

***Physical Fitness for Life***  
14 Day Fitness Unit for P.E. Classes  
Integrating Technology into the P.E. Curriculum

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***Objectives:***

**Library Media Skills Objectives:**

1. The student will search and locate informative articles covering the topics of fitness, nutrition or exercise using the Internet, SirS Discover Online, or Electric Library.
2. The student will evaluate information and gather facts pertaining to fitness, nutrition and exercise.
3. The student will apply found knowledge by creating a personal fitness plan.
4. The student will collect bibliographic information on all sources used.
5. The student will demonstrate reading comprehension by answering questions on handouts after reading information provided.

**P.E. Curriculum Objectives:**

1. The student will collect data on a grid.
2. The student will compare fitness test results and evaluate for personal weaknesses.
3. The student will demonstrate knowledge of muscles by labeling a drawing of the human muscular system.
4. The student will reflect on personal fitness and nutrition weaknesses and create a plan to improve personal physical fitness.
5. The student will demonstrate knowledge of human nutritional and exercise needs by completing a written test and scoring a 76% or better.

***Grade Levels:*** 6-8

***Resources:***

- Internet
- SirS Discover Online
- Electric Library
- The Food Pyramid Challenge 2
- Physical Activity for Health and Fitness: an Individual Lifetime Approach, by Allen W. Jackson, James R. Morrow, Jr., David W. Hill, Rod K. Dishman; Human Kinetics, Champaign, Illinois, 1999.

- Physiology of Sport and Exercise, by Jack H. Wilmore, David L. Costill; Human Kinetics, Champaign, Illinois, 1999.
- Regional Office of Education Nutrition Loan Library

### ***Instructional Roles:***

The P.E. teacher and the media specialist together will create data collection worksheets and a lesson plan for this unit. The goal is to meet the Illinois State Standards for P.E. while introducing the use of technology into the P.E. curriculum.

### **Media Specialist:**

- Block out time in the media center for this unit.
- Secure videos to be shown at the beginning of the unit.
- Secure LCD projector and screen.
- Supply folders for students to use as portfolios.
- Assist students in gathering articles from computer sources.
- Assist students in making bibliographies.
- Help students evaluate information and gather facts.
- Assist teacher in instruction of use of the *Food Pyramid* computer software program.
- Assist teacher in any way needed.

### **P.E. Teacher**

- Create informational handouts, questionnaires, and final test.
- Initiate fitness testing in the gym with the other P.E. teacher.
- Explain unit to students.
- Guide daily activities.
- Grade handouts and final tests.

### ***Activity and Procedures for Completion:***

Prior to classroom work, all students will take the fitness test in the gym. Results will be recorded. Students will also be working on handouts and completing work sheets. Students will be given work sheets to record personal daily eating habits and activities for one week.

#### **Day 1**

All students will watch a video and take notes. Grade 6 will watch *Fit for Fun* and grades 7-8 will watch *Balancing Your Act*. Both videos are on loan from Central Illinois NET Center.

#### **Day 2**

All P.E. classes will be divided in half. One group will begin the fitness unit in the media center with Mrs. Bressner and Mrs. Burton, while the other group begins a badminton unit in the gym with Mr. Reed.

The syllabus for the unit *Fitness for Life* will be discussed with the students. There will also be a discussion of why students feel so many people are not physically fit. Try to include all the excuses. Also discuss why students should be concerned about their own physical fitness.

Hand out *Fitness or Fatness Quiz* and answer as a class. Discuss answers.

Hand out folders for portfolios. Students will decorate their portfolios according to the theme *Fitness for Life* using markers, colored pencils, pictures and text from magazines, etc. This will be done as homework.

Hand out article information sheets. Students will go to computers to find articles pertaining to fitness, nutrition, or exercise using the Internet, SirS Discoverer Online and Electric Library. Students will complete the forms for 2 articles that they find.

Homework will be Handout #2.

### **Day 3**

Students will begin evaluating the results of the physical fitness test by recording the results on the Personal Physical Fitness Test Results hand out. They will compare recent results to those scored in the fall.

Students will label the major muscles of the human body on a handout. A diagram of the muscles will be shown using an overhead projector. The diagram will be discussed and students will fill in their own diagrams.

Time permitting, students may also continue to gather informative articles for Day 1's activities.

### **Day 4**

Students will receive a handout entitled *Areas for Improvement*. They will go to the provided web site to find exercises that will help them improve their own physical fitness. [www.gymamerica.com](http://www.gymamerica.com)'s animated demos can be personalized.

Using these exercises they will develop a personal workout plan.

Homework will be handout #3.

### **Day 5**

Hand out food pyramid sheets and discuss.

Students will open the *Food Pyramid* computer program and using the data they collected on their *Personal Food Diary*, they will input the required information concerning 1 day's meals. Students will view the results and print out the personal messages provided by the program. These printouts will be put into the portfolios.

### **Day 6**

Students will total the results on the *Personal Food Diary*. They will discover which food groups are lacking from their diets and which are in an over abundance. They will begin to fill out a Dietary Improvement Plan for themselves.

Students will total data collected on their *Personal Activity Logs*. They will discover how much exercise they are really getting and begin to formulate a plan on the handout *Personal Log Summary*.

Students will turn in portfolios with all materials covered in the unit.

### **Day 7**

After both sections of each P.E. class have completed the unit, all portfolios will be returned to be used as review for the final test. All students will take the final test at the same time. Following the test, all portfolios will be collected and kept for the spring.

### ***Evaluation:***

Evaluation is an ongoing process performed by students, the P.E. teachers, and the media specialist. Students are continually evaluated on their information gathering skills and their ability to be good consumers of information.

Each student will keep a fitness portfolio that will be used and added to all 3 years in the middle school. It will follow the student to the high school to be used there as well.

### **Library Media Skills Objectives:**

Students are evaluated on how well they use computer resources, locate information, evaluate information, and formulate a plan of action.

### **P.E. Curriculum Objectives:**

Students will be graded on all handouts, worksheets, portfolio, and the final test.

### ***Follow-up:***

Students will take the ISAT in the spring. Many of the topics included in this unit will be covered on this standardized test. Results on this test will give an idea of the success of the unit and where changes may need to be made.

Portfolios will follow the students through the middle school where this unit will be repeated each year for each grade. Portfolios will also be sent with the students to the high school to be used there.

It would probably be better to add one more day to the media center activities. Some activities had to be rushed. Also, the current plan does not allow for students who are absent. It was very hard to find time for them to make up their work.

In succeeding years, we would like to use more computer software. We are attempting to purchase software that will calculate daily activities for students in much the same way that the Food Pyramid program does for diet.

We would also like to try to include families in the program in an attempt to get whole families to work toward better fitness.

We would like to find some kind of award to give at the end of the year to those students who have demonstrated improvement in their total physical fitness.

### **Inservice Agenda**

Evaluation of Web Sites for Reliability  
Or  
Why Cats React to Bearded Men  
February 16, 2001  
Peggy Burton

#### I. In the Beginning ...

A. What is the Internet? — [www.cam.k12.il.us/ms/media/literacy1.htm](http://www.cam.k12.il.us/ms/media/literacy1.htm)

1. Internet
2. WWW

B. Search engines or Meta search engines? --  
[www.cam.k12.il.us/ms/media/literacy2.htm](http://www.cam.k12.il.us/ms/media/literacy2.htm)

C. How to search effectively — Video, *Jenny and Maxx Tell it All*

[www.bensenville.lib.il.us/kids](http://www.bensenville.lib.il.us/kids)

#### II. And then there was man...

A. What's on the Internet? -- [www.cam.k12.il.us/ms/media/literacy3.htm](http://www.cam.k12.il.us/ms/media/literacy3.htm)

B. Why do we need evaluation?

C. How to evaluate a web site? – <http://wizard.imsa.edu/evaluate/>

### III. And then came woman...

A. Sample site evaluation -- [www.cam.k12.il.us/ms/reading/index.htm](http://www.cam.k12.il.us/ms/reading/index.htm)

B. Site evaluation, do it yourself

[www.improbable.com/airchives/classical/cat/cat.html](http://www.improbable.com/airchives/classical/cat/cat.html)

[www.lme.mankato.msus.edu/mankato/mankato.html](http://www.lme.mankato.msus.edu/mankato/mankato.html)

C. Reliability

[www.theonion.com](http://www.theonion.com)

<http://www.anovember.com/articles/zack.html>

1. When was the site last updated or revised? \_\_\_\_\_

2. Was the site revised recently? \_\_\_\_\_

3. Is the author of the site named clearly on the page? \_\_\_\_\_

4. Is the author an authority or expert in his/her field? \_\_\_\_\_

5. Is there a way to contact the author through email or snail mail? \_\_\_\_\_

6. Are the spelling and grammar correct? \_\_\_\_\_

7. Do you understand what you are reading? \_\_\_\_\_