



AT A GLANCE

Pre-Fitness Assessment

LESSON MATERIALS

- Pre-fitness assessment score sheet
- Pencils
- Stopwatch
- Masking tape
- Ruler
- Marker
- Fitness assessment station signs
- Cushioned surface (carpet or pad if available)

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Preparation: 20 minutes

Classroom/teaching: 5 to 10 minutes

Activity: 60 minutes

TOTAL TIME—85 to 90 minutes
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SUMMARY AND REVIEW

Take home concepts to review
Understanding personal fitness levels and setting goals to improve in those areas.



selecthealthSM

Pre-Fitness Assessment

I. GOAL(S)/STANDARD:

For specific standards and objectives, see the core curriculum lesson chart.

Lesson measures individual fitness levels and how to monitor heart rate

II. MATERIALS/PREPARATION:

- Pre-fitness assessment score sheet
- Pencils
- Stopwatch
- Masking tape
- Ruler
- Fitness assessment station signs (see tab)
- Cushioned surface (carpet or pad if available)
- Marker

III. INSTRUCTIONS:

PREPARATION

1. Make one copy of the pre-fitness assessment score sheet for each student.
2. Testing can be completed in one day or split into multiple days.
3. These tests can be conducted indoors or outside.
 - a. Display signs for each station above the area where the assessments will be performed
 - b. Prepare each station according to the instructions on the pre-fitness assessment score sheet (*the instructions will be available for each student on the score sheet*)

IDEAS FOR ADMINISTERING THE TEST

Recruit Help

- a. Ask parents or volunteers to help with the assessment
- b. Get your principle and office staff involved with the assessment
- c. Get the PTA to help

Divide It Up

- a. Split up the assessment throughout the week
- b. Have the students do sit-ups and push-ups at home
- c. Do the pre-fitness assessment at school and have the students do the post-fitness assessment at home

ASSESSMENT EXPLANATION

1. Explain that the students will be doing fitness testing in the following areas:
 - a. **Endurance** – the body’s ability to use muscles for longer periods of time. For this, your students will complete the one-mile run/walk as fast as they can
 - b. **Flexibility** – the body’s ability to bend (e.g., v-sit and reach)
 - c. **Speed** – how fast the body can move (e.g., shuttle run)
 - d. **Strength** – how strong the body’s muscles are (e.g., curl-ups and push-ups)

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2. Give your students their pre-fitness assessment score sheet (these explain how to do each assessment and include pictures and a place for them to write their scores.)
3. Have your students find their pulse (the neck is probably the easiest location).
 - a. Have them count how many times their heart beats in six seconds. After you call “time,” have them record the number in the associated box on their score sheets
 - i. Multiply the number by ten for their resting heart rate
 - b. Have your students complete an activity (e.g., jumping jacks, running in place) for one minute while you time them. After you call time, have them find their pulse, count it for six seconds, and record the number in the associated box on their score sheets
 - i. Multiply the number by ten for their heart rate after one minute of exercise

ADMINISTER THE PRE-FITNESS ASSESSMENT

**remind your students with any medical problems not to participate without a doctor’s permission*

1. Take your students to each station and explain what they will be doing (use the pre-fitness assessment score sheet for explanation). Each student should have a score sheet, which can serve as a reminder of what they are suppose to do.

Endurance Run/Walk

- a. Have your students warm up (e.g., running in place and/or stretching) for a few minutes before starting the endurance run/walk
 - i. Explain the route they will take to complete the mile
 - ii. Remind them they might need to walk, but they should try to complete the mile as quickly as possible
 - iii. Tell them you will call out their finish time as they are done. Have them go straight to their score sheets and record it
 - iv. Have your students line up and start running the mile when you say “go”
 - v. Encourage those students who finished to cheer for those that seem to be struggling

V-sit and Reach, Shuttle Run, Curl-ups, and Push-ups

- a. Divide your class into four groups
- b. Assign each group to a station
- c. Tell them which way they will be rotating (e.g., clockwise, counterclockwise)
- d. Explain how they will be helping each other with the assessments by either measuring, counting, or using the stopwatch
- e. Tell them how much time they will have at each station (approximately five minutes, but depends on how many students are in a group and the abilities of the students)
- f. Tell them that they may have a second opportunity once everyone has a turn
- g. Remind them that two or three students may be able to test at the same time
- h. Tell them to make sure they record their scores at each station
- i. Circulate among the groups as needed while the students are completing the assessment

PASSPORT

1. When you return to the classroom, have the students record their scores in their passport books. Make a goal for the eight weeks on the same page.

IV. ASSESSMENT:

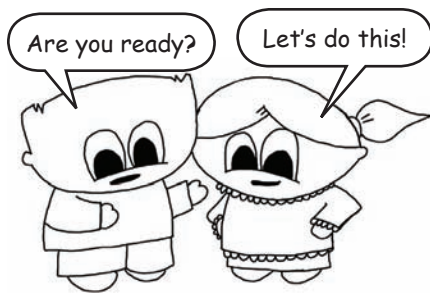
Have students turn in their score sheet so you can assess the work they completed and give them credit if you would like before sending it home.

V. ADAPTATIONS (for students with disabilities or special needs):

Have other students in the class assist those who might need some extra help.

Pre-Fitness Assessment Score Sheet

NAME _____



Tell the students with any medical problems not to participate without a doctor's permission. There is no limit (except for available time) on the number of attempts for each event.

Heart rate at rest _____ x 10 = _____

Heart rate after one minute of exercise _____ x 10 = _____

EVENT #1: ENDURANCE RUN/WALK *measures endurance ability*

PREPARATION: You will need a safe one-mile stretch to do this assessment. First warm up and practice pacing yourself. Pacing means walking or running at a rate you can continue for most of the event.

This test should be done in the shortest amount of time possible, but walking is permitted if you need. To start, have someone say "go" when they start the stopwatch. Write down your time as soon as you finish the mile.



MY SCORE _____

EVENT #2: V-SIT AND REACH *measures flexibility in lower back and hamstrings*

PREPARATION: Use masking tape to make a straight line that is two feet long. At the halfway mark of the taped line, make another straight line crossing (*perpendicular to*) the first line. The intersecting point is the "0" point. Mark (*with a ruler and marker*) every half inch from "0" (*e.g., +.5, +1, +1.5*). Going toward the student, mark it in half inches from the zero point with a minus (*e.g., -.5, -1, -1.5*).

It is best to do these stretches with warm muscles (*like after the endurance run*). Sit with your heels eight to twelve inches apart just behind the "0" point. Clasp hands with palms down behind the "0" point. Your legs should be flat and held down by a partner. Do three practice stretches and hold the fourth stretch for three seconds while it is recorded. Then write down your score.



MY SCORE _____

EVENT #3: SHUTTLE RUN *measures speed and agility*

PREPARATION: Use masking tape to make a starting line and a parallel line 30 feet away from the starting line.

To start, have someone say "go" when they start the stopwatch. You should start behind the starting line. Run to the line 30 feet away and bend down and touch it with your fingers. Then run back to the starting line and bend down and touch that. Then return to the line 30 feet away and touch that line again and then cross the starting line to finish. After you cross the finish line, write down your time.



MY SCORE _____

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EVENT #4: CURL-UPS *measures abdominal strength and endurance*

PREPARATION: Use a cushioned surface if available. Begin on your back with your knees bent and shoulder-width apart. Cross your arms and touch your shoulders with elbows close to your body. Have a partner hold your feet.



Curl up and touch your elbows to your thighs. Then lower back to the floor until shoulders touch to equal a completed curl-up.

PARTNER: Start the stopwatch and time for one minute while your partner counts only complete curl-ups (*no bouncing off the floor*). Stop when time is called at the end of one minute. Record your score.

MY SCORE

EVENT #5: PUSH-UPS *measures upper body strength and endurance*

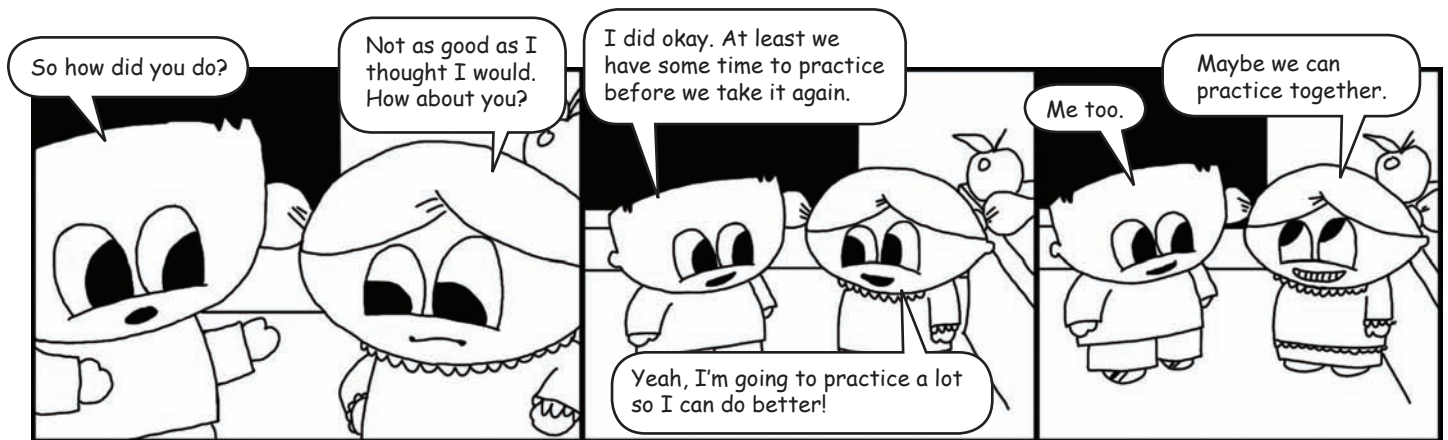
PREPARATION: Use a cushioned surface if available. Begin face down with your hands under your shoulders and fingers facing forward. Legs should be parallel with your weight supported on your toes. Have a partner hold your hands in place. Push up until elbows are at a 90-degree angle and then come back down until your shoulders touch your partner's hands.

Do a push-up to the counting or clapping of three. One complete push-up every three seconds is continued until you can't do anymore in rhythm.

PARTNER: Do not slow down the counting or clapping to stay with the event participant. They must stay with the counting or clapping rhythm that was set.



MY SCORE



Testing criteria was taken from The President's Challenge at www.presidentschallenge.org. To see how your score compares to others your own age, look for the charts on this Web site.