

LEVEL	UNIT	LESSON Number 6	EQUIPMENT
Seventh Grade	Fitness	Sit & Reach, Trunk lift & Team Building	MP3 player, Yoga/strength/fitness test station cards, sit & reach box, rulers, Focus Rings.

### Objectives

1. Understand why a) strength and flexibility are important b) how to measure them c) how to improve them.
2. Test flexibility and strength accurately, record scores, compare to Healthy Fitness Zone and set improvement goals.
3. Participate in 'focus ring' demonstrating teamwork, and positive problem solving skills
4. Have fun, be safe, do their best and be respectful.

If you have any feedback on the lesson please email me at [brummiejo@msn.com](mailto:brummiejo@msn.com). Thanks, Jo.

### Benchmarks

- 2.3 Use information, feedback, and practice to set goals for skill improvement.
- 3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test.
- 3.2 Evaluate individual physical fitness measures in relationship to patterns of physical activity.
- 3.3 Develop individual goals for each of the five areas of fitness based on research-based standards.
- 5.2 Accept responsibility for individual improvement.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Part 1: Introduction	10	<p><i>Why is it important to be flexible?</i>  <i>What test do we use to assess flexibility?</i>  <i>Why is it important to have a strong lower back?</i>  <i>What test do we use to assess lower back strength?</i></p> <p>Go over criteria and student demonstrate technique for an effective sit and reach test &amp; trunk lift.</p> <p>Explain that we are going to do a circuit that will improve both flexibility and strength and that there will also be a sit and reach test station and a trunk lift test station, where they will test themselves and record their scores.</p>	<p>Use W4 from the previous lesson.</p> <p>Put the two test stations next to or opposite each other so you can easily monitor both.</p>
Part 2 Workout Circuit	15	<p>Set up a 12 station rotation including yoga and strength exercises, including the sit and reach and trunk lift station. There should be no more than three at a station. Position yourself for monitoring and recording scores at the sit &amp; reach station as it is the more complicated station. From here you can see the trunk lift station, and watch for safety issues and students who are unable to perform the trunk lift.</p>	<p>Worksheet W1: Fitness Profile</p> <p><b>FYI:</b> Students 95% of the time are in the HFZ for trunk lift, however in two incidences I have found students who cannot perform this activity have either a disability or an injury that should be addressed with the parent.</p>
Part 3 Goal Setting	5	<p>Review goal setting theory in a class discussion. Have students pair up and share their goals.</p>	<p>Go round the groups and check student work to see if their goals are practical.</p>
Part 4 Team Building	15	<p>Explain to the class that next lesson there will be a team handball tournament in which you are will be looking for three things, <b>teamwork, inclusion and sportsmanship</b>. Explain that they are now going to do an activity that is intended to address prepare them to work well together next lesson. Explain that this is a problem solving activity and the task is to discuss together possible solutions and work together to achieve the common goal in a positive manner. Acknowledge that these are challenging concepts and that you will be awarding bonus points toward their grade for demonstration of these skills.</p> <p style="text-align: center;"><b><u>FOCUS RING</u></b></p> <p>Begin doing this activity in groups of 6 students.</p>	<p>First have the students have to hold their piece of the rope while</p>

		<p><u>Objectives:</u> Communication, Cooperation and Problem Solving</p> <p><u>Rules:</u></p> <ol style="list-style-type: none"> <li>1. No team member may let go of the end of the lanyard, or hold the lanyard in any other location apart from the very end of this string</li> <li>2. Every participant must remain <b>positive</b></li> <li>3. The team must start over if the ball falls off the ring.</li> </ol> <p><u>Object:</u> Keeping the ball on the focus ring, get everyone in your group, through the hoop without dropping the ball off the focus ring.</p>	<p>passing their body through the hoop.</p> <p>Second have the students pass through the hoop all beginning on one side and then moving through to the other side until everyone is on the other side of the hoop.</p>
Debrief	3	<p>What was the goal of the activity?</p> <p>What was the role of each person in the group?</p> <p>Did people have different ideas about how to complete the task?</p> <p>Was everyone's idea heard?</p> <p>How did you decide what you were going to try?</p> <p>Did any group form a consensus?</p> <p>Who can tell me the criteria for sit &amp; reach?</p> <p>Who can tell me the criteria for the trunk lift?</p>	