American children met minimal fitness standards compared to 92% of European youth (Kraus & Hirschland, 1954; Wiersma &
Sherman, 2008). Fifty-six percent of the U.S. students failed at least one of the test components, while only about 8% of the European Children failed even one of the test components (DHHS, n.d.). The results of this study were alarming and caught the attention of the President Dwight D. Eisenhower. On July 16, 1956, President Eisenhower initiated the President’s Council on Youth Fitness requiring regular fitness testing of children in U.S. schools (Wiersma & Sherman, 2008). The President envisioned an agency that would educate, stimulate, motivate, and encourage communities and individuals to adopt active lifestyles (DHHS, n.d.). On January 9, 1963, President Kennedy renamed the organization the President’s Council on Physical Fitness, and in 1964, this council conducted the second national fitness survey to collect data for the development of new norms for youth aged 10 to 17 (DHHS, n.d.). Based on the results of the survey, 1966 marked the establishment of the President’s Council on Physical Fitness signature award for youth fitness call the Presidential Physical Fitness Award (DHHS, n.d.). This award recognized children in good academic standing who scored in the upper 15th percentile on the softball throw, a broad jump, 50-yard dash, and a 600 yard walk/run (DHHS, n.d.). President Lyndon B. Johnson strongly believed that participation in sports was an important part of physical fitness and in 1968 expanded the mandate to include sports, thus renaming the council the President’s Council on Physical Fitness and Sports (DHHS, n.d.). In 1971, during the Nixon administration, the Presidential Physical Fitness Awards school program was expanded to allow use by recreation departments, youth groups, as well as physical education programs (DHHS, n.d.).
By 1976, despite significant efforts to increase fitness levels, youth fitness tests showed no gains, and the economic costs of poor health were increasing rapidly (DHHS, n.d.). In an attempt to reduce the cost of physical inactivity and promote better health, President Gerald Ford added to the responsibilities of the council to assist business, industry, government, and labor organizations in establishing fitness programs and educate the public about the connection between physical activity and health (DHHS, n.d.). In 1983, during the Reagan administration, the President’s Council on Physical Fitness and Sports, in cooperation with the American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD), introduced a program known as FITNESSGRAM, and by the mid-1980s, the youth fitness test had five components: sit-ups, pull-ups, push-ups or flexed arm hang to measure upper body strength, a one-mile walk/run, a v-sit reach, and the shuttle run (DHHS, n.d.). In 1989, the council was named lead agency on the physical activity and fitness priority area of the government report Healthy People 2000 (DHHS, n.d.). Healthy People are published every 10 years and provide goals and objectives to identify preventable threats to health and reduce those threats (DHHS, n.d.). The two overarching goals of Healthy People 2010 are to increase the quality and years of healthy life and eliminate health disparities (DHHS nod.). In February of 1996, the State Board of Education designated the FITNESSGRAM as the required physical performance test to be administered in California (California Department of Education [CDE], 2006).
Around 1980, the health and physical fitness of Americans began to decline and the rates of overweight and obesity began to climb (DHHS, n.d.). The nation is now facing a public health epidemic that threatens the health and well-being of future generations (DHHS, n.d.). The children of the 1950s are now among the two-thirds of American adults who are overweight or obese, and their children and grandchildren are predicted to be the first generation to not outlive their parents (Katz, 2004; DHHS, n.d.).

Implementing regular fitness tests was believed to be one effective approach to improving youth fitness (Keating, Kline & Silverman, 2002). Various fitness tests have been used in physical education for a century they have been revised several times over the years (Keating, et al., 2002). The Kraus-Weber test battery has a significant impact on physical education programs in schools, resulting in an increased emphasis on improving the fitness levels in children as the major focus for physical education (Graham, Holt/Hale & Parker, 2007).

Schools are an important arena for promoting physical activity (Soldered, Putsch, Rasta & Albertson, 2008) and have been called on to address the obesity epidemic (Sibley & Lamaseries, nod.). Increasing the percentage of adolescents participating in daily physical education may offset the rise in childhood obesity (Zapata, Bryant, McDermott & Hefelfinger, 2008). Attendance in daily physical education is an excellent intervention to increase adolescent participation in moderate to vigorous levels of physical activity and to provide students with the knowledge, skills, and attitudes to promote lifelong participation in physical activity.
Nationwide, the percentage of high school students who were enrolled in physical education dropped significantly from 42% in 1991 to 28% in 2003, while in 2005 enrollment increased to 33% (National Association for Sport and Physical Education [NASPE], 2006 & CDC, 2006). In 2005, only 22% of 12th grade students attended physical education class daily (CDC, 2006). Only 19% of all high school students are physically active for 20 minutes or more, five days a week (CDC, n.d.). At least 30 minutes of the recommended 60 minutes of moderate to vigorous physical activity can be met in a physical education class (Lee, Burgeson, Fulton & Spain, 2007). In response to this, Healthy People 2010 includes three objectives related to physical education in schools: increase the percentage of the nation’s public and private schools that require daily physical education, increase the percentage of adolescents who participate in daily school physical education, and increase the percentage of adolescents who participate in moderate to vigorous exercise during physical education to 50% (NASPE, 2006).

In order to increase the participation rate and engagement in physical education classes’ teachers must address issues such as motivation, student attitudes, creating a positive classroom climate and definitive educational goals and schools must provide opportunities that promote physical activity. The next section discusses programs that have been implemented in the schools to help promote healthy lifestyles.

A comprehensive school-based approach should include other opportunities for physical activity such as recess (grades K-8), physical activity breaks,
intramurals, and interscholastic sports (Lee et al., 2007). Other school programs have been put in place in response to the rising concerns about childhood obesity. The Child Nutrition and WIC Reauthorization Act of 2004 included a requirement that school districts with federally funded meal programs must create and implement a wellness policy that includes goals for nutrition education, physical activity, and the promotion of student wellness (Sibley & LeMasurier, n.d.; Child Nutrition and WIC Reauthorization Act § 2507, 2004). The goals of school wellness policies are to establish healthy school nutrition environments through nutrition education, providing physical activity opportunities for all and providing school meals that meet the dietary guidelines (Child Nutrition and WIC Reauthorization Act § 2507, 2004). While schools are held rigidly accountable for academic performance by No Child Left Behind, and the law requires schools to have wellness policies, there is no such accountability for adherence to these policies (Sibley & LeMasurier, 2008). Until schools are held accountable for student health, we are unlikely to see any positive changes in school policies to address physical activity or obesity (Sibley & LeMasurier, 2008).

Physical Education Requirements

Physical Education is the only curricular area that requires a certain number of mandated minutes of instruction, in California a total of no fewer than 400 minutes for every 10 days of school in high school and 200 minutes for elementary school (Education Code § 51222). With pupil consent, California districts have the ability to offer 10th, 11th, and 12th grade students a two-year exemption from this
policy (Education Code § 51222 & 51241). Districts that utilize this exemption
decrease the physical education requirement to two years for students to be eligible
to graduate from high school (California School Board Association Advisory, 2007).
In addition, districts may also waive or substitute required physical education for
participation in one or more of the following activities: school sponsored sports,
marching band, Naval Junior Reserve Officers Training Corps and participation in
community services activities (School Health Policies and Programs Study [SHPPS]
2006, 2007). Among the 88.8% of districts nationwide that require high school
physical education, 59.6% have policies in which students can be exempted from
physical education (Lee, Burgeson, Fulton, & Spain, 2007). Illinois is the only state
that requires physical activity in every grade on a daily basis (Masurier & Corbin,
2002).

Effective July 1, 2007, Education Code § 51241 adds a new requirement that
applies to the two-year exemption only (California School Boards Association,
2007). Students in the ninth grade must pass five of the six components of the state
required physical fitness test in order to be eligible for the two-year exemption
(California School Boards Association, 2007). Education Code § 60800 requires that
students be provided with their individual test results orally or in writing upon
completion of the physical fitness test, and schools must report results in their annual
School Accountability Report Card (CDE, 2008). In addition, districts are required
to include results in the students’ cumulative file (CDE, 2008). Education Code §
1043 explains that the only requirements needed to administer physical fitness tests are that test administrators are employees of the district (CDE, 2008).

This is all that Education Code states, and the rest is up for interpretation and inquiry. If ninth grade students do not achieve minimum healthy fitness zone standards, set by the FITNESSGRAM, in five of the six test components, they will enroll in physical education in the tenth grade. Students will be tested again, and if they do not meet the requirements during the sophomore year, they will enroll in physical education again, until the requirements are met, or they have taken physical education for four years. However, achieving the minimum healthy fitness zones in five of the six areas is not a requirement for graduation and Education Code does not regulate whether the students re-take all six components of the test or only the ones that are not in the healthy fitness zones. These new regulations add importance to physical education and physical fitness in our schools, but, like the School Wellness Policies, there is no accountability for adherence to these regulations.

*The FITNESSGRAM*

In October, 1995, Assembly Bill 265 was signed into law requiring California public schools to administer fitness tests to all students in grades five, seven, and nine during the months of March, April, or May (CDE, 2006). In February, 1996, the State Board of Education designated the FITNESSGRAM as the required physical performance test to be administered in California (CDE, 2006). In 1998, Senate Bill 896 required the California Department of Education to report results to the Governor and Legislature, and in January, 2003, the month of February was
added for the administration of the test (CDE, 2006). The FITNESSGRAM was
developed by the Cooper Institute in response to the need for a comprehensive
assessment program for youth (Corbin & Pangrazi, 2008). The FITNESSGRAM
program includes a variety of health-related physical fitness tests designed to assess
fitness in three broad areas: aerobic capacity, body composition, and muscular
strength, endurance and flexibility (Corbin & Pangrazi, 2008). Muscular strength,
endurance, and flexibility are further divided into the following areas: abdominal
strength and endurance, upper body strength, trunk extensor strength, and endurance
and flexibility (Corbin & Pangrazi, 2008). These tests are scored using criterion-
referenced standards that are age and gender specific and have been established
based upon how fit children need to be in order to maintain good health (Corbin &
Pangrazi, 2008). The range of fitness scores associated with good health are termed
Healthy Fitness Zone (HFZ), and those students who fall below the Healthy Fitness
Zone are categorized as Needs Improvement to indicate that efforts are needed to
bring the scores into the HFZ (Corbin & Pangrazi, 2008). The principle mission of
the FITNESSGRAM program is to promote lifelong physical fitness; physical
activity patterns that lead to improved health-related fitness and help youth find
some form of activities in which they can participate for a lifetime (Corbin &
Pangrazi, 2008). Recommended personal use of the FITNESSGRAM test is self-
testing to determine personal fitness levels, interpret results, and plan personal
programs for maintenance or improved levels of fitness; whereas, institutional testing
is used to help fitness coordinators and teachers determine fitness levels of students
and provide direction for curriculum planning (Corbin & Pangrazi, 2008).

Inappropriate uses of the FITNESSGRAM include using results as a primary method for grading students in physical education, using student fitness scores as a measure of teacher success, and making individual’s test results public (Corbin & Pangrazi, 2008).

The FITNESSGRAM is comprised of six major fitness areas with multiple performance task options for four of the six tests (California Department of Education, 2006). The following is a description of the six fitness areas and performance task options.

_Aerobic capacity._

Aerobic capacity reflects the overall capacity of the cardiovascular and respiratory systems to transport oxygen to the muscles, and the muscles’ capacity to use the oxygen during prolonged strenuous exercise (Cureton & Plowman, 2008). Aerobic capacity is an important component of fitness to maintain because it has been shown to reduce the risk of cardiovascular disease, obesity, diabetes, and other health problems (Cureton & Plowman, 2008). The recommended test is the Progressive Aerobic Cardiovascular Endurance Run (PACER) which is a multistage aerobic capacity test that involves running back and forth across a 20-meter course in time to music played from a CD. The test begins at a slow pace and progressively gets faster every minute. A beep indicates when participants should reach the end of the 20-meters, and the participant continues running until the pace can no longer be maintained (Cureton & Plowman, 2008). This PACER is recommended for all ages.
because it helps students learn the skill of pacing, and students who perform poorly will not be subject to the embarrassment of being the last person to complete the test (Cureton & Plowman, 2008). Alternative assessments include the one-mile run test where the objective is to run a mile as fast as possible and the one-mile walk test with the same objective except the score is calculated using a formula that combines the walk time and heart rate immediately after the walk (Cureton & Plowman, 2008). The downfall to the above mentioned tests are that the poorer performers finish last, and determination of heart rate may be a difficult task for youth.

**Body composition.**

Body composition results provide an estimate of the percent of a student’s weight in relation to muscle, bone, organs, skin, nerve, and fat content. The range of normal body fat is approximately 10-25% for boys and 18-32% for girls (Going, Lihman & Falls, 2008). Skinfold measurement is the recommended method to estimate body fat while testing. Measurements of the thickness of the skinfold on the back of the upper right arm and the inside of the right calf are taken using a device called skinfold calipers. Although training is required to measure skinfolds accurately, this measurement has proven to be one of the most effective field methods for estimating body fatness (Going et al., 2008). The alternative method is Body Mass Index (BMI) which provides an indication of a student’s weight relative to their height. Height and weight measurements are inserted into a formula or table to calculate BMI. Body Mass Index is presented as an alternative because test
administrators are not familiar with protocol for skinfold measurement (Going et al., 2008).

**Muscular strength, endurance and flexibility.**

Healthy functioning of the musculoskeletal system requires muscles to be able to exert force, resist fatigue, and move freely through full range of motion (Plowman, 2008). Musculoskeletal fitness is important in promoting good posture, maintaining lower back health, providing protective effects against disability, and contributing to mobility and independence as people age (Corbin & Lindsey, 2007).

**Abdominal strength.**

The FITNESSGRAM recommended test is a 20 repetitions per minute cadence-based curl-up test, and the objective is to complete as many curl-ups as possible up to a maximum of 75 (Plowman, 2008). The use of the cadence helps standardize the pace and makes it easier to judge whether a full proper repetition has been completed (Plowman, 2008). The use of the cadence also prevents participants from early fatigue by starting out too fast and allows students to focus on their own performance and not aiming to compete with others (Plowman, 2008).

**Trunk extensor strength and flexibility.**

The trunk lift is the recommended test intended to measure both trunk extensor strength and lumbar flexibility (Plowman, 2008). The objective of this test is to lift the upper body a maximum of 12 inches off the floor using the muscles of the back to hold the position long enough for measurement (Plowman, 2008).
Upper body strength and endurance.

Three options are available to test for upper body strength and endurance, but the cadence-based 90° push-up is the recommended test item in FTINESSGRAM because it requires no equipment and very few zero scores (Plowman, 2008). The objective of this test is to complete as many push-ups as possible at a specified pace. The alternative tests are the modified pull-up and the flexed arm hang (CDE, 2006). The objective of the modified pull-up is to complete as many modified pull-ups as possible. Modified pull-ups are performed by having students lie on their back directly under a bar and grasping the bar to pull up until the chin reaches a specified level (CDE, 2006). The objective of the flexed arm hang is to hang with flexed arms with the chin above the bar as long as possible (CDE, 2006).

Flexibility.

The recommended item for lower body flexibility is the Back Saver Sit and Reach Test. The objective is to assess the flexibility of the lower back and posterior thigh. A sit and reach box is necessary equipment for administration of this test. Students begin in a sitting position with one leg extended and the other leg bent; they then extend forward to reach as far as possible on top of the box to a maximum of 12 inches (CDE, 2006). They switch sides, and measurements are taken for the other side of the body. The shoulder stretch has been added as an alternative to illustrate that flexibility is important throughout the body. The objective is to touch the fingertips together behind the back by reaching over both the right and left shoulder and under the elbow. Results are recorded for both sides of the body (CDE, 2006).
In order to understand the rational behind this project, it is important to point out that the FITNESSGRAM developers have never recommended this as a mandated test to be used in physical education programs nor can they control how teachers administer the test or use the results (Ferguson, et al., 2007). The fitness testing practice in California is not consistent with the recommended use of the FITNESSGRAM by its scientific advisors (Ferguson, et al., 2007). The following section analyzes appropriate and inappropriate uses of fitness testing and how it can influence student perceptions of physical activity.

**Appropriate Use of Physical Fitness Testing**

Fitness testing has been a part of physical education programs for approximately a half a century and millions of American youth take part in fitness testing each year (Keating & Silverman, 2004). With the dramatic increase in obesity, support for regular youth fitness testing is significantly increasing (Keating, Guan, Ferguson, Chen, & Bridges, 2008; Ferguson, Keating, Bridges, Guan, & Chen, 2007). Between 2000 and 2006, the percentage of states and districts that required or recommended secondary schools to use the FITNESSGRAM increased from 17.6% to 31.4% among states and 8.3% to 21.2% among districts (Lee, et al., 2007).

The appropriate use of fitness testing in school-based physical education programs greatly influences the quality of fitness instruction and short and long-term effects on the establishment of habitual physical activity patterns (Keating, et al., 2008).
For some, fitness testing can be uncomfortable and provoke embarrassment as well as anxiety (Wiersma & Sherman, 2008). These negative attitudes often translate to lifestyle choices that can be detrimental to health, such as a lack of physical activity and overeating (Stewart, Elliot, Boyce, & Block, 2005). Fitness testing can be a positive and enjoyable experience if used in a positive and appropriate manner (Wiersma & Sherman, 2008). The following section will suggest strategies to minimize adverse reactions to fitness testing and maximize student performance on fitness tests.

**Motivation.**

Administrators of fitness tests should consider that different strategies can be used in order to enhance motivation and effort (Wiersma & Sherman, 2008). According to goal-orientation theory, students can be motivated in two ways; task orientation or ego orientation (Solmon, 2006). Task orientation is characterized by a focus on learning, mastering a skill and improvement, while an ego orientation success is characterized by out performing others and social comparisons (Solmon, 2006). Task-oriented individuals who perceive the testing environment as a competition may perform poorly, while ego-orientated individuals may give up if they cannot perform as well as their peers (Solomon, 2006). Competence motivation theory is yet another primary motivator for children. Competence motivation theory is illustrated as individuals engage in an activity for the purpose of mastery, which in turn, makes students feel competent and thus increases the enjoyment of the task (Wiersma & Sherman, 2008). Teaching students the skills to be tested,
demonstrating proper technique and providing time in class to practice these skills will build competence and motivate students of all abilities (Wiersma & Sherman, 2008). Focusing on factors which students can control, such as, effort or attention downplays the role of environmental or genetic factors that may influence performance (Wiersma & Sherman, 2008). It is important to consider motivational theories when designing a positive and supportive environment for fitness testing.

*Educational content.*

Administering fitness tests merely to obtain state required data without consideration to their educational goal is inappropriate (Harris & Cale, 2006; Wiersma & Sherman, 2008). Fitness testing should promote learning, and show the relevance of each test component (Harris & Cale, 2006). The appropriate use of fitness test results is to gain knowledge about the benefits of physical activity and how it relates to health, to determine how much physical activity is needed for health benefits, and to monitor and set goals in order to reach healthy fitness zones (Harris & Cale, 2006). Physical education teachers need to communicate clear and measurable goals and objectives when fitness testing, in order for it to be meaningful and relevant (Wiersma & Sherman, 2008). Students should be taught to self-test, evaluate themselves and interpret test scores in order to plan personal programs throughout life; these are self management skills and are considered essential to lifetime physical activity adherence (Dale & Corbin, 2000).
Student improvement.

A significant amount of fitness test performance is explained by maturation, heredity and environment (Pangrazi & Corbin, 2000). These are factors students cannot readily control; therefore, the focus should be on personal improvement or maintenance and progress should be monitored over time (Wiersma & Sherman, 2008). Using the pretest and posttest approach, practicing testing protocol throughout the school year, and applying results to guide student improvement can be a meaningful way to plan instruction in physical education (Keating & Silverman, 2004). Teachers should provide students with an opportunity to improve test scores by incorporating the components of fitness into lessons; this will enable students and teachers to see improvement (Stewart, et al., 2005). During an academic year, students will plot their scores and use previous scores in developing reasonable, challenging goals to promote their physical activity and fitness (Harris & Cale, 2006; Wiersma & Sherman, 2008). All students are provided with positive feedback, especially those who fall below the healthy fitness zones (Harris & Cale, 2006). Maximizing student motivation, effort and cognitive learning is necessary to obtain valid and reliable fitness test results. Creating a positive motivational environment in which all students strive for high performance is a challenging goal, yet possible (Wiersma & Sherman, 2008).

Conclusion

Lunchtime, after-school and intramural activities in combination with regularly scheduled physical education classes will provide opportunities for students
to be physically active and help achieve a minimum level of fitness that will allow them to meet the minimum Healthy Fitness Zone (HFZ). Inactivity among adolescents, which includes declining attendance in daily physical education classes, has contributed to the increase in adolescent obesity trends. Schools have been recognized as a key setting for increasing participation in physical activity among students. The Surgeon General has targeted physical education as a resource to help fight this obesity crisis. Quality physical education programs should deliver appropriate instruction including valid fitness, cognitive, and affective assessments based on student improvement, which includes moderate to vigorous physical activity for at least 30 minutes a day and does not allow waivers or substitutions for physical education (American Heart Association, n.d.). Implementing these strategies will help motivate students to gain the knowledge, attitudes, motor skills, discipline, and confidence they will need to adopt and maintain physically active lifestyles. Quality physical education programs for all children are the foundation for healthy, physically active lifestyles throughout life. It is important to improve youth fitness testing practices in schools and school districts must play a role in assisting teachers and students in achieving the healthy fitness zone standards for the required physical fitness tests yet it is unclear as to how they can best offer assistance. Teachers have a responsibility to conduct fitness testing in a caring and sensitive environment in order to avoid negative student perceptions towards physical education. This leads to the central research question of this study: What
would be the content of a district-wide physical education program designed to assist students in achieving the healthy fitness zone standards set by the FITNESSGRAM?

The next chapter explores the methodology used in creating such a district-wide program.
CHAPTER THREE

METHODOLOGY

Introduction

Chapter Three outlines the events that inspired me to write this project, along with the steps that lead to the content in chapter four. Subsequent sections of this chapter will include the demographics, ethnicity of the school district, and 2008-2009 fitness test scores from the district.

Early Experiences

The methodology for this project developed over the course of my teaching career which started in 1994. At this time, physical education had no curriculum or content standards, the athletes were the shining stars, and the other students were often uncomfortable. Fitness testing was completed once a year in the spring, and there was no mention of it or preparation until then. Fitness testing was administered in large groups with no teacher training or protocol on how to administer the tests. The results were recorded and filed with no consideration to relevance, educational goals, or appropriate ways to use the results.

Upon reflection, I realized that my experiences with physical education and fitness testing were positive because I was an athlete, but I began to consider how I would feel if I was forced to take a singing test without any preparation or strategies on how to perform. It would be uncomfortable and scary, and this is how a number of students feel about performing physically. In addition to this feeling, some
physical performance tests ask students to perform tasks to maximum effort which
can create discomfort and often physical illness (if their body is not trained in being
able to do the task), injury, or after effects such as soreness. Ninth grade physical
fitness testing also occurs during a time in adolescence in which the body is
maturing, peer and social influences are important, and students will take extreme
measures to avoid embarrassment.

I came to these realizations as the obesity epidemic gained national attention,
and the Surgeon General targeted Physical Education programs to help combat this
crisis. In July, 2007, Senate Bill 78 was enacted, stating that students who did not
pass five of the six fitness tests would not be eligible for the two-year physical
education exemption and would continue to enroll in physical education until they
passed five of the six components or have taken physical education for four years.
This law sparked attention at the district level, and I was called upon to research the
law and present it at the district administrative meeting. When researching this topic,
I became interested and gained insight into fitness testing and the ways in which we
as physical educators must prepare and support our students in achieving minimum
healthy fitness zones, as well as, create strategies to educate and motivate students in
achieving minimum levels of physical activity.

The next section focuses on the students, schools, and district in which the
original piloting for content chapter occurred.
The District, Schools, and Students

Redwood School District (RSD) is located on the coast in Northern California in the heart of the redwoods. Redwood School District is comprised of two comprehensive high schools, two continuation schools, one community day school, and one charter school. The two comprehensive high schools included in this study will be referred to as follows: North Redwoods High School (NRHS) and South Redwood High School (SRHS). North and South Redwoods High Schools are located in small, rural towns roughly five miles apart with a combined population of approximately 1,775 students.

Between the two comprehensive high schools, Redwood school district employs a total of 14 administrators, 21 pupil services employees, and 103 teachers. Teachers’ ethnicity includes 91.3% European American, 4.9% Latino, 2.9% American Indian, with no other ethnicity represented. Teacher’s salary ranges from $33,362 to $71,846, with the average rate of salary at $59,111. Teachers have an average of 13.2 years of experience.

The student community within Redwood School District includes approximately 74.6% European American, 9.4% American Indian, 7.4% Latino, 1.7% Asian, and 1.6% African American. Nineteen percent of students qualify for free or reduced meals.

The Setting

Redwood School District lies approximately five miles from the ocean, producing moderate year round temperatures in the fifties. The winters are mild and
rainy, and the summers are cool and foggy. The temperature only varies 12 degrees summer to winter. Due to the cool temperatures and wet conditions in the area, getting outside to exercise or participate in any type of physical activity is challenging and requires motivation.

Facilities

The physical education facilities between North Redwoods High School and South Redwoods High School differ immensely. North Redwoods High School is the newer facility and is equipped with a track, stadium, and abundant outdoor facilities. However, South Redwoods High School lacks conducive outdoor physical education facilities, therefore making it difficult to work on aerobic capacity. South Redwoods High School rests on a hill and does not have a track making some of the lessons in the content chapter that follows quite difficult. Without a track, it is difficult to measure distance and practice aerobic capacity.

Participants

Participants included select ninth grade physical education classes from Redwoods High School District. Due to my assignment as a traveling teaching working at the two high schools, I selected one class from each high school to participate in lessons from the content chapter.

Table 3.1 illustrates the 2008-2009 physical fitness test results from Redwood High School district. The State Board of Education has designated the FITNESSGRAM as the required physical fitness test. The FITNESSGRAM is designed to assess fitness in the following areas: aerobic capacity, body
composition, abdominal strength and endurance, trunk extensor strength and flexibility, upper body strength, and flexibility. These tests are scored using a criterion-referenced standards based on age and gender. As age increases so do the standards for achievement. The range of fitness scores associated with good health is termed Healthy Fitness Zones (HFZ). Table 3.1 illustrates Redwood School Districts 2008-2009 Fitness Test Results.

Table 3.1

2007-2008 California Physical Fitness Test Results

Overall 9th Grade Physical Fitness Test Results - Redwood High School District

<table>
<thead>
<tr>
<th>Grade 9 Physical Fitness Area</th>
<th>% In Healthy Fitness Zone</th>
<th>% Not in Healthy Fitness Zone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobic Capacity</td>
<td>72.6</td>
<td>27.4</td>
</tr>
<tr>
<td>Body Composition</td>
<td>71.5</td>
<td>28.5</td>
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<tr>
<td>Abdominal Strength</td>
<td>93.5</td>
<td>6.5</td>
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<tr>
<td>Trunk Extensor Strength</td>
<td>95.6</td>
<td>4.4</td>
</tr>
<tr>
<td>Upper Body Strength</td>
<td>82.5</td>
<td>17.5</td>
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<tr>
<td>Flexibility</td>
<td>92.4</td>
<td>7.6</td>
</tr>
</tbody>
</table>

*Total number of students tested = 383

It is important to point out that the two components of fitness that have the highest failure rate are Aerobic Capacity and Body Composition. The percentages are similar because those students who have minimal aerobic capacity struggle with
having a healthy body composition. In other words, if students do not exercise, they
tend to be overweight or obese which results in not meeting the criteria of achieving
five out of six healthy fitness zone standards. The percentage of ninth grade students
who meet five of the six fitness criteria in Redwood School District is 79.4%, and
those who do not meet the criteria are 20.6%. As will be presented in the Content
chapter, lessons emphasize cardiovascular activities and require participation at a
level that will enhance cardiovascular fitness and body composition.

*The Curriculum*

The content created in Chapter Four is a collection of lessons and best fitness
testing practices that have been created over the last three years. After much thought
and deliberation, I set out to create a guide for teachers and students in order to
ensure that fitness testing was administered appropriately, the results were used to
guide instruction, and the process was such that students could use what they have
learned in planning exercise routines later in life. After attending the 2009
California Association of Health, Physical Education and Recreation State
Conference, it came to my attention that board policies need to be adopted regarding
fitness testing, and students needed to be tracked to ensure accountability. There was
a round table discussion with people from the Department of Education, physical
education teachers and Fitness Testing Coordinators about “What is the spirit of the
law?” After I left the discussion, I documented all of my ideas of how I would
implement these suggestions into my own district which appear as the content of
Chapter Four.
Before creating the lessons found in Chapter Four, I pondered the following questions: “What skills need to be taught?” and “What strategies need to be implemented into the curriculum that will prepare students for fitness testing?” After observing my students, I concluded the following: the skill of pacing needs to be taught along with progression or building up to a designated time or distance. Assigning students to run the mile with no skill or strategy in how to run a mile or conditioning to become successful can produce negative feeling and experiences for students. Exercising in your target heart rate zone is another important assessment tool that should be practiced regularly. Exercising in your target heart rate zone will condition the body for fitness testing, while improving cardiovascular fitness. Students can use target heart rate to assess the level of exertion during any type of activity. Implementing the components of fitness into every lesson will provide students exposure and practice throughout the year and enable them to become familiar with the exercises and activities that improve each component. Lastly and most importantly, I want students to see the educational value of physical education and fitness testing by using fitness testing as a tool to plan and modify their own fitness routine.

The pre and post instructional documents were created to ensure accountability, documentation, and communication with all those involved in fitness testing.

After I completed what I thought to be a thorough guide to fitness testing instruction, documentation and strategies, I met with my major professor who
suggested that I lay out the content to determine the best chronological order of
documents and the sections that describe its contents. I decided that an introduction
to each section would guide the reader and provide insight to its contents.

My final step in assuring the content was user-friendly was to share it with
those who would be involved with the fitness testing process. I asked a school
counselor and a fellow physical education teacher to review the content and make
suggestions for improvement. Both brought it to my attention that that it should be
emphasized to the students as well as parents/guardians that the minimum healthy
fitness zone standards increase with age, and if students do not meet the criteria
during ninth grade, it will more difficult for them to do so the following year.

As I was creating the content for this project, I realized that some of the
lessons require that students take notes and sit for a period of time. This concerned
me because one of the goals of physical education is to maximize activity time. I
contemplated this and concluded that it would make sense to teach some of these
lessons in a health class so as to maximize time in physical education for productive
physical activities.

*Summary*

Chapter Three describes the district and student population in which this
project was created along with the setting, facilities, and experiences that led me to
create the content found in the following chapter.
CHAPTER FOUR

CONTENT

The following is a curriculum focused on assisting students in achieving healthy fitness zone standards.
ASSISTING STUDENTS IN ACHIEVING
HEALTHY FITNESS ZONE STANDARDS

Introduction

After exploring fitness testing and physical education literature and attending the 2008 California Department of Education’s Physical Fitness Test Training, the 2009 California Health, Physical Education, Recreation, and Dance (CAHPERD) conference, I have discovered that all students are genetically diverse and mature at different rates. As a result, fitness testing can be a positive experience for some and a very negative unforgettable experience for others. As physical educators, we cannot change genetics, personal experiences, or the rate of maturation, but we can give students strategies for successfully maintaining or striving for healthy fitness zones, as well as provide a comfortable environment for students to be physically active.

If our goal as physical educators is to teach our students to be active for life, then we must equip them with physical activity habits that will carry over into adulthood because the fitness levels do not. As physical educators, we must remember to teach students the process of becoming fit and not try to produce fit students. Educating parents, administration, and students about the goals of physical education and fitness testing is necessary in order for success, as is ensuring that fitness test administrators are trained in the protocol, the value of fitness testing, and appropriate testing practices to avoid embarrassment and unpleasant experiences for our students.
The following are the Healthy Fitness Zone Standards for ages 10 to 16 and for boys and girls taken from the California Department of Education website at http://data1.cde.ca.gov/dataquest/PhysFitness/appendix1.htm.

**FITNESSGRAM**

*Standards for Healthy Fitness Zone*

### FEMALES

<table>
<thead>
<tr>
<th>Age</th>
<th>One Mile min:sec</th>
<th>PACER # laps</th>
<th>VO_{2max} ml/kg/min</th>
<th>Percent Fat</th>
<th>Body Mass Index</th>
<th>Curl-up # completed</th>
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<td>23.5 - 16.6</td>
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<td>37 - 45</td>
<td>32 - 17</td>
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<th>Modified Pull-up # completed</th>
<th>Pull-up # completed</th>
<th>Flexed Arm Hang seconds</th>
<th>Back Saver Sit &amp; Reach ** inches</th>
<th>Shoulder Stretch</th>
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<td>9</td>
<td>Passing = Touching the fingertips together behind the back.</td>
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* Number on left is lower end of HFZ; number on right is upper end of HFZ.

** Test scored Pass/Fail; must reach this distance to pass.
Overview of Content

After students have been instructed on how to be a successful physical education student and the social skills necessary to create a caring and supportive environment, a three week unit on fitness is introduced. This is a good time to pre-assess students on the components of fitness and the methods by which to assess each component. Since there are multiple ways to assess each component, it is important that students are exposed to the variety of ways while learning the proper protocol for assessment. Exposing students to multiple test options will enable them to learn a variety of ways to test each component, but also they will be able to identify by which method of assessment they will be most successful. I believe allowing students to choose the method of assessment allows ownership and eases the anxiety or feelings of discomfort that may accompany fitness testing.

The following content reveals best practices and considerations that may aide in administering appropriate and practical fitness testing.

Cardiovascular Assessment

The pacer (progressive aerobic cardiovascular endurance run) is the preferred method of assessment for students in order to avoid embarrassment about coming in last. The students who have less cardiovascular endurance drop off early while the more fit students finish last. Another reason the pacer is suggested is that it paces the students by its cadence. The pacer starts off slow and gets quicker every minute, therefore warming the students up and providing a pre-planned pace. I have realized that when teaching the pacer, it is important to teach the proper footwork when
changing directions and starting off to help maximize energy and increase rest time in between laps. I noticed students were using a lot of extra energy and time simply changing directions. Over time I have observed students rounding corners, taking a negative step backwards, and even overrunning the lines.

The timed mile is another test of aerobic capacity that is daunting to students. I have found that just saying “timed mile” produces a negative reaction from all students. Students have negative feelings associated with running the mile because of bad experiences. If students have not been taught the skill of pacing, they start running too quickly; are unable to maintain that pace over time; and feel sick, fatigued, or end up walking. If students learn how to run at a pace that is comfortable, their experience with running the timed mile may be more positive. Teaching students to warm-up and stretch properly before starting the mile is necessary as well.

*Body Mass Index*

Assessing body mass index is very sensitive and should be treated with confidentiality. When I first started teaching and assessing physical fitness, we would simply ask the students their height and weight. However, this is not a valid measurement of body mass index. Around early 2000 when the state increased the accountability system for fitness testing, we started taking measurement for height and weight in order to increase reliability and validity. At this time, the sensitivity factor was nonexistent, and we simply weighed and measured students methodically with no consideration of how uncomfortable they must have felt. The more
knowledge I gained about fitness testing, the more I started changing the way I assessed students. Taking body mass index measurements was very time consuming for teachers as well as uncomfortable for students. I decided to get the school nurse involved to measure body mass index confidentially. I thought this would be a good idea to assist the instructors as well as providing students with the privacy and comfort of a health professional taking measurements. I first notified the school nurse through a letter asking their help, and she agreed. After much dialogue, we concluded that she and I would speak to the class about body mass index and the sensitivity issues surrounding this type of test. We emphasized that it is not appropriate to ask peers their results, and we discussed the risk factors associated with a high body mass index. After educating the students, I made fitness test passes (similar to a hall pass) and sent students to the school nurse to be assessed. She would then calculate the students’ BMI and return the form to me. We discussed the fact that obesity is a health condition, and those students who are at risk should be counseled and provided follow up services. This option works extremely well if you have the luxury of a school nurse. If a school nurse is not available, make sure you provide a safe, comfortable, and confidential environment to test your students. Testing students who are slightly over the recommended body mass index should be tested using all available resources. I have found that sometimes they may exceed healthy fitness zones according to a body mass index chart, but pass the bioelectrical impedance machine or vice versa.

*Flexibility*
The sit and reach test and the trunk lift may also produce invalid results due to mid torso obesity. For obese students, it may not be a flexibility issue at all. It is very important to consider all issues that may produce invalid results or an uncomfortable situation for the students.

*Order of Test Items*

Testing the students’ fitness components that have a high success rate has proved to be a motivating strategy. Table 3.1 illustrated that the trunk extensor strength and flexibility test item for students within my district had a 95.6% success rate, flexibility 92.4%, abdominal strength 93.5%, and upper body strength 82.5% respectively. Therefore, testing in the order of highest success rate first offers students a feeling of confidence and motivation. Offering the aerobic capacity and body mass index test items first may present students with a feeling of failure or cause them to feel that there is little purpose in continuing if they have not met healthy fitness zone standards during the first two test items.

*Fitness Test Preparation & Goal Setting*

The more practice that takes place, the more familiar and comfortable students will become with the tests, and when it comes time to actually take the test, it will not be as intimidating. Goal setting is another strategy used to prepare students for fitness testing. Goal setting allows for individual difference in ability, genetics, and maturation. Fitness levels and experience all play an important role in success, but individual goal setting can reduce the affect of those factors and make all students feel successful. We must teach students to set their own goals, make
modifications, and challenge them to reach their goals. Teachers can also make a school goal to improve fitness levels from the previous year and challenge students to meet that goal.

The primary goal of this document is to provide physical education teachers with the tools necessary to assist students in developing lifelong habits of physical activity while appropriately preparing them for state required fitness testing. The content is intended to be an overlay or supplement to the main appropriate grade-level curriculum and standards and not the main focus. In addition to the lessons designed to help students achieve healthy fitness zone (HFZ) standards are documents intended to assist physical education instructors in the physical fitness testing process as well as tracking students who do not meet HFZ standards. The content is divided into four sections:

1. Pre-fitness test documents
2. Instructional documents that prepare students for fitness testing
3. Fitness testing score sheet & post-fitness testing documents
4. Supporting documents
Section One
Pre-Instructional Documents

The following documents were created to ensure that education code and regulations for physical education are followed, implemented, and communicated with everyone involved.

In this section you will find:

1. Board policies regarding fitness testing: It is recommended that local board policy is adopted regarding the policies and procedures to govern fitness testing.
2. Fitness testing check-off sheet: This will help to ensure proper preparation, administration, and equipment for fitness testing.
3. A letter informing parents/guardians of the required fitness tests and mandates related to physical education
4. A postcard communicating to parents/guardians the dates of fitness testing and components of fitness that will be assessed
5. A memorandum to district office, site administrators, physical education teachers, school nurse, and counselors about mandatory fitness testing
6. A letter to the school nurse asking for assistance in Body Mass Index measurements
7. Fitness testing hall pass for students to go to the school nurse for body mass index measurement.
8. A body composition results recording form for the school nurse to document results

9. A curriculum map that will offer guidance to fitness instruction and assessment

10. Behaviors of a Successful Physical Education Student

11. Physical Education Classroom Rules

12. Getting to Know You Activity that will assist instructor in knowing how students like to be praised and what motivates them to be active
1. Students will be fitness tested during the required 9th grade year of Physical education and results will be placed in the student’s cumulative file for future reference.

2. Those students who do not meet the 5 of 6 healthy fitness zones will be notified immediately, along with school counselors, and a letter will be sent home to notify parents/guardians.

3. School counselors and Physical Education teachers are provided with forms to track students who have not met 5 of 6 healthy fitness zones during grade 9 testing.

4. Students who do not pass 5/6 healthy fitness zones, during the ninth grade year, will take fitness and conditioning in 10th grade and will be re-tested during the testing window (February-May).

5. Students who do not pass 5/6 healthy fitness zones will only re-test in the components that did not meet the healthy fitness zone the prior year.

6. Those students who do not pass 5/6 healthy fitness zone standards in the 10th grade year will enroll in fitness and conditioning and be tested, on the components not in the healthy fitness zone, at the end of semester one and if necessary the end of semester two.
7. The same will apply to students who do not meet the HFZ criteria during the 11th grade year. They will enroll in fitness and conditioning during the 12th grade year and be tested at the end of each semester.

8. Meeting 5/6 HFZ standards are not a requirement for graduation.

9. Students who do not meet 5/6 HFZ standards during the 9th grade are not eligible for athletic waivers.
PHYSICAL FITNESS TESTING CHECK - OFF SHEET

Communication

1. Informational letter inserted into freshman orientation packet ___
2. Postcard to parents/guardians ___
3. Memo to site administrator to include dates of testing to ensure no interruptions or drills ___
4. Letter to school nurse ___
5. Inform students of start date and encourage attendance ___

Test Administrators / Physical Education Teachers

1. Who will administer the tests? ___
2. Proper protocol reviewed ___
3. Training and updates on new regulations ___

Testing Equipment

1. Where is equipment stored? ___
2. Is equipment in working order? ___
3. Uniform equipment for all students ___

Test Implementation

1. First date of testing ___
2. Order of testing ___
3. Expected completion date ___
4. Number of students to be tested / Logistics ___
5. Make-ups ___

Test Results

1. Documentation of results ___
2. How will test results be compiled and reported? ___
3. How will students be informed of results? ___
4. Letter to counselors ___
5. Letter to parents ___
6. Who will place results in student’s cumulative file? ___

*This document was taken from CAHPERD conference and altered to fit our program. Original authors: Janice Herring, M.S., Susan Eastham, M.A., & Erin Hall, Ed.D.*
February, 2009

Dear Parent/Guardian,

During the month of April, our students in grade nine will participate in the Physical Fitness Test (PFT). The required annual PFT for students in grades five, seven, and nine in California public schools is the FITNESSGRAM. This health-related fitness test, developed by The Cooper Institute, is intended to help students acquire lifelong habits of regular physical activity.

The FITNESSGRAM includes tests for key areas of fitness including:

1. Aerobic capacity
2. Body composition
3. Abdominal strength and endurance
4. Trunk extensor strength and flexibility
5. Upper body strength and endurance
6. Flexibility

All tests except for abdominal strength and endurance and trunk extensor strength and flexibility have two or more test options so that all students, including those with special needs, have the maximum opportunity to participate in the PFT.

Two levels have been established to evaluate and report performance for each fitness area of the FITNESSGRAM:

1. In the Healthy Fitness Zone (HFZ)
2. Needs Improvement (Not in the HFZ)

The desired performance standard for each test option is the HFZ which represents a level of fitness that offers some protection against the diseases resulting from physical inactivity.

Our students will receive their results upon completion of the PFT. These results will help students understand their individual levels of fitness. They are encouraged to talk about these results with their parents or guardians and their physical education teacher. Parents, guardians, and teachers can use these results to help their students plan appropriate fitness activities to reach the minimum healthy fitness zone standards.

If you have any questions about our students’ participation in the PFT, the FITNESSGRAM, or the test results, please contact [insert name and telephone number]. Information about the PFT is also available at

http://www.cde.ca.gov/ta/tg.pf/.

Sincerely,

[Insert name of physical education teachers and site administrator]
FITNESSGRAM FITNESS TESTING

Test Dates:  April 3rd -April 30th

**Fitness Test Items:** Aerobic Capacity, Body Composition, Abdominal Strength and Endurance, Trunk Extensor Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

**Senate Bill 78:** Mandates those students in the ninth grade who do not pass five of the six test items enroll in a physical education class until they can do so. Students, parent/guardians, and counselors will be notified if this occurs.

Information about the FITNESSGRAM test and the healthy fitness zones is available at [http://www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/) or you can contact your school site Principal or Physical Education Department Chair.

Purpose: The purpose of this postcard is a form of communication to the parents/guardians of all students required to participate in Physical Fitness Testing. This includes all ninth grade students and those in the Fitness and Conditioning class who have not meet 5/6 healthy fitness zone standards.
MEMORANDUM

Date: March 2, 2009

TO: District Office, Site Administrators, Teachers, School Nurse and Counselors.

FROM: Tahnia Campbell
       District Fitness Testing Coordinator

RE: Mandatory Fitness Testing

Dear Colleagues,

The following is vital information regarding state mandated physical fitness testing.

✓ Since the implementation of Senate Bill 78, our district has worked hard to be in compliance with the legislative requirements.

✓ Senate Bill 78 states that students who test at the ninth grade level must meet five of six healthy fitness zone standards in order to be exempt from physical education courses in the 11th and 12th grade.

✓ Implementation of this legislation is subject to monitoring through Categorical Program Monitoring (CPM).

✓ Students who do not meet five of the six requirements must take the Fitness and Conditioning class in the tenth grade and be tested again

✓ Students will continue to enroll in Fitness and Conditioning and will re-test until either they meet the requirements or have taken four years of Physical Education. However, passing is not a requirement for graduation.
✓ The window of testing is February 1st thru May 31st.

✓ Our students will test April 21st – May 8th, with make-up tests taking place May 11th – May 22nd.

✓ Students, parents/guardians, and counselors will be notified of results, and results will be placed in the student’s cumulative file.

✓ We ask that there are no interruptions or drills during the above test dates.

✓ For privacy and confidentiality reasons, the school nurse will be evaluating Body Mass Index and tracking those students who may be at risk for health disease caused by obesity.

If you have any questions or concerns, please feel free to contact me.

Sincerely,

Tahnia Campbell

Tahnia Campbell
District Fitness Testing Coordinator

Physical Education Department Chair
February 2009

Dear [School Nurse],

During the month of April our Physical Education Department will be administering the required California Physical Fitness Test to students in the ninth grade. Students will be assessed in the following areas of health-related fitness:

1. Aerobic capacity
2. Abdominal strength and endurance
3. Trunk extensor strength and flexibility
4. Upper body strength and endurance
5. Flexibility
6. Body composition

It is our goal to provide a safe, comfortable and confidential environment for our students while testing. We are asking for your assistance in providing this to our students. Would you be willing to provide the time and resources to measure body mass index? I have scheduled the week of [insert date] to send students to your office to ensure accurate, private, and confidential testing.

I would also like to discuss the following items:

- Logistics
- A discussion with our students about body composition, confidentiality, and other issues surrounding this assessment.
- Equipment & protocol
- Student hall passes
- Documentation of results
- Documentation and follow-up with students who are at risk for health disease.

I look forward to hearing from you soon and will follow up on this matter [insert day/date]

Sincerely,

[Physical Education Staff]
FITNESS TESTING PASS

*This pass is only valid, with signatures, from the gym to the nurse and back

NAME: ______________________

DATE: ______________________

TIME LEAVING:_________ TEACHER:_______________________

RETURNING: ___________ NURSE: _____________________ ____

FITNESS TESTING PASS

*This pass is only valid, with signatures, from the gym to the nurse and back

NAME: ______________________

DATE: ______________________

TIME LEAVING:_________ TEACHER:_______________________

RETURNING: ___________ NURSE: _____________________ ____

FITNESS TESTING PASS

*This pass is only valid, with signatures, from the gym to the nurse and back

NAME: ______________________

DATE: ______________________

TIME LEAVING:_________ TEACHER:_______________________

RETURNING: ___________ NURSE: _____________________ ____
<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>HEIGHT</th>
<th>WEIGHT</th>
<th>BMI</th>
<th>SKINFOLD (MM.)</th>
<th>% FAT</th>
<th>BIOELECTRICAL IMPEDENCE ANALYSIS</th>
<th>CATEGORY</th>
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<td>N=Normal</td>
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<td>OV=Overweight</td>
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<td>OB=Obese</td>
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<td>EO=Extreme Obesity</td>
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Curriculum Map

Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong. -John F. Kennedy

<table>
<thead>
<tr>
<th>Month/Week</th>
<th>Essential Questions</th>
<th>Content</th>
<th>Skills and Concepts</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>What behaviors does a successful physical education student display?</td>
<td>Class curriculum, standards, expectations, proper attire, grading policy, classroom and locker room rules and procedures.</td>
<td>Personal and social responsibility</td>
<td>Checklists</td>
</tr>
<tr>
<td>(1 week)</td>
<td>What are physical education students expected to learn and be able to do by the end of the year?</td>
<td>Accept personal responsibility to create and maintain a safe and non threatening environment for physical activity.</td>
<td>Conflict resolution skills</td>
<td>Informal observation</td>
</tr>
<tr>
<td>Introduction</td>
<td>Recognize the importance of cooperation and positive interactions with others while participating in physical activity.</td>
<td>Social Skills: encouragement, active listening, courtesy</td>
<td>Cooperation games and problem solving skills</td>
<td>Peer evaluation</td>
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<td>Active participation</td>
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</tbody>
</table>
BEHAVIORS OF A SUCCESSFUL PHYSICAL EDUCATION STUDENT

- Encourages others
- Wins or loses graciously - sportsmanship
- Demonstrates safety principals
- Follows rules
- Respects teachers, peers, and equipment
- Exhibits maximum effort everyday
- Displays cooperation
- Becomes a good listener
- Acknowledges others right to learn
1. RESPECT
   - Yourself
   - Others
   - Equipment
   - The fact that each individual is unique

2. SAFETY
   - Keep hands and feet to yourself
   - Move under control

3. SPORTSMANSHIP
   - Follow the rules
   - Play fair
   - Cooperate & Demonstrate Teamwork

4. RESPONSIBILITY
   - Exhibit personal & social responsibility at all times
GETTING TO KNOW YOU LESSON

GOAL OF LESSON: To establish a caring and supportive environment in physical education and get to know what motivates students, how they liked to be praised, and the experiences they bring to class.

EQUIPMENT NEEDED: Student folders, pencils, Getting to Know Me questionnaire.

INTRODUCTION: It is recommended that this questionnaire be done prior to starting any physical education lesson (first two days of school). It is recommended that students be required to have a portfolio or folder to keep all paperwork, logs, and data collection throughout the school year.

CONTENT: Explain to the students that this questionnaire is for teachers use only and the information is needed to create a comfortable and supportive learning environment for all students.

INSTRUCTOR NOTES: After reviewing student responses, it is recommended that the instructor make comments on the paper or somehow demonstrate to the student that you carefully read all their responses. This will be the first step in developing a rapport with your students.
GETTING TO KNOW YOU

As your teacher, I want to get to know you. Please take your time and respond to the following questions as completely and honestly as possible. This information will be used so that I can get to know what motivates you, how you like to be praised, and how to ensure a comfortable classroom environment, as well as create a positive experience for you.

My name is ______________________ but I prefer to be called____________________.

My hobbies include:_______________________________________________________.

When the teacher catches me doing something awesome, I like to be praised (circle one):

• privately (one-on-one)
• publicly (out loud)
• Small gesture (clap, thumbs up)
• other:_________________________________________________________

What motivates me to be physically active? (Circle all that apply)

• Learning a new skill / mastering a skill / improving a skill
• Outperforming others / competition
• Praise
• Goal Setting

My greatest concern or fear about this class is

____________________________________________________________________
____________________________________________________________________

What are your feelings about fitness testing?

____________________________________________________________________
____________________________________________________________________

What qualities and or skills do you bring to this class? Examples include providing leadership, being a hard worker or good listener, teamwork, or encouraging others.

____________________________________________________________________
____________________________________________________________________
Section Two

Instructional Documents to Prepare Students for Physical Fitness Tests

Section Two includes instructional documents designed to prepare students for fitness testing while providing students with knowledge about the value and benefits of physical activity and the ways it relates to health. These lessons can be interspersed throughout the appropriate grade level standards and curriculum in any way the instructor deems appropriate.

The following lessons are included in section two:

1. Pre-Fitness Testing Lesson – offers an introduction on how to assess the components of fitness and provides a students data collection form to document results

2. Body Composition Lesson – instructs students on how to assess body mass index and the sensitivity issues surrounding the measurement of body composition

3. Pacing Lesson – introduces the concept of pacing and provides methods to practice pacing in order to prepare students for cardiovascular exercise. Student handout provides students with documentation for individual goal setting and reflection.

4. Fitness For Life Activity – Students will learn fitness vocabulary, the benefits of fitness and the components of health related fitness while being physically active.
5. SMART Goal Setting Lesson – Students will learn to set specific, measurable, attainable, realistic and timely goals. Student worksheet, instructor notes, and fitness goals handout are provided.

6. Heart Rate Lesson – Students will learn practical ways to take heart rate.
This lesson is a prelude to the next lesson, and the two should be taught in close proximity.

7. Target Heart Rate Lesson – This lesson is designed to assist students and teachers in assessing student effort to discern if students are exercising for optimal health benefits. A student worksheet is included so that students can practice calculating their own target heart rate.

8. FITT Principles Lesson – Students will learn the principles for designing an exercise program based on the acronym FITT: frequency, intensity, time, and type.

9. Cardiovascular Activity Lesson – This lesson is intended to reinforce prior lessons. Emphasis is placed on the following concepts: pacing, heart rate, and goal setting. A student handout is provided to assess content knowledge.

10. Partner Fitness Activity – This is a fun activity lesson that allows students to choose a partner they can trust and practice performing and peer testing each other on the components of fitness. This lesson also reinforces what type of activities can improve which component of fitness. A list of activities is provided and can be modified by the instructor or students.
11. Cardiovascular Endurance Lessons – These lessons are examples of a variety of ways to work on the aerobic capacity of fitness. The lesson provides a few examples depending on facilities. This lesson can be customized to fit the needs and goals of the class and should be ongoing.

12. Places In Our Community To Exercise Lesson – This lesson is designed to acquaint students with places in our community to exercise and serves as a motivational tool to encourage students to be physically active.

13. Vacation Activity Log – The vacation activity log is designed to hold students accountable for participating in physical activity outside of regularly scheduled physical education. This lesson can be disseminated before a vacation break or used as an independent study assignment for students who will be missing school. A student log is provided for students to document physical activity.

14. Personal Fitness Plan – This lesson is a culminating understanding of how to evaluate, plan, implement, reflect, and modify a personalized fitness plan using all prior lessons and content knowledge learned thus far. Student handouts are provided to assist in planning and reflection.
PRE-FITNESS TESTING LESSON

GOALS OF LESSON:

- Students will learn to assess their individual components of fitness.
- Students will learn the proper protocol of each test.
- Students will be exposed to the recommended as well as alternative assessments.
- Students will document results of each component of fitness and evaluate to see if they meet the minimum healthy fitness zone standards as set by the FITNESSGRAM standards.

TIME NEEDED: This lesson should be spread out over the course of approximately two- three weeks. It should be used as a pre-lesson activity or in addition to the regular course of study. It is recommended that you do not test more than one component a day.

EQUIPMENT NEEDED: Sit and reach box, stopwatch, FITNESSGRAM CD that includes cadence for curl-ups, push-ups, and pacer, modified pull up bar, body mass index chart, soft mat and ruler, each student will need a pencil and data collection sheet to document results. Students should keep results in portfolio.
INTRODUCTION: While students are learning the components of fitness (see curriculum map), they can assess their individual components. It is recommended that students learn proper protocol while being assessed so that they can peer assess and self-assess in the future. It is necessary to explain to the students, that each individual is different and that results may vary depending on genetics, rate of maturity, gender and other factors.

CONTENT:

- Read the FITNESSGRAM test administration manual and view the instructional DVD to learn the proper protocol and test administration techniques.
- Show the students the FITNESSGRAM DVD one component at a time before testing. They will get a visual demonstration of proper protocol.
- Point out that students are assessing students in the video, and this is only recommended for practice. A physical education teacher will be pre-testing and administering the Fitness tests in the spring.

INSTRUCTOR NOTES:

- Refer to content piece about how to assess each component with confidentiality, compassion, and support.
- Have students’ document results on the data collection form and insert into folder.
Physical Fitness Test
Student Data Collection Form – Pre-Test

Student Name: ______________________  Date: _________________

Grade: ________

Date of Birth (required): ________

Sex (required): ________ (M,F)

Reason for Incomplete Data –

____ Absent on test date and/or all make-up sessions

____ Extraordinary circumstances

____ Individualized Education Program (IEP) / Section 504 plan/Disabilities

____ Medical excuse

A. Aerobic Capacity

1) PACER* (20 meter) Laps ______ (# of laps)

2) Mile Run Min. ________ Sec. ________

B. Body Composition

1) Skinfold Measurement Triceps ______ (mm)  Calf ______

2) Body Mass Index Height _____ feet _____ inches _______

Weight ______ pounds  BMI ________

3) Bioelectric Impedance Percent Body Fat ______ %

C. Abdominal Strength

1) Curl-Ups Curl Ups ______

D. Trunk Extensor Strength

1) Trunk Lift Trunk Lift ______ (# of inches. Not to exceed 12 in.)

E. Upper Body Strength (select one test)

1) Push-Up Push-Ups_______ (# of push-ups)

2) Modified Pull-Ups Modified Pull-Ups ______ (# of modified pull-ups)

3) Flexed-Arm Hang Time ______ (seconds)
F. Flexibility (select one test)

1) Back-Saver Sit and Reach
   Left Side _____ (# of inches. Not to exceed 12 in.)
   Right Side _____ (# of inches. Not to exceed 12 in.)

2) Shoulder Stretch
   (Yes if student is able to touch fingertips. No if student is not able to touch fingertips.)
   Left Side ______ (Yes/No)    Right Side ______
   (Yes/No)

Retrieved from:
http://www.cde.ca.gov/ta/tg/pf/documents/app08g.doc
*This form has been modified for student use.
BODY COMPOSITION LESSON

GOALS OF LESSON:

- Students will learn the definition of body composition and body mass index and the differences between them.
- Student will learn how to measure body composition and body mass index.
- Students will learn about the factors that affect body composition and recommended ranges for age and gender.
- Students will be able to define risk factors associated with high body mass index.
- Students will be made aware of the sensitivity issues surrounding body composition.
- Students will examine ways to change body composition in a healthy manner.

EQUIPMENT NEEDED: Body mass index charts for all students, list of resources, calipers, bioelectrical impedance machine (if available).

INTRODUCTION: This lesson is usually team taught with the school nurse and physical education teacher. This is a good time for students to become acquainted with the school nurse as they will be the one assessing body composition.
CONTENT:

Body Composition – The amount of adipose tissue (fat) compared to lean body mass, which consists of muscles, bones, ligaments, and tendons. Body composition is measured by skin fold thickness, bioelectrical impedance, and hydrostatic weighing.

Body Mass Index – A number calculated based on a person’s height and weight. Body Mass Index (BMI) is a good indicator of body fatness but does not directly measure body composition.

Factors Affecting Body Composition

- Heredity
- Nutrition
- Lifestyle
- Body fat gradually increases for girls throughout adolescents and levels off or decreases for boys.

Recommended ranges for age and gender – refer to Body Mass Index table and Healthy Fitness Zone Standards.
Risk Factors Associated with high Body Mass Index

- Heart disease
- Diabetes
- High blood pressure
- Stroke
- Sleep and respiratory problems
- Discrimination

Sensitivity Issues Surrounding Body Mass Index Measurement

- All fitness test results are personal, and results are confidential
- Results should not be shared or compared. Results are exclusive to each individual.

Important Concepts about Body Composition / Body Mass Index

- A certain amount of body fat is needed for good health.
- A good balance of body fat and lean tissue is achieved through good nutrition and regular physical activity.

INSTRUCTOR NOTES: This lesson can be broken up into several mini-lessons to be taught during physical education, assigned as homework, or, if scheduling allows, taught in the health class.
Body Mass Index Table

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<td>246</td>
<td>287</td>
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</tbody>
</table>

Body weight in pounds according to height and body mass index.

GOAL OF LESSON: The student will learn the skill of pacing in order to sustain cardiovascular exercise over a period of time (20 minutes or more)

DEFINITION OF PACING: The rate of speed or movement (walking, jogging, running)

EQUIPMENT NEEDED: Stopwatch, CD player, music. Lesson can be practiced with a stopwatch or to music. Students prefer music and it can be manipulated easily. For example, a short song or long song is still one song.

INTRODUCTION: The skill of pacing will be introduced today and practiced over the course of the semester until each student has successfully reached the goal of 20 minutes of continuous jogging. Our start point will be two minutes and we will add 10 seconds every time we practice until we eventually reach our goal of 20 minutes of continuous movement. The rate of speed will be different for each individual yet the goal of 20 minutes of continuous movement will be the same for each student.
CONTENT:

- We are all going to start at the same time and jog continuously for two minutes.
- Try to move at a pace that is comfortable without walking.
- Your goal is to jog for 2 minutes straight without walking.
- This can be a warm-up activity three days a week or everyday, but should be done consistently.
- Everyday you practice add time so that students are gradually building up to the 20 minute goal.
- Have students use pacing handout to document progress and reflect on effort.

INSTRUCTOR NOTES:

- Encourage students to tie their shoes and make sure there is no reason that may prohibit them from jogging for the allotted amount of time.
- Some students will start off too fast and fatigue early. Encourage students to start slow and you will prompt them on the time and they can run fast near the end.
- This activity can be done anywhere. A gym or small space is desirable so that there is no first or last place.
This lesson should start around the second week of school and continue until goal is reached. When goal is reached, make a new goal or have students increase pace or distance traveled (pedometers may be useful).

Depending on how class is progressing will depend on how often and what increment time is increased.

Celebrate improvement and progress toward achieving the 20 minute goal.
# PACING LESSON
## STUDENT HANDOUT EXAMPLE

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Goal Met</th>
<th>Goal Not Met</th>
<th>Comments, Feelings, Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-31</td>
<td>2:00</td>
<td>x</td>
<td></td>
<td>Started to get tired near end</td>
</tr>
<tr>
<td>9-2</td>
<td>2:10</td>
<td>x</td>
<td></td>
<td>Easy</td>
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<tr>
<td>9-4</td>
<td>2:20</td>
<td>x</td>
<td></td>
<td>Like jogging to music</td>
</tr>
<tr>
<td>9-7</td>
<td>2:30</td>
<td>x</td>
<td></td>
<td>Started off too fast</td>
</tr>
<tr>
<td>9-9</td>
<td>2:40</td>
<td>x</td>
<td></td>
<td>Felt good</td>
</tr>
<tr>
<td>9-11</td>
<td>2:50</td>
<td>x</td>
<td></td>
<td>Getting harder</td>
</tr>
<tr>
<td>9-14</td>
<td>3:00</td>
<td>x</td>
<td></td>
<td>I did not try today</td>
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<tr>
<td>9-16</td>
<td>3:00</td>
<td>x</td>
<td></td>
<td>I tried harder today and reached goal</td>
</tr>
</tbody>
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# PACING LESSON

STUDENT HANDOUT

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<tr>
<th>Date</th>
<th>Time</th>
<th>Goal Met</th>
<th>Goal Not Met</th>
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FITNESS FOR LIFE ACTIVITY

THREE LESSON ARE INCLUDED IN THIS LESSON PLAN

GOAL OF LESSONS:

➢ Students will learn fitness vocabulary terms, the benefits of fitness, and the five components of health related fitness while being physically active.

EQUIPMENT NEEDED: Fitness For Life content, 3 x 5 cards, stopwatch, and jump ropes.

INTRODUCTION: Prior to this activity, the 3 x 5 cards need to be prepared. Each key term is to be placed on individual 3 x 5 cards. The definitions need to be on individual cards as well. Make sure there are enough cards for the whole class. One the back of the cards that match (vocabulary word and definition), are a list of physical activities that needs to be completed before reporting to the teacher. For example, jog one lap, do 25 crunches, 10 push-ups, and jump rope for 50 turns. When students complete the task, they will practice sharing information with peers. The instructor will keep time so that students are active enough to be in target heart rate zone. The time should be long enough for everyone to finish but still be challenging. Emphasize to students that they are racing against the clock and not each other.

CONTENT:

10 Minutes

➢ Explain lesson

➢ Pass out cards
15-20 Minutes

- Students find match
- Students complete physical activities on back of cards
- Students report to teacher
- Students review and practice sharing terms and definitions

10-15 Minutes

- Students share terms and post them on wall to be visible all week
- Closure

INSTRUCTOR NOTES: This lesson should be broken up into three different lessons. It is recommended that you start with key terms and definitions in one lesson, the benefits of being physically active in another lesson, and the five components of fitness in the last lesson. You will have duplicate cards, but it will be less information for students to digest. It may be important to explain that there are duplicate cards.
Lesson: Fitness for Life

Objective: Students will learn key fitness terms, benefits of fitness, and the five components of health related fitness.

Key Terms / Vocabulary

1. Physical Fitness – free from illness and the body’s ability to perform daily physical activities without getting out of breath, sore or overly tired.
2. Physical Activity – any bodily activity that raises the heart rate above resting level. Physical activity enhances or maintains physical fitness and overall health. Regular physical activity builds physical fitness.
3. Chronic Disease – a disease that develops gradually and continues over a long period of time.
4. Health-Related Fitness – the type of fitness training that is geared exclusively towards health promotion and the prevention of disease.
5. Resting Heart Rate (RHR) – the number of times the heart beats per minute while at rest.
6. Target Heart Rate – The number of beats per minute you want your heart rate to be while exercising for optimal benefits.

The Benefits of Being Physically Active

Physical Benefits

1. Reduces the risk of heart disease, diabetes, cancer.
2. Keeps blood cholesterol levels within a healthy range and blood vessels are kept strong and healthy.
3. Builds muscular strength, endurance and flexibility to aid in improving posture and back pain.

4. Reduces obesity by increasing lean body tissue (muscle).

5. Increases metabolic rate. Metabolic rate is the rate at which your body converts food to energy.

**Mental Benefits**

1. Reduces anxiety

2. Reduces depression

3. Increases self-confidence

4. Improves self-image

**Social Benefits**

1. Great way to meet people

2. Motivation

**Five Components of Health-Related Fitness**

1. Muscular Strength – the amount of force a muscle can apply in a given contraction. For example, lifting as much as you can one time.

2. Muscular Endurance – the ability of muscles to continually contract over time. For example, cross country skiing, jogging, gymnastics.

3. Cardio respiratory Endurance – the ability of your heart, blood vessels, lungs, and blood to deliver oxygen and nutrients to the body’s cells while you are physically active. As your cardio respiratory endurance
increases, your heart rate will decrease because your body is more efficient. This is the most important component of fitness.

4. Flexibility – the ability of the joints to move through their full range of motion. Maintaining good flexibility will help prevent injuries.

5. Body Composition – the ratio of lean body tissue (muscle and bone) to adipose tissue (fat).
SMART GOAL SETTING LESSON

GOAL OF LESSON: Students will learn to set fitness goals based on the acronym S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, and Timely).

MATERIALS NEEDED: Student folders, pencils, SMART student handout, SMART Instructor Handout, and Individualized Fitness Plan log.

INTRODUCTION: This lesson fits nicely after students have finished pre-fitness testing. Students can use their recorded fitness results to create SMART goals for the next testing period and those thereafter.

CONTENT:

**PART ONE**

*This portion of the lesson can take 1-2 days.*

- Provide students with the SMART Goal Setting Student Handout.
- Introduce SMART Goal Setting techniques and have students follow along and fill in the blanks of the student handout.
- Utilize instructor notes to deliver information to students while walking around to ensure accountability, support, and reinforcement that students are comprehending information.
- Reinforce content by following up with an activity. For example:
Complete a timed run with students setting a small goal of how many laps they want to complete.

- Set a time goal for four laps.
- Set a goal of how many badminton serves were successful out of 5.

➢ Conclude with a quick comprehension assessment or reflective question.

**PART TWO**

*After students have drilled and practiced setting SMART goals and developed a thorough understanding, they can move on to setting SMART fitness goals with the Individualized Fitness Plan handout. This activity can be assigned as homework or as an in class assignment.

**INSTRUCTOR NOTES**

➢ Keep lessons short so they do not compromise activity time.

➢ Reinforce SMART goal setting lessons and practice on a daily basis.

➢ Make copies of student fitness goals and suggest they post somewhere visible at home and in their gym lockers.

➢ Assign homework and have students set SMART goals at home.
SMART GOAL SETTING

STUDENT HANDOUT

*Please follow along and fill in the blanks.

S –

M –

A –

R –

T –

S - Specific – Be specific as possible. A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal answers the six W questions:

✓ Who: ________________________________

✓ What: ________________________________

✓ Where: ________________________________

✓ When: ________________________________

✓ Which: ________________________________

✓ Why: ________________________________
Example: A general goal would be to “Get in shape.” A specific goal would be to “Work out three days a week.”

---------------------------------------------------------------------------------------------------------------------

**M**easurable – In order to reach the intended goal you must be able to measure and track progress. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that will motivate you to continue to reach your goal.

To determine if your goal is measurable, ask the following questions:

- ✓ How _______?
- ✓ How _______?
- ✓ How will I know when it is ____________?

Example: A goal that is hard to measure is “to lose weight.” A measurable goal is “lose five pounds.”

---------------------------------------------------------------------------------------------------------------------

**A**ttainable – You can achieve any goal you set by following these steps:

- ✓ _____________ steps wisely.
- ✓ Establish a ____________.
- ✓ Develop ___________, work ethic, ability, and skills to reach goals.
Realistic – Your goal is realistic if you really ____________ you can accomplish it. You must be ____________ and ____________ to work towards set goal. A goal can be ____________ yet ____________ if you have the motivation to accomplish this goal.

Timely – A goal should be grounded within a time frame. With no time frame, there is no sense of urgency to the complete goal, and it is easy to put it off. Always set a time frame to accomplish goals. Example: “I want to lose five pounds by May 1st” instead of “Someday I want to lose five pounds.” If necessary, it is acceptable to adjust time frames.

*Please place in your folder for future reference when setting SMART goals. ☺
SMART GOAL SETTING

INSTRUCTOR NOTES

*Students will follow along and fill in blanks. Red indicates the information that students will fill in.

Give plenty of time, repeat information, and walk around to ensure information is completed by students. Some non-verbal learners and those with auditory processing disorders may need a copy of the teacher handout to process directions.

S – SPECIFIC

M – MEASUREABLE

A – ATTAINABLE

R – REALISTIC

T – TIMELY

Specific – Be specific as possible. A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal answers the six W questions:

 ✓ Who: Who is involved?

 ✓ What: What do I want to accomplish?

 ✓ Where: Identify a location.
✓ When: Establish a time frame.

✓ Which: Identify requirements and restrictions to exercise adherence.

✓ Why: Specific reasons, purpose or benefits of accomplishing the goal.

Example: A general goal would be to “Get in shape.” A specific goal would be to “Work out three days a week.”

Measurable – In order to reach the intended goal you must be able to measure and track progress. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that will motivate you to continue to reach your goal.

To determine if your goal is measurable, ask the following questions:

✓ How much?

✓ How many?

✓ How will I know when it is accomplished?

Example: A goal that is hard to measure is “to lose weight.” A measurable goal is to “lose five pounds.”

Attainable – You can achieve any goal you set by following these steps:
✓ Plan steps wisely.
✓ Establish a time frame.
✓ Develop the can-do attitude, work ethic, ability, and skills to reach goals.

Realistic – Your goal is realistic if you really believe you can accomplish it. You must be willing and able to work towards the set goal. A goal can be high yet realistic if you have the motivation to accomplish this goal.

Timely – A goal should be grounded within a time frame. With no time frame, there is no sense of urgency to complete goal, and it is easy to put it off. Always set a time frame to accomplish goals. Example: “I want to lose five pounds by May 1st” instead of “Someday I want to lose five pounds.” If necessary, it is acceptable to adjust time frames.
INDIVIDUALIZED FITNESS PLAN

NAME: ____________________________
PERIOD: __________________________

<table>
<thead>
<tr>
<th>TEST</th>
<th>Pre-test Results</th>
<th>12 Week Goal</th>
<th>12 Week Re-test Results</th>
<th>Goal Met?</th>
<th>Semester #1 Goals (18 week)</th>
<th>Semester #1 Results</th>
<th>Goal Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timed Mile</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacer</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sit &amp; Reach</td>
<td></td>
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</tr>
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<td>Curl -ups</td>
<td></td>
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<tr>
<td>Push-Ups</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Body Mass Index</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Body Composition</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
HEART RATE LESSON

GOALS OF LESSON:

- Students will identify locations on body to take a heart rate
- Students will learn how to accurately take heart rate
- Students will learn the different ways to calculate heart rate

EQUIPMENT NEEDED: Stopwatch

INTRODUCTION: Explain the need for a quiet setting so students can concentrate on counting the number of beats.

CONTENT:

- Draw a picture of the human body and have students identify major locations where they might find a pulse.
  - Carotid = neck
  - Brachial = ½ way between shoulder and elbow
  - Radial = thumb side of wrist
  - Femoral = groin area
  - Dorsalis pedis = top of foot, big toe side

- Explain how to take your own pulse.
  - Use index finger and middle finger, never the thumb, because the thumb has its own pulse.
Apply pressure
- Take pulse at the carotid or radial for the most accurate reading.
- Practice finding pulse

- Explain and provide (visually) the variety of ways to take heart rate.
  - 1 full minute count
  - 30 second count multiply by two
  - 15 second count multiply by four
  - 10 second count multiply by 6
  - 6 second count add a zero

- Counting for a full minute or 30 second formula is the most accurate way to take pulse. The fastest and easiest methods are to take pulse is for six seconds and add a zero.

- Practicing taking their own heart rate and also taking others makes students more proficient.
INSTRUCTOR NOTES: In order to incorporate activities into this lesson have students take heart rate before activity, during, and after.
TARGET HEART RATE LESSON

GOAL OF LESSON: Students will become skilled at taking resting heart rate, calculating target heart rate and maximum heart rate.

EQUIPMENT NEEDED: Calculator, target heart rate student handout (included in lesson), pencils, and stopwatch.

INTRODUCTION: Explain to students that this lesson is an important tool in planning fitness goals and evaluating how hard they are working out. This lesson should be incorporated into every physical activity in order to assess student effort.

CONTENT:

Resting heart rate

- Your heart rate at rest.
- Normal range is 60-80 beats per minute.
- Heart rate increases with age and other factors such as: caffeine, tobacco, and other drugs.
- Those who are physically fit have a lower heart rate because your heart does not have to work as hard to circulate blood and oxygen.
- As your fitness increases, your resting heart rate will decrease.
The best time to take resting heart rate is in the morning before you get out of bed.

**Maximum heart rate**

- You never want to exert yourself to determine maximum heart rate. Always use the simple calculation 220 – age.
- Knowing your maximum heart rate will allow you to estimate your target heart rate.

**Target heart rate**

- The number of beats per minute you want your heart rate to be when exercising for optimal cardiovascular benefits.
- 60-80% of your maximum heart rate.

INSTRUCTOR NOTES:

*Have students sit in groups according to age. Give one calculator to each group and assign one student to use calculator for whole group. This will alleviate any anxiety of students who are not proficient in math. They can just fill in the blanks.*

To reinforce learning, have students jog for five minutes at a comfortable pace. Stop students and have them take a six second heart rate. Explain that for improvement in the cardiovascular component of fitness you must exercise in your target heart rate zone for 20 minutes or longer.
How to Calculate Target Heart Rate – Student Handout

Maximum heart rate

220-age = ______________

Target heart rate = 60-80% of maximum heart rate. Sixty percent is at low intensity and 80% is high intensity.

_________ X .60 = __________
Max. HR Low Intensity

_________ X .80 = __________
Max. HR High Intensity

My target heart rate is between ______________ and ______________.

Low Intensity # High Intensity #
GOAL OF LESSON:

- Understand the FITT principles and apply them when designing an exercise program.
- Learn the three scientific principles that apply to FITT: overload, specificity & progression.

EQUIPMENT NEEDED: Student folders, pencils.

INTRODUCTION: Designing an exercise program is like a prescription. If you were sick and went to the doctor they would prescribe a medicine. The prescription would include: how often the medicine is taken, the length of time, and what type of medicine it is. The same is needed for an exercise prescription. Always remember the acronym FITT when designing your exercise program.

CONTENT:

F – Frequency – how often you work out.

I – Intensity – how hard you need to work out for optimal benefits.

T – Time – the length of time or duration.

T – Type – the specific type of activity you choose.

**Frequency**
3-5 days a week for beginners and 3-6 day a week preferably.

**Intensity**

- In your target heart rate zone at moderate intensity (in the middle).

**Time**

- 30 minutes a day for beginners; 60 minutes a day cumulative is recommended.

**Type**

- Age appropriate
- Enjoyable
- Activity to match needs and interest

There are three principles that apply to FITT:

1. **Overload** – to improve fitness levels you must increase the amount of activity and the intensity over time.

2. **Specificity** – If you want to improve in one area of fitness you want to focus on activities that will enhance that specific area.

3. **Progression** – As your fitness levels increase so must your FITT factors.

**CLOSURE:**

Reiterate to students that they are close to being able to plan and evaluate their own fitness programs. These tools can be used for the rest of their lives and as they grow older and their fitness levels, age, and interests change so will their fitness plan.
PACING / CARDIOVASCULAR ACTIVITY LESSON

GOALS OF LESSON

- Reinforce the concept of pacing.
- Practice taking heart rate after an activity and use results to inform and reflect on the effort given during the activity.
- Use goal setting guidelines and make an effort to reach their timed mile goal based time per lap.

INTRODUCTION: This lesson incorporates what we have learned in class, pacing, goal setting, and target heart rate, and applies it to a real exercise session.

CONTENT:

- Remind students to make goals that are challenging yet attainable, as they may get frustrated after the first lap if they are not at a pace to achieve their goal.
- Assure students that you will assist them by calling out times and what mile pace they are running.
- Monitor students to slow some students down or encourage students to pick up their pace to stay on track for goal.
- Remind them that this is their goal that they have made for themselves.
INSTRUCTOR NOTES:

- Introduce this lesson one day prior to the activity. Help each student set a goal within their reach and based on their fitness levels (some may need help).
- Require students to study the chart and memorize what their time should be for each lap, this way they can self-regulate.
- Split students into groups based on goals and have them partner up with someone from another group. This will make it easier for the instructor to call out pace and time and you can use partners to encourage and assist in timing for target heart rate.

CLOSURE:

- Encourage students to reflect on how they felt when reaching their goal, why they may not have reached their goal, and effort given.
PACING / CARDIOVASCULAR ACTIVITY

STUDENT HANDOUT

TARGET HEART RATE CHART

<table>
<thead>
<tr>
<th>Age</th>
<th>Heart Rate Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Years Old</td>
<td>124-165</td>
</tr>
<tr>
<td>15 Years Old</td>
<td>123-164</td>
</tr>
<tr>
<td>16 Years Old</td>
<td>122-162</td>
</tr>
<tr>
<td>17 Years Old</td>
<td>122-162</td>
</tr>
</tbody>
</table>

1. What is your personal target heart rate zone? __________________

2. What is your goal for the timed mile? ________________________

3. Based on this goal, what should your time be for 1 lap__________,
   2 laps_________ and 3 laps_________? (Refer to the chart below)

4. After running the timed mile, take your heart rate for 30 seconds and record.___________________

5. Was your heart rate in your target heart rate zone? ____________

6. Why or why not?___________________________________________

7. Did you reach your goal? _________________________________

8. How did you feel after this activity?
   Explain.___________________________________________________
<table>
<thead>
<tr>
<th>MILE TIME</th>
<th>1 LAP</th>
<th>2 LAPS</th>
<th>3 LAPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00</td>
<td>1:15</td>
<td>2:30</td>
<td>3:45</td>
</tr>
<tr>
<td>5:30</td>
<td>1:23</td>
<td>2:46</td>
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<td>6:00</td>
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<td>3:30</td>
<td>5:15</td>
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<td>3:52</td>
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<td>4:14</td>
<td>6:21</td>
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<td>8:42</td>
</tr>
<tr>
<td>12:00</td>
<td>3:00</td>
<td>6:00</td>
<td>9:00</td>
</tr>
</tbody>
</table>
PARTNER FITNESS ACTIVITY LESSON

- **GOALS:**
  - Learn what type of physical activities students can do to work on each component of fitness.
  - Allows students to practice peer fitness testing.

**EQUIPMENT:** 5 yoga mats, 5 rulers, 5 jump ropes, and 5 lb. hand weights.

**INTRODUCTION:** This activity should be presented after students are familiar with taking pulses, fitness testing protocol and assessment, and pacing.

**CONTENT:**
- Pair up students with designated partners or let students choose partners.
- Hand out worksheets and emphasize the responsibilities of each partner.
- Advise students these activities do not need to take place in the order listed.
- Remind students of proper protocol and form while assessing each other.
- Designate a certain amount of time so that students are continuously moving and keeping their heart rate up.
INSTRUCTOR NOTES:

- Designate time for activities based on the following factors: facilities, class size and students fitness levels.
- Alter or change activities as necessary.
- Require students make up their own fitness worksheet linking the components of fitness with fun activities of their own.
PARTNER FITNESS WORKOUT

STUDENT HANDOUT

Directions: Pick a partner and complete the following tasks. I will be watching for proper form, cooperation and completion of tasks. Partners will take turns completing the activities. While partner #1 is completing activity, partner #2 is looking for proper form, providing encouragement, and counting repetitions if necessary.

You and your partner complete the following activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fitness Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Push-ups (modified or regular)</td>
<td>Upper body strength</td>
</tr>
<tr>
<td>2. Trunk flexibility test</td>
<td>Trunk strength &amp;</td>
</tr>
<tr>
<td></td>
<td>flexibility</td>
</tr>
<tr>
<td>3. Arm wrestling contest</td>
<td>Maximum Strength / Fun</td>
</tr>
<tr>
<td>4. Jump rope for 50 turns</td>
<td>Cardiovascular</td>
</tr>
<tr>
<td></td>
<td>Endurance</td>
</tr>
<tr>
<td>5. 50 curl ups</td>
<td>Muscular Endurance</td>
</tr>
<tr>
<td>6. 20 shoulder presses</td>
<td>Muscular Endurance</td>
</tr>
<tr>
<td>7. Plank (yoga pose) for 30 seconds</td>
<td>Upper body strength</td>
</tr>
<tr>
<td>8. Play rock, paper, scissors</td>
<td>Fun / problem solving</td>
</tr>
<tr>
<td>9. 2 laps around the track or softball field without walking.</td>
<td></td>
</tr>
</tbody>
</table>

When finished take and record your heart rate.
Heart rate: _____________  Cardiovascular / Pacing

10. Test each other on the shoulder stretch  Flexibility

11. You and your partner high five your PE teacher on a job well done!
CADIOVASCULAR ENDURANCE LESSONS

GOAL: Introduce a variety of ways to improve cardiovascular endurance in order to prepare for the cardiovascular component of the fitness tests.

EQUIPMENT:

- Track – stopwatch, lap counter
- Gym – pacer CD, cones

INTRODUCTION: Lessons are designed to improve students’ cardiovascular endurance. Set a goal for the day and have students strive to meet the goal.

CONTENT:

- Make reasonable, yet challenging goals for the whole class or break them up into groups depending on fitness levels.
- Increase time and distance once students have met goals. Students should keep track of their own progress in a journal, as it may be hard for the teacher to monitor all students.
- Use goal setting techniques to have students create their own goals and modify them when necessary.
EXAMPLE:

Facilities - Track

➢ Set today’s goal to run six laps in 20 minutes. If we break that down into smaller goals that would be:

   o A 12 minute mile pace
   o Three minutes per lap
   o “We can do this!”
   o The timer will inform students of their time per lap to better inform students what adjustments need to be made in order to reach goal (speed up or keep same pace).

Facilities – Gym

➢ Agree on a partner pacer class goal of 30 laps. Since you are running with a partner you get double the rest time and only have to run 15 laps individually.

➢ Shout encouragement, “We can do this!”

➢ Add laps as necessary

Partner Pacer

➢ Line up partners on the starting line in single file. Partner #1 will follow the cadence and run down and back, Partner #2 will then run down and back and then repeat.

INSTRUCTOR NOTES:

Track
- Adjust time and distance depending on the fitness levels of the class or student.
- Start with a challenging yet attainable goal and modify as necessary.

Pacer
- Designate partners or let students choose their own.
- Design lesson in way that the whole class can experience success.
- Modify lesson by stating, “If one partner cannot continue the other partner can run for that person, this is a team effort!”
PLACES IN THE COMMUNITY TO EXERCISE LESSON

GOALS:

- Familiarize students with places to exercise in our community.
- Motivate students to participate in exercise at these various locations.

EQUIPMENT NEEDED: Poster paper, pencils, erasers, colorful markers, magazines, glue and sticky stars.

INTRODUCTION:

- Brainstorm places in the community to exercise. Create a visual list to which students can refer.
- Break students into small groups of 5-7.
- Designate students to gather materials.
- Explain the rubric for scoring this activity based on instructor’s criteria (not provided).

CONTENT:

- Work in small groups to create maps of places in the community to exercise such as Health Sport, the community pool, Humboldt State University, Hammond Trail, the local high school track, and the beach.
- Detail the map with pictures or art.
- Hang the maps somewhere visible.
- Give students stars to place on their maps for the locations they exercised.
- Add new exercise locations to maps.

INSTRUCTOR NOTES:

- Instruct students to make group or individual goals.
- Encourage students to exercise together for motivational purposes.
- Use this activity if the gym is not available for physical activity (large group testing or facility is being used for another purpose) or facilities are limited, and weather is inclement.
VACATION ACTIVITY LOG LESSON

GOALS: To reinforce the understanding that physical activity can and should take place outside of physical education class and that in order to maintain or improve fitness levels it is necessary to maintain FITT principles.

INTRODUCTION: This activity log should be handed out prior to week long vacations. Explain to the students that in order to maintain fitness levels, they must continue to be active. This activity log also encourages parents to be active with their children.

CONTENT: Explain to the students that this log is to record data on their activities during breaks. FITT (frequency, intensity, time, type) principles should be followed as prescribed. As the instructor, you will review the log and provide feedback, and students will use the log to monitor participation. This is a good way to encourage students to plan, monitor, and document their physical activity.

INSTRUCTOR NOTES: Although it seems students may just fill out the log without actually participating in the activity, it still reinforces the FITT principles, and parents must provide accountability.
PHYSICAL EDUCATION

VACATION ACTIVITY LOG

Due Date: __________

Student Name: ____________________________

Assignment Directions:

On the chart below you will record days, type, and duration of the physical activities in which you participated over your break from school. Your goal is at least five days of activity equaling 30 minutes each day.

Extra Credit

You will receive extra credit if you have more than five days and/or more than 30 minutes each day. You will also receive extra credit if you suggest an activity in which your whole household participates together.

Accountability

To ensure an honest and accurate log, your parent or guardian will need to sign each day you participated in the activities.

Examples of physical activity may include:

Bike riding, running or jogging, brisk walking, skiing or snowboarding, stretching, push-ups, crunches, yoga, aerobic activity (target heart rate for 20 minutes or longer), dancing, sports: such as games or skill practice, or other physical activities that will improve your health.
<table>
<thead>
<tr>
<th>Date of Activity</th>
<th>Type of Activity</th>
<th>Duration of Activity</th>
<th>Parent / Guardian Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Feb. 16</td>
<td>*Bike riding</td>
<td>20 minutes</td>
<td>*Crunches 10 minutes</td>
</tr>
</tbody>
</table>

Parent Signature: ____________________________________________
Date:________
PERSONAL FITNESS PLAN LESSON

GOALS:

- Assess and reflect on their current fitness levels and identify strength and weaknesses.
- Create a personal fitness plan for themselves that is relevant to their goals, enjoyable, beneficial and manageable to carry out.
- Apply the FITT principles in their personal fitness plan.
- Troubleshoot for inclement weather, injury, or illness.
- Identify motivational strategies to help adhere to fitness program.
- Evaluate and revise the first week’s exercise routine plan.
- Assess six-week progress and re-test in the component of fitness if necessary.
- Keep a journal of their exercise experience and the way in which their self-perception was affected by engaging in an exercise routine.

EQUIPMENT NEEDED: Students portfolios, pencils, and prior knowledge in all lessons provided thus far.

INTRODUCTION: Explain the steps in teaching students to build a personal fitness plan.

Step 1 – Gather and evaluate fitness history according to FITNESSGRAM testing results.
Step 2 – Set SMART goals in each fitness area focusing on improvement or maintenance.

Step 3 – Designate specific activities to meet your fitness goals.

Step 4 – Apply the FITT principles for each activity.

Step 5 – Implement, track, and modify your personal fitness plan.

Step 6 – Make necessary adjustments to create a personalized fitness plan that works.

Step 7 – Keep a journal of exercise plan experiences.

Step 8 – Re-assess, modify, and make adjustment every 6 weeks.

CONTENT:

Day 1 – Introduce Personalized Fitness Plan Project, expectations, rubric for grading and gather fitness history.

Day 2 – Set short and long term SMART goals.

Day 3 – Designate activities for each component of fitness and apply FITT principles.

Day 4 – Put fitness plan on a calendar template, identifying specific days, times and activities.

Day 5 – Identify motivational strategies and possible back-up plans for inclement weather.

INSTRUCTOR NOTES:

- Allow five instructional days or more.
- Shorten lessons so that activity time is not compromised.
- Teach lesson in a health class.
- Assign as homework
- Revisit lesson every three to six weeks to see if it needs revisions.
PERSONEL FITNESS PLAN

STUDENT HANDOUT

This handout is designed as a reference to facilitate in creating your personal fitness plan.

List your fitness strengths:

1. 
2. 

List your fitness weaknesses:

1. 
2. 

List the cardiovascular activities you enjoy:

1. 
2. 
3. 

List muscular strength and endurance activities:

1. 
2. 
3. 

List flexibility and stretching exercises:

1. 
2. 
3.
List motivational strategies that will help you adhere to your exercise sessions:

1.
2.
3.

List any challenges that may prohibit you from your exercise sessions and solutions to those challenges:

1. Challenge:
   
   Solution:

2. Challenge:
   
   Solution:

3. Challenge:
   
   Solution:

List the components of fitness you need to improve the most:

1.
2.

List two SMART fitness goals:

1.
2.
My Activity Goals

Date: ______________________

My long-term activity goal is to _______________________________
by ____________________.

My short-term activity goals are to:

1. ________________________________ by ____________ and
2. ________________________________ by ____________ and
3. ________________________________ by ____________.

I plan to achieve my goals through these specific actions:

Doing this: ________________________________

This often: ________________________________

At this level: ________________________________

For this long: ________________________________

The rewards for reaching my goals are:

1. ________________________________ and
2. ________________________________ and
3. ________________________________

Signature: ________________________________

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Activity Diary Page

Week Of: ______________


<table>
<thead>
<tr>
<th>DAY</th>
<th>TIME OF DAY</th>
<th>ACTIVITY</th>
<th>DURATION</th>
<th>LEVEL OF EXERTION</th>
<th>LEVEL OF ENJOYMENT</th>
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TOTAL Daily Activity Minutes: _________

Notes: ____________________________________________________________

_________________________________________________________________

*If You Did Not Exercise Today, Why?*

☐ Not enough time

☐ Didn’t want to

☐ Other _________________________________________________________
**Level of Perceived Exertion**

0 = Nothing at all  
1 = Very, very light  
2 = Very light  
3 = Light  
4 = Moderate/brisk  
5 = Somewhat hard  
6 = Hard  
7 = Very hard  
8 = Very, very hard  
9 = Extremely hard  
10 = Absolute maximal effort

**Level of Enjoyment**

1 = Did not enjoy  
2 = Neutral  
3 = Did enjoy

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Section Three

*Fitness Testing Score Sheet & Post Fitness Testing Documents*

Section Three includes: record keeping documents to assist in recording fitness scores, documents to track students and place in student’s cumulative file, and a letter to parent / guardians informing them of that their students did not pass and must enroll in the fitness and conditioning class for the following year. Included in Section Three are the following:

1. FITNESSGRAM Class Roster Score Sheet – This document was created for instructor use to conveniently record fitness test results on one piece of paper.

2. Physical Fitness Test Student Tracking Form – These documents were created to track students who have met or have not met the criteria for meeting five of six healthy fitness zone standards. There is a document for grades 9-12 if necessary. These documents will be placed in student’s cumulative file for accountability purposes.

3. Letter to Parent / Guardian informing them that the student did not pass five of the six criteria and must enroll in fitness and conditioning class the following year.
# FITNESSGRAM CLASS ROSTER / SCORE SHEET

<table>
<thead>
<tr>
<th>Student Name</th>
<th>First Day of Testing</th>
<th>Aerobic Capacity *Select only one</th>
<th>Muscular Strength Select one: PU, MPU, FAH</th>
<th>Flexibility *Select one *Do right &amp; left</th>
<th>Muscular Strength &amp; Endurance</th>
<th>Trunk Strength &amp; Flexibility</th>
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<tbody>
<tr>
<td>Last, First</td>
<td>Day / Date</td>
<td>Mile Run</td>
<td>Pace</td>
<td>Sit &amp; Reach</td>
<td>Sh. Stretch</td>
<td>Curl-Ups</td>
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<td>A-Z</td>
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[Insert Date]

Dear Parent/Guardian Name,

Effective July 1, 2007, Senate Bills 78 and 601 state that Ninth grade students are mandated to pass five of the six areas of the Physical Fitness Test. Any student who does not pass five of the six components of the FITNESSGRAM must enroll in the fitness and conditioning course until they can achieve the minimum healthy fitness zones.

During the month of April, all ninth grade physical education students were tested on the six components of health related fitness. The components included:

1. Aerobic capacity
2. Body composition
3. Abdominal strength and endurance
4. Trunk extensor strength and flexibility
5. Upper body strength and endurance
6. Flexibility

[Student Name] did not achieve minimum healthy fitness standards in five of the six areas of fitness, and [his/her] counselor will be discussing a schedule change for next year if [Student Name] is not already enrolled in the fitness and conditioning class.

Please do not hesitate to contact your site administrator, physical education department chair, or [Student Name’s] counselor with any further questions regarding the Physical Fitness Test or the schedule change.
More information regarding the Physical Fitness Test can be found at 

http://www.cde.ca.gov/ta/tg.pf/.

Sincerely,

Site Administrator

Fitness Testing Coordinator
(Insert name) HIGH SCHOOL
PHYSICAL FITNESS TEST STUDENT TRACKING FORM

Student Name: _________________________________________
Teacher: ______________________________________________
Counselor: ____________________________________________

Grade 9 Results

Please circle results for healthy fitness standards for each component.

1. Aerobic Capacity   Met   Not Met
2. Body Composition   Met   Not Met
3. Abdominal Strength Met   Not Met
4. Trunk Strength     Met   Not Met
5. Upper body Strength Met   Not Met
6. Flexibility        Met   Not Met

The above student has passed ________ of the six health-related physical fitness components.

Please identify if student has MET or NOT MET the healthy fitness zone standards by placing an X below.

_________ The above student HAS met the criteria for meeting five of the six healthy fitness zone standards as set by the FITNESSGRAM.

_________ The above student HAS NOT met the criteria for meeting five of the six healthy fitness zone standards as set by the FITNESSGRAM.

*This form must be placed in student’s cumulative file.*
(Insert name) HIGH SCHOOL

PHYSICAL FITNESS TEST STUDENT TRACKING FORM

Student Name: _________________________________________
Teacher: ______________________________________________
Counselor: ____________________________________________

Grade 10 Results

1. Aerobic Capacity   Met   Not Met
2. Body Composition   Met   Not Met
3. Abdominal Strength Met   Not Met
4. Trunk Strength     Met   Not Met
5. Upper body Strength Met   Not Met
6. Flexibility        Met   Not Met

The above student has passed ______ of the six health-related physical fitness components.

Please identify if student has MET or NOT MET the healthy fitness zone standards by placing an X below.

_________ The above student **HAS** met the criteria for meeting five of the six healthy fitness zone standards as set by the FITNESSGRAM.

_________ The above student **HAS NOT** met the criteria for meeting five of the six healthy fitness zone standards as set by the FITNESSGRAM.

*This form must be placed in student’s cumulative file.*
PHYSICAL FITNESS TEST STUDENT TRACKING FORM

Student Name: _________________________________________
Teacher: ______________________________________________
Counselor: ____________________________________________

Grade 11 Results

1. Aerobic Capacity Met Not Met
2. Body Composition Met Not Met
3. Abdominal Strength Met Not Met
4. Trunk Strength Met Not Met
5. Upper body Strength Met Not Met
6. Flexibility Met Not Met

The above student has passed _______ of the six health-related physical fitness components.

Please identify if student has MET or NOT MET the healthy fitness zone standards by placing an X below.

_________ The above student **HAS** met the criteria for meeting five of the six healthy fitness zone standards as set by the FITNESSGRAM.

_________ The above student **HAS NOT** met the criteria for meeting five of the six healthy fitness zone standards as set by the FITNESSGRAM.

*This form must be placed in student’s cumulative file.*
PHYSICAL FITNESS TEST STUDENT TRACKING FORM

Student Name: _________________________________________
Teacher: ______________________________________________
Counselor: ____________________________________________

Grade 12 Results

1. Aerobic Capacity Met Not Met
2. Body Composition Met Not Met
3. Abdominal Strength Met Not Met
4. Trunk Strength Met Not Met
5. Upper body Strength Met Not Met
6. Flexibility Met Not Met

The above student has passed _________ of the six health-related physical fitness components.

Please identify if student has MET or NOT MET the healthy fitness zone standards by placing an X below.

_________ The above student HAS met the criteria for meeting five of the six healthy fitness zone standards as set by the FITNESSGRAM.

_________ The above student HAS NOT met the criteria for meeting five of the six healthy fitness zone standards as set by the FITNESSGRAM.

*This form must be placed in student’s cumulative file.*
The following are supporting documents and include a Physical Education Self-Evaluation; journal writing prompts; a modified activity form; and resources for fitness testing, family fitness tips, and physical education.
PHYSICAL EDUCATION SELF-EVALUATION

NAME: 
DATE: 
PERIOD: 

*Circle the number that goes with the description you feel best describes you.*

Self Responsibility Assessment

1. I followed the rules.
   a. Always
   b. Most of the time
   c. Usually
   d. Sometimes
   e. Rarely

2. I demonstrated respect for the equipment.
   a. Always
   b. Most of the time
   c. Usually
   d. Sometimes
   e. Rarely

3. I worked at improving the components of fitness.
   a. Always
   b. Most of the time
   c. Usually
   d. Sometimes
   e. Rarely / Sometimes negative

4. I demonstrated respect for my peers and teachers
   a. Always
   b. Most of the time
   c. Usually
   d. Sometimes
   e. Rarely

5. I showed self control in class.
   a. Always
   b. Most of the time
   c. Usually
   d. Sometimes
   e. Rarely

6. I put forth my best effort daily
a. Always
b. Most of the time
c. Usually
d. Sometimes
e. Rarely

7. I came to class dressed down and prepared for activity.
   a. Always
   b. Most of the time
   c. Usually
   d. Sometimes
   e. Rarely

Social Interaction Assessment Scale

8. I believe I encouraged other students.
   a. I always supported and encouraged teammates and opponents at all times.
   b. I encouraged and supported my classmates whenever possible.
   c. I encouraged my classmates when they made a good try.
   d. I encouraged my classmates occasionally.
   e. I did not criticize or encourage my classmates.
   f. I, at times, put down or criticized my classmates.

Fitness Development Assessment Scale

9. I believe I worked hard when practicing the components of fitness, including the abdominals, push-ups, stretching, and cardiovascular routine.
   a. I worked hard to complete my daily fitness routine as well as doing extra fitness outside of class.
   b. I worked hard to complete my daily fitness routine in class.
   c. I worked hard, most of the time, on my daily fitness routine in class.
   d. I usually tried to complete my daily fitness routine in class.
   e. I sometimes tried to complete my daily fitness routine.
   f. I did not put much, if any, effort in my daily fitness routine.

Estimate what grade you feel you deserve in this class and give a brief rationale why.
QUESTION: What do physically fit people look like? Do you know one? How do you know people are physically fit?

QUESTION: What does it mean to be physically fit? Draw a picture to illustrate a physically fit person.

QUESTION: How has our society’s health changed over the years and why?

PROMPT: Technology has taken over manual labor, fast foods, fast paced, rushed society.

QUESTION: What are your own fitness goals, and how do you plan to reach those goals?

QUESTION: What obstacles exist in our area that may limit opportunities to exercise?

PROMPT: Weather, cost of gym membership

QUESTION: What options exist in our area that may enhance opportunities to exercise?

PROMPT: Safe trails, minimal traffic

QUESTION: What types of activities do you enjoy that will lead to regular exercise?
Dear Physician,

State education law requires that all students be enrolled in two full years of physical education. We as professionals want what is best for every student in our program and will attempt to modify the course as needed to meet the specific limitations of the students. We would appreciate if the attending physician would recommend the extent of activity in which the student can participate.

Respectfully,

High School Physical Education Staff

Name of Student / Patient:__________________________________________

Date of office visit:______________________________________________

Injury / Illness:__________________________________________________

Specific instruction regarding participation:__________________________

This student/patient is not eligible for limited participation. Recommend that student take required course in the future.

YES  NO

Limited participation cover dates from _________ to___________.

Modified activities may include but are not limited to stationary bike, cardio walking, weight training (upper body or lower body), stretching, etc.

Physician’s signature___________________________________________

Date:_________________
RESOURCES

FITNESS TESTING

Fitness Testing Homepage
http://www.cde.ca.gov/ta/tg/pf

Healthy Fitness Zones

Reporting Fitness Test Results
http://www.eddataonline.com/fitness/2008/data

Fitness Test Results Summary Reports
http://data1.cde.ca.gov/dataquest/

Prior Year Physical Fitness Data
http://www.cde.ca.gov/ta/tg/pf/pftprioryrs.asp

Preparation Manual for Testing and Reporting
http://www.cde.ca.gov/ta/pf/pftmanual.asp

FITNESSGRAM
http://www.fitnessgram.net
http://www.humankinetics.com
http://www.cooperinst.org

PHYSICAL EDUCATION

Curriculum support / Professional Development
http://www.cde.ca.gov/ci/pe

Model Content Standards
http://www.cde.ca.gov/pe/st/ss

Framework

Lesson Plans
http://www.pecentral.com
http://pbs.org/newshour/extra/teachers/lessonplans/health/fitness/fitforlife.html#
**FAMILY FITNESS TIPS**

http://www.shapeup.org/publications/99.tips.for.family.fitness.fun

http://www.americanheart.org/presenter.jhtml?identifier=3028660

http://kidshealth.org/parent/nutrition_fit/index.html

http://www.aahperd.org/naspe/

http://www.cde.gov/HealthyYouth/PhysicalActivity/brouchures/index.htm

http://exercise.about.com/od/weightloss/gr/fitfamily.htm
Summary

The content of this project, in addition to a high quality, standards-based physical education program, will provide students with the knowledge, skills and self-efficacy to adopt physical activity as a lifestyle routine. If students are able to self-evaluate their fitness levels, set goals based on current fitness, and evaluate and modify their routine, they are equipped to adhere to a lifetime of exercise adherence.
CHAPTER FIVE

CONCLUSION

This project has revealed that genetics, maturation, and environmental factors, such as diet and activity, have been shown to be a major cause of obesity in children along with a significant decline in physical activity between the ages of 15-18. Negative experiences and inappropriate practices during fitness testing can have a detrimental effect on the value of physical education and participation in physical activity.

After thorough review and analysis of my culminating experience, I have discovered that as physical educators we alone can not solve the obesity crisis or produce fit individuals over the course of a school year. The primary goal of physical education is to establish the value of physical education while providing students with the knowledge and skills to be able to adopt healthy lifestyles. Genetics, environmental factors, and maturation play crucial roles in fitness levels, and the role of physical educators is to provide students with the tools necessary for exercise adherence and fitness testing skills to build the confidence they need to meet the healthy fitness zone standards in a caring and supportive environment.

Limitations

Class sizes in physical education tend to be larger than any other discipline, thus making it difficult to deliver educational content and provide an ideal fitness testing environment. In addition, there is a wide range of abilities and a diverse
selection of students. Students may have little or no skill or experience, or students may be considered athletes. Common questions asked by ninth grade students during fitness testing include, “How many push-ups do I have to do to get an A?” or “How fast do I need to run the mile to get full credit?” The practice of associating grades with performance on fitness testing is not recommended but is a common practice. Inclement and unpredictable weather in the area limits teachers’ ability to plan and execute a routine.

Implications for Future Research

Recommendations for future research are many. Aligning the health curriculum in conjunction with physical education would enable fitness lessons to be taught in the health class while activities to reinforce the lessons are taught in physical education. This would allow instructors to maximize physical activity time. Sharing this project with the school board, administrators, and parents would enlighten the school community on the importance of physical education and physical activity. Educating students in the primary, middle, and secondary grades on the educational content of fitness testing is imperative. Using results to improve fitness levels instead of determining grades will facilitate students’ attitudes and views of physical activity and fitness testing. Meeting annually with colleagues, and other physical education teachers to analyze and discuss fitness test results and practices would enable physical education teachers to strategize ways to improve not only fitness test scores but also the attitudes and health of our local youth.
The final step in building on current work is to present this project locally and at a California Health, Physical Education, Recreation, and Dance conference. The ultimate goal of this project is to inspire and encourage our youth to make physical activity a part of daily life.
REFERENCES


