

**S: 1 H: 3 GLO: 9-12**

**OKLAHOMA ACADEMIC STANDARDS: Physical Education**

Source: [http://www.thephysicaleducator.com/blog/files/smart\\_goals.html](http://www.thephysicaleducator.com/blog/files/smart_goals.html)

<u>Objectives/ Student Targets</u>	<u>Equipment &amp; Technology Needed:</u>
<b><u>Cognitive:</u></b> The students will be able to evaluate their own individual levels of fitness.	Fitness Test Results Sheet, S.M.A.R.T. Goal Sheet, Action Plan Sheet, Pens/Pencils, Stopwatches, Mats, Sit and Reach Box, Speaker System
<b><u>Affective:</u></b> The students will develop an appreciation for the value of fitness testing.	
<b><u>Psychomotor:</u></b> The students will perform various components of fitness.	
Academic Vocabulary: Cardiorespiratory Endurance, Muscular Endurance, Muscular Strength, Flexibility, Measurable, Attainable, Relevant, FITT Principle Terms	
<b><u>Introduction / Anticipatory Set:</u></b>  Review the 5 components of fitness (muscular strength, muscular endurance, cardiovascular, flexibility, and body composition) and their importance. Also, go over the Fitness testing components (Pacer, curl up test, push up test, and sit and reach/trunk lift) and the Fitness Test Results Sheet (link in Lesson Focus) so the students know what to expect.	<b><u>Classroom Layout:</u></b>  Gym (or large space with hard even surface)
<b><u>Instant Activity:</u></b>  Have the students jog a couple of laps around the gym to get warmed up and their muscles loose for the fitness testing.	
<b><u>Fitness Development:</u></b>  <ol style="list-style-type: none"><li>1. Increase heart rate movement</li><li>2. Improve flexibility through daily stretching activities</li><li>3. Develop muscular endurance and strength through activity</li></ol>	

<p><b><u>Lesson Focus:</u></b></p> <p>Lesson 1: The first thing to teach the students is that to know where you want to be, you have to know where you currently are. For this unit, the student need to already have an understanding of the 5 components of fitness (muscular strength, muscular endurance, cardiovascular, flexibility, and body composition). Once the students have a better understanding of what the components are, then move into our fitness testing. *It's important to note that I let my students know that their results on their fitness tests will have no impact whatsoever on their final grade.</p> <p>Students are then given their <a href="#">Fitness Test Results Sheet</a>. They mark their results for each test under the "Initial" column on the sheet. The fitness testing includes the Pacer, the curl up test, the push up test, the sit and reach, and body composition. Once all the testing is complete, they get to fill out the "Initial Fitness Level Assessment" section on their sheet. This is a great opportunity for you to review the effects of active and sedentary lifestyles and their impact on fitness levels. *You don't actually have to test Body Composition with my students, we just cover it in theory. Depending on your classes and students, this lesson could actually take more than a single class to cover all the content. If I were you, I wouldn't rush this part. In my opinion, getting kids to talk about their fitness in a situation where they feel comfortable doing so is an important in getting them to be more aware of their lifestyle habits.</p> <p>Lesson 2: In this lesson, teach kids the importance of setting a great fitness goal and how it can serve as a contract with yourself. Getting them to understand what a great goal is isn't always easy, so rely on the S.M.A.R.T. principle to get this done. S.M.A.R.T. stands for Specific, Measurable, Attainable, Relevant, and Time-Bound. Some people use different words, but this set helps the kids stay on track within this unit (especially by using Relevant over Realistic... a bunch of students come up with great goals, but they had nothing to do with fitness!) The students get to fill out their <a href="#">S.M.A.R.T. Goal Sheet</a> in which they have to break their goal down to make sure it fits all of the S.M.A.R.T. criteria, write their final S.M.A.R.T. goal out, and then have the sheet signed by a) themselves, b) their teacher, and c) their parents/guardians. Getting the sheet signed makes it all feel more official and really adds that sense of "I've got a contract to respect" to the experience.</p>	<p><b><u>Teaching Cues:</u></b></p> <ul style="list-style-type: none"><li>- S.M.A.R.T.</li><li>- Curl up</li><li>- Push up</li><li>- Pacer</li><li>- Sit and Reach</li><li>- Body Composition</li><li>- Strength</li><li>- Endurance</li><li>- Cardiovascular Health</li><li>- Flexibility</li><li>- Goals</li></ul> <p><b><u>Modifications:</u></b></p> <ul style="list-style-type: none"><li>● Have a buddy help complete the results sheet</li><li>● Walk test</li><li>● Modified curl up/push ups test</li><li>● Trunk lift instead of sit and reach, or vise versa</li></ul>
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Encourage the students to push themselves to set a goal that targeted their weakest component of fitness.

**Lessons Three to Five: Learning to Train**

Over the following few classes, introduce the students to a variety of training activities that relate to the components of fitness that we covered in our testing. Trendy activities like Crossfit, Zumba, and Yoga make learning fun and give kids an opportunity to try something out that they might actually be able to sign up for outside of school. Regardless, try to introduce enough ways to improve one's fitness so that the kids have a repertoire of tools to use by the time they have to create their Action Plans.

**Lesson 6:**

Now that the students know the components of fitness (and what activities can have a positive influence on them) and now that they have set themselves a S.M.A.R.T. goal, it's time for them to create an action plan to help them improve their fitness and achieve their goal.

Go over the FITT principle (Frequency, Intensity, Time, Type) with the students and have them write out a single sentence on their [Action Plan Sheet](#) of what they will do on a weekly basis to achieve their S.M.A.R.T. goal. To help them stay focused on their progress, also have them break their goal down into 4 mini-goals along the way to their goal's due date. Always try to remember to tell students that their mini goals should also follow the S.M.A.R.T. principle. Basically, have them create a roadmap to success!

**Lesson 7:**

After a couple of months, the students are given their Fitness Test Results Sheets back and redo all of the fitness tests (it is important to make sure the fitness testing is done exactly the same as the first time). The students complete their Fitness Test Results Sheet by entering their scores under the "Final" column and mark what type of changes have occurred for each test's results (an arrow pointing up means an improvement, a dash means no change, and an arrow pointing down means a decline).

Students then get to complete their Action Plan Sheet by indicating if they successfully achieved their S.M.A.R.T. goal. They also have to indicate why they think that is, and, if they didn't achieve their goal, they must explain what they would do differently next time.

**Assessment:**

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Don't evaluate students based on their level of fitness. Some kids might be very fit in grade 7-9, but they might stumble with leading a healthy, active lifestyle as they get older. Having the knowledge about how to assess your fitness levels, determine what might be their cause, create a goal that will help guide you in creating change in your health, and evaluating your efforts is a great way to help people stay healthy throughout their lifetime.

**Closure:**

- Short, written response to their final results compared to initial results. What improvements could have been made?