

Grade 9

Lesson 1

Lesson plan

Lesson theme	Participate in an initial fitness assessment	Grade	9
Duration	50 minutes	Date/week	
Context			
<ul style="list-style-type: none">Physical development and movementMovement focus: Fitness			
Linking with previous lesson		Linking with next lesson	
N/a.		<ul style="list-style-type: none">Learners improve their fitness levels.	
Core knowledge			
N/a.			
Learning activities and assessment			
<ul style="list-style-type: none">Warm-upLearners do various tests to measure their fitness while their partners record their resultsCool-down.			
Forms of assessment		Resources	
<ul style="list-style-type: none">ChecklistPeer assessmentSee 'Learner assessment' in the 'Checklist for evaluation' at the end of the lesson.		<ul style="list-style-type: none">Track (you will need to know its distance)Learners' score sheetsStopwatch to record learners' times for the 800 metre run testCones to perform agility T-test (4 cones for each test station)Fitness score sheets.	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none">With the results of the assessment, learners can see which areas of their fitness need improvement.		<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 1: Participate in a fitness assessment (50 minutes)

1 Outcomes

By the end of the lesson learners will have:

- A record of their current fitness levels measured through the performance of a number of different activities.

2 Teacher's corner

Setting up

This lesson can be repeated in 6 weeks, or at the end of the term, to assess whether learners' fitness levels have improved.

- Divide the learning area into 5 separate areas/stations in which learners will perform the different tests. Design it in such a way that you will be able to observe all learners at 1 time.
- Learners are required to work in pairs and record scores for their partners on their partners' fitness score sheets.
- Photocopy enough fitness score sheets (see page 39) so that there is 1 for each learner.

For lesson 1 you'll need the following equipment:

- Track (you will need to know its distance)
- Learners' score sheets
- Stopwatch to record learners' times for the 800 metre run test
- Cones to perform agility T-test (4 cones for each test station)
- Fitness score sheets (1 for each learner).

3 Activities

Activity 1: Instruction (10 minutes)

- Explain to learners that while their fitness is being assessed in this lesson, it will be reassessed at a later date.
- Just before the warm-up, explain to learners what the test stations involve and demonstrate the required technique for each (it might be helpful to have signs at each station).

Activity 2: Warm-up (5 minutes)

Plan a warm-up exercise based on the warm-up and dynamic stretching exercises found on pages 3 to 7.

Just after the warm-up, divide the learners into pairs and give each one a copy of the Fitness score sheets found in this lesson plan (see page 39). Explain that they must record their partners' scores on their score sheets.

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Activity 3: Mid-section muscle endurance: Abdominal crunch test (5 minutes)

1. Learner 1 of the pair lies on his back with knees at right angles and feet flat on the floor. He straightens his elbows and places the palms of his hands on his thighs. On the blow of the whistle, he needs to lift his head and chest off the floor so that his hands touch his knees. He then returns to the starting position. See page 10.
2. Learner 2 counts and records the number of completed abdominal crunches achieved in the minute.
3. On completion, the partners swap over so that learner 2 now gets the opportunity to complete the test while his partner records the score.

Activity 4: Balance: Stork stance test (5 minutes)

1. Learner 1 stands on 1 leg and places the other foot on the inside of his supporting knee and his hands on his hips. He holds this position until he loses balance and has to put his leg down to regain balance.
2. While he is completing the test, learner 2 records how long learner 1 is able to remain balanced on 1 leg (the time is measured in seconds).
3. On completion, the partners swap over so that learner 2 now gets the opportunity to complete the test while learner 1 records the score.

Activity 5: Upper body muscle endurance: Push-ups (5 minutes)

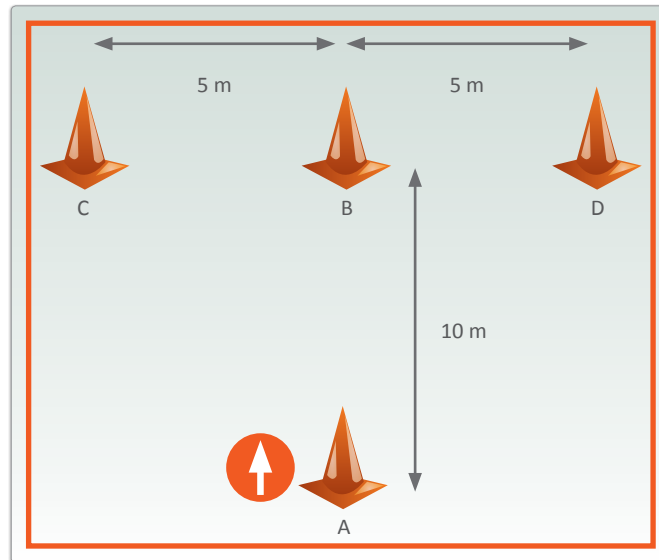
This test measures the endurance of the upper body muscles.

1. Learner 1 of each pair is required to perform as many push-ups as he can in 1 minute. The 1 minute starts and ends on the blow of your whistle.
2. Males must execute the push-ups with their toes and hands on the floor and females must place their knees and hands on the floor (this is called a modified push-up on page 11).
3. If learners cannot perform the push-up continuously, they may take a break and then continue until the end of the minute.
4. Learner 2 counts and records the number of completed push-ups achieved in the minute.
5. On completion, the partners swap over so that learner 2 has the opportunity to complete the test and learner 1 records the score.

Activity 6: Agility: T-test (5 minutes)

1. Learner 1 in the pair starts at cone A, sprints to cone B and touches the cone with his right hand. He then shuffles sideways to cone C and touches it with his left hand. From cone C he shuffles sideways to cone D and touches it with his right hand. He then shuffles back to cone B and touches it with his left hand. From here he runs backwards to cone A. The stopwatch is stopped as he passes cone A.
2. The learner must repeat this 3 times and his best time should be recorded.
3. While learner 1 is completing the T-test, learner 2 records the learner's best time on his score sheet.
4. On completion, the partners swap over so that learner 2 has the opportunity to complete the test and learner 1 records the score.

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Activity 7: Cardiovascular: 800 metre run test (10 minutes)

The aim of this test is to complete the 800 metres in the fastest time possible.

1. Learner 1 in the pair starts the 800 metre run on the blow of your whistle.
2. While he is running, learner 2 records the time taken for learner 1 to complete the distance on his score sheet.
3. On completion of the run, the partners swap over so that learner 2 has the opportunity to complete the 800 metre run and learner 1 records the score.

Activity 8: Cool-down (5 minutes)

Plan a cool-down exercise based on the cool-down and stretching exercises found on page 8.

4 Wrap-up

Make sure the learners have filled in all their scores and then collect their score sheets. Explain to them that you will give these back to them in the next lesson when they will use them to draw up fitness programmes to improve their overall fitness levels.

5 Assessment

- Use peer assessment to record learners' scores
- Complete the 'Learner assessment' according to the mark allocation on the table overleaf ('Checklist for evaluation')
- Mark off participation in the lesson on the class list and complete the 'Checklist for evaluation'.

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Lesson 1: Checklist for evaluation

Activity	Question	Yes	No
Completing a fitness assessment	<ul style="list-style-type: none"> Were learners able to perform crunches? Were they able to balance on 1 leg for a period of time? Were learners able to perform push-ups? Did they manage to complete the T-test? Were they able to complete the 800 metre run test? 		
Teacher reflection	<ul style="list-style-type: none"> Do you think that the activities made learners more aware of their physical fitness and ways to improve it? 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 score sheet on page 36 and assign the relevant marks to the learners depending on the score they obtained. Example: if a 15-year-old female learner completed 44 crunches assign a mark of 6; if they managed to balance in the stork stand for 20 seconds, assign a mark of 6; if they managed to complete 10 push-ups in a minute, assign a mark of 4; if they completed the T-test in 11 seconds, assign a mark of 7 and if they ran the 800 metres in 3'30', assign a mark of 4. Add these scores up (27) and divide by 5. Their score on the mark sheet will be 5 or 6. 		

Test norms

Abdominal crunch test (reps) – boys

Rating	Age				
	13	14	15	16	17
9 to 10 points	58	59	59	61	62
6 to 8 points	48	49	49	51	52
4 to 5 points	41	42	44	45	46
1 to 3 points	35	36	38	38	38

Abdominal crunch test (reps) – girls

Rating	Age				
	13	14	15	16	17
9 to 10 points	51	51	56	54	54
6 to 8 points	41	42	43	42	44
4 to 5 points	35	35	37	33	37
1 to 3 points	29	30	30	29	31

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Stork stance balance test (time in seconds) – boys

Rating	Time
9 to 10 points	51 seconds and above
7 to 8 points	37 to 50 seconds
6 to 8 points	15 to 36 seconds
4 to 5 points	5 to 14 seconds
1 to 3 points	0 to 4 seconds

Stork stance balance test (time in seconds) – girls

Rating	Time
9 to 10 points	28 seconds and above
7 to 8 points	23 to 27 seconds
6 to 8 points	8 to 22 seconds
4 to 5 points	3 to 7 seconds
1 to 3 points	0 to 2 seconds

Push-ups (reps) – boys

Rating	Age				
	13	14	15	16	17
7 to 10 points	31	36	41	41	41
4 to 6 points	26	31	36	36	36
1 to 3 points	12	14	16	18	18

Push-ups (reps) – girls

Rating	Age				
	13	14	15	16	17
7 to 10 points	21	21	21	21	21
4 to 6 points	16	16	16	16	16
1 to 3 points	7	7	7	7	7

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T-test (time in seconds) – boys

Rating	Time
9 to 10 points	Less than 9 seconds
7 to 8 points	9.1 to 10.30 seconds
4 to 6 points	10.31 to 11.30 seconds
1 to 3 points	More than 11.31 seconds

T-test (time in seconds) – girls

Rating	Time
9 to 10 points	Less than 10.30 seconds
7 to 8 points	10.31 to 11.30 seconds
4 to 6 points	11.31 to 12.30 seconds
1 to 3 points	More than 12.31 seconds

800 metre run test

Rating	Time
9 to 10 points	2'45" or less
7 to 8 points	2'46" to 3'
5 to 6 points	3'01" to 3'15"
3 to 4 points	3'16" to 3'30"
1 to 2 points	More than 3'31"

' – minutes

" – seconds

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Fitness score sheet

Activity	Fitness assessment score	Mark (see 'Test norm' table)	Reassessment score	Mark (see 'Test norm' table)	Improved? Yes/No
Mid-section muscle endurance: Abdominal crunch test (number completed in 60 seconds)					
Balance: Stork stance test (time in seconds)					
Upper body muscle endurance: Push-ups (number completed in 60 seconds)					
Agility: T-test (time in seconds)					
Cardiovascular: 800 metre run test (time taken in minutes and seconds)					
Total score (add up the individual scores and divide by 5)					