**Teacher: Beth Berger Date: February 13, 2012**

**Unit Topic:**  **Fitness Testing** **Lesson Topic: Push-ups, Sit-ups, Pull-ups** **# of Students: 36** **Grade: 9-12**

**Objectives:**

1. Objectives -

 A Students - Demonstrate the proper form of pushup for assessment by following the cues: back flat, body straight, 90 degree elbows.

 - Demonstrate the proper form of sit-up for assessment by following the cues: elbows to thighs, roll back on and off mat.

 - The student will develop social skills by working in partners during the physical fitness testing.

B. Teacher - Properly assess the students based on Pennsylvania State requirements by giving direct cues and checking for understanding.

2. Equipment - <15 gator balls (10 small), 10 cones, TIME ALLOTTED> one mat, and a stop watch.

3. Protocols - When your name is called, please exit the game and go to the proper place for testing.

4. Instant Activity - Fitness Tag: two students will be “it”. The it students will tag the other students to get them out. Once you are tagged, you have to hold the

5. Set Induction - *Alright bring it in! So we started out with a little game of tag to get you warmed up and to get your heart rates up. We have also been practicing our pushups and sit-ups during warm up. This practice time will come into effect starting today because we are fitness testing! Although fitness testing is State Mandated, this is really for you. Fitness testing is not for a grade for us, but it allows you to know where you rank in your fitness level compared to students all over the country. This can help you base your fitness goals for the rest of the school year based on your strengths and weaknesses, so that when we test at the end of the year, you can see all the hard work you put in and we can measure growth.*

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| LESSON CONTENT & PROGRESSIONSIntroduction, skill(s), activity, review | **Teaching Cues –** The cues are short quotes of what you are saying to students to remind them of proper form. | MANAGERIAL STRATEGIESOrganization of space, equipment, students (diagrams of practice formations, equipment set up, and game situations ), including method for assigning students to groups | EVALUATION OF OBJECTIVESHow you will monitor and record student progress. Each objective should be assesses or evaluated. |
| **Fitness Testing Elements**: Pushups:The student has 1 minute to do as many proper form pushups as possible. Once their stomach touches the floor, the student is done. Curl-ups:The student has 1 minute to complete as many proper form sit-ups as possible, while a partner is holding their feet. Once the student stops and their entire back is on the floor, they are done. Pull-ups(if tested):The student will do as many proper form pull ups as possible. When they stop or are no longer able to continue, the number where they stopped is recorded. **Cooperative Activity: Catchball (IF TIME ALLOTTED)**The students will be playing this game until all of the names are called to come and do the fitness testing. Goals:* Knock all balls off of the top of the cones.
* Knock out all players of the game by possibly striking them with a ball.

Rules:* If your ball is caught, you are out and a player from the other team is allowed to re-enter the game.
* If you drop a ball that is thrown at you, you are out.
* You may use a ball as a deflector or shield to keep the balls from hitting you.

No throwing off the line- at the beginning of the game, you must take the ball back to your line before throwing it. | Pushup Cues:- Flat back- Body straight- Elbows at 90 degreesCurl-up Cues:- Elbow to thigh- Roll back on and off matPull-up Cues:- Arms at shoulder width- Chin above bar | The class will take place in the wrestling room. Students will be separated onto girls and boys mats.  Once all students have completed the fitness testing, the activity will be opened up to the entire gym.  |  |
| **Conclusion***After completing the fitness tests, you are able to see which areas you excel and which areas of fitness you need to work on.* *Tomorrow we will be completing the rock wall and Wednesday we will finish the fitness testing pretest.*  |  |  |  |

**Teacher Reflection**

Strengths:

* This lesson went very well for the fitness testing. The students did as they were told and were very well behaved.
* Mr. Minarchick and myself also did well by splitting up the boys and girls to make the session go much faster.
* There was time at the end and I allowed the students play basketball, volleyball, jump rope, or walk for the remainder of the period. The students enjoyed the choices and were active because they chose what they liked.

Improvements:

* Next time, instead of allowing the students to play whatever they wanted, I could have came up with an activity based around fitness so that the students were focusing on fitness the entire class.
* If I had the ability, I would have played some games in the weight room that we are not able to play in the gym, like crab soccer with a beach ball or something that does not require shoes to mix up the activities.

Insights:

* The students did really well and actually strived to perform for the entire time. This was a big test for many, and they did very well.