

Grade 11

Lesson 2

Lesson plan			
Lesson theme	Strategies for improving fitness	Grade	11
Duration	50 minutes	Date/week	
Context			
<ul style="list-style-type: none">• Recreation and physical wellbeing• Movement focus: Fitness			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none">• Learners improve their fitness levels.		<ul style="list-style-type: none">• Understand the terms ‘physical activity’, ‘exercise’ and ‘fitness’• Know the five health-related and skills-related components of fitness• Know how to draw up a personal fitness programme.	
Core knowledge			
<ul style="list-style-type: none">• Know how to measure fitness levels according to the health-related components of fitness.			
Learning activities and assessment			
<ul style="list-style-type: none">• Learners complete the worksheet for lesson 2.			
Forms of assessment		Resources	
<ul style="list-style-type: none">• Worksheet• Rating table• Checklist• See ‘Learner assessment’ in the ‘Checklist for evaluation’ at the end of the lesson.		<ul style="list-style-type: none">• Scorecards• Worksheets.	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none">• Encourage learners to follow their fitness programmes.		<ul style="list-style-type: none">• The activities make learners more aware of their physical fitness and ways to improve it.	

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Lesson 2: Discussion around strategies for improving fitness (50 minutes)

1 Outcomes

By the end of the lesson learners should be able to:

- Outline the benefits of physical activity
- Have an understanding of how much physical activity we should do to be healthy
- Understand the difference between moderate and vigorous intensity activity
- Be able to define fitness in terms of the 5 components of a fitness test
- Identify your individual strengths and weaknesses in the fitness components as observed in your initial fitness test
- Draw up a personal fitness programme that takes these strengths and weaknesses into account with the aim of improving your fitness level by the end of the term.

2 Teacher's corner

Setting up

Familiarise yourself with the literature identified in the Department of Education's Subject Assessment Guidelines for Life Orientation (page 21) with regards to fitness. The Discovery Vitality Teacher's information guide (available online at www.vitalityschools.co.za) is also useful in this regard.

For lesson 1 you'll need the following equipment:

- Learners' scorecards from the previous lesson
- Worksheet (see page 48)
- Physical fitness log record (see page 49).

3 Activities

Activity 1: Worksheet

Learners complete the worksheet for this lesson.

4 Wrap-up

- Learners need to take their individual fitness programmes home and be encouraged to follow them
- They should be reminded to use the log record to evaluate their weekly progress and record how well they followed their programmes. Explain to them how and what it means to keep a log record
- Remind learners that they can alter activities should they get bored of them
- They should also be reminded that their fitness will be assessed again at a later stage and that their scores in the next test will contribute to their Life Orientation mark.

5 Assessment

- Complete the 'Learner assessment' according to the mark allocation in the table ('Assessment of fitness plan' on page 50)
- Mark off participation in lesson on the class list and complete the 'Checklist for evaluation' on the next page.



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Lesson 2: Checklist for evaluation

Activity	Question	Yes	No
Completing the worksheet on 'Physical fitness for health'	<ul style="list-style-type: none"> Can learners outline the benefits of physical activity? Do they show an understanding of how much physical activity we should do to be healthy? Do they show an understanding of the difference between moderate and vigorous intensity activity? Are they able to define fitness in terms of the 5 components of a fitness test? Are they able to identify their individual strengths and weaknesses in the fitness components as observed in the initial fitness test? Can they draw up a personal fitness programme that takes these strengths and weaknesses into account with the aim of improving fitness levels by the end of the term? 		
Teacher reflection	<ul style="list-style-type: none"> Do you think the activities made learners more aware of their physical fitness and ways to improve it? 		
	<ul style="list-style-type: none"> If you had to repeat the lesson, what improvements would you make to it? 		
Learner assessment	<ul style="list-style-type: none"> Look at the rating table on page 12 and assign the relevant marks. 		

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Worksheet: Grade 11 lesson 2

1 Physical fitness for health

Physical activity or exercise? What's the difference?

"Physical activity refers to **any type of bodily movement produced by contracting the muscles**. Examples of physical activity are hanging up the washing, walking up stairs or to school and walking the dog." (Discovery Vitality Teacher's information guide)

"Exercise is a subcategory of physical activity. It refers to a **structured programme of activity** geared toward achieving or maintaining physical fitness. Examples of exercise are aerobic dancing, soccer, netball, hockey and jogging." (Discovery Vitality Teacher's information guide)

The benefits of physical activity

- Maintains health and helps to prevent illness
- Fitness benefits
- Psychological benefits.

Activity 1: Understanding the health benefits

1. Explain in more detail the 3 benefits of physical activity listed in the bullet points above. Try to explain in your own words how doing physical activity contributes to each point.
2. Give 3 examples that illustrate how physical activity promotes each of the 3 benefits listed above.

How much physical activity is enough?

"It is recommended that children and youth do at least 60 minutes of moderate to vigorous activity a day. Those children and youth that are completely inactive should aim to start with 30 minutes of physical activity a day and gradually build up to 60 minutes per day." (Discovery Vitality Teacher's information guide)

Moderate-intensity activity vs vigorous-intensity activity?

- Moderate-intensity activities cause an increase in breathing and heart rate, but a conversation between 2 people can still be maintained
- Vigorous-intensity activity means your heart rate increases substantially and you are breathing much harder. You will be unable to say more than a few words without pausing for breath, and you will also need to concentrate a lot more on the activity that you are doing.

Activity 2: How physically active are you?

1. List 3 examples of moderate-intensity activity.
2. List 3 examples of vigorous-intensity activity.
3. List examples of physical activity you undertake on an average day.
4. Classify the activities you listed in question 3 as either moderate- or vigorous-intensity activity.

"Physical fitness has been defined as the ability to perform occupational, recreational and daily activities without becoming unduly fatigued." (Heyward: Principles of Assessment, Prescription, and Exercise Programme Adherence)



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The 5 components of a fitness test

Cardio-respiratory endurance:

Fitness of the heart and lungs.

Muscular strength:

The maximum force a muscle produces to perform an activity once.

Muscular endurance:

The ability of a muscle or group of muscles to perform repetitive contractions over a period of time.

Flexibility:

This refers to the range of motion of a joint, or group of joints, and is correlated with muscle length.

Body composition:

This is used to describe the percentage of fat, bone and muscle in the human body.

(Adapted from Surgeon General's Report on Physical Activity and Health, USDHHS, 1996, in The President's Council on Physical Fitness and Sports)

Activity 3: How fit are you?

The first 4 of the health-related components mentioned above were tested in your fitness test last lesson.

1. Refer to your score sheet and identify which were your stronger areas of fitness.
2. Identify those areas which were your weaker areas of fitness.

Planning a fitness schedule

Some ideas to get you started:

Warm-up

5 to 10 minutes of activities such as walking, slow jogging, knee lifts, arm circles or trunk rotations.

Cardio-respiratory endurance:

30 to 60 minutes most days of the week. This can be accumulated, that is, you do not have to do it all in one go (eg brisk walking, jogging, swimming, cycling, rope-jumping, tennis, cricket, soccer, Frisbee, roller-blading etc).

Muscular strength and endurance:

A minimum of 2 x 20 minute sessions a week (eg lifting weights, sit-ups, press-ups, pull-ups etc).

Flexibility:

10 to 12 minutes of daily stretching exercises performed slowly.

Cool-down

5 to 10 minutes of slow walking.

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Activity 4: Planning your own fitness programme

Use the ideas above to plan a fitness schedule for yourself for the rest of this term. Remember to space things out through the week and try to be realistic in terms of fitting these activities into your lifestyle. Each workout should start with a warm-up and end with a cool-down and stretch. Feel free to ask your teacher for help or advice.

[illegible]

Remember to:

- Increase the number of repetitions as you become fitter
- Increase the duration of your cardiovascular activities as you become fitter.

For example, start jogging for 10 minutes, then increase to 15 minutes, then 20 minutes and slowly build up to 1 hour.

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Learner's physical fitness log record

Complete the following log record each week to monitor your fitness programme.

Day	Programme (eg 30 minutes walking)	What I did (eg 25 minutes walking)	Effort rating (1 to 5) *	Comment (eg felt ok, just a bit tired)
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				
Comment for the week and how I feel (eg I managed to complete 5 out of 7 sessions and coped quite well): 				

* Effort rating (1 = felt very easy; 5 = felt extremely tiring)

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Assessment of fitness plan

Rate the learner's fitness programme using the following scale (add up the scores and divide by 5 to get the total mark for the lesson).

1	2	3	4	5	6
Weak	Below average	Average	Good	Very good	Excellent

Name of learners	Variety of activities	Programme realistic to learner's lifestyle	Inclusion of warm-up and cool-down	Reflects health-related components of fitness	Level of effort applied to drawing up programme	Total: