

## Grade 11

## Lesson 1

### Lesson plan

<b>Lesson theme</b>	Participate in a fitness assessment	<b>Grade</b>	11
<b>Duration</b>	50 minutes	<b>Date/week</b>	
<b>Context</b>			
<ul style="list-style-type: none"> <li>Recreation and physical wellbeing</li> <li>Movement focus: Sports and games.</li> </ul>			
<b>Linking with previous lesson</b>		<b>Linking with next lesson</b>	
N/a.		<ul style="list-style-type: none"> <li>Learners improve their fitness levels.</li> </ul>	
<b>Core knowledge</b>			
<ul style="list-style-type: none"> <li>Know how to measure fitness levels according to the health-related components of fitness.</li> </ul>			
<b>Learning activities and assessment</b>			
<ul style="list-style-type: none"> <li>Warm-up</li> <li>Learners do various tests to measure their fitness and then record their results</li> <li>Cool-down.</li> </ul>			
<b>Forms of assessment</b>		<b>Resources</b>	
<ul style="list-style-type: none"> <li>Peer assessment</li> <li>Checklist</li> <li>See 'Learner assessment' in the 'Checklist for evaluation' at the end of the lesson.</li> </ul>		<ul style="list-style-type: none"> <li>Benches</li> <li>Ruler/tape measure</li> <li>Track (you will need to know its distance)</li> <li>Stopwatches</li> <li>Learners' score sheets.</li> </ul>	
<b>Expanded opportunities</b>		<b>Teacher reflection</b>	
<ul style="list-style-type: none"> <li>With the results of the assessment, learners can see which areas of their fitness need the most work. In the next lesson they will draw up a fitness programme to help them improve their fitness levels.</li> </ul>		<ul style="list-style-type: none"> <li>The activities make learners more aware of their physical fitness and ways to improve it.</li> </ul>	

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### Lesson 1: Participate in a fitness assessment (50 minutes)

#### 1 Outcomes

By the end of the lesson learners should have:

- A record of their current fitness level measured according to the health-related components of fitness.

#### 2 Teacher's corner

**Setting up**

- Divide the playing area into 4 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 one time
- It is recommended that you hold this lesson at the beginning of the school term/year and repeat it again in 6 to 7 weeks time.

**For lesson 1 you'll need the following equipment:**

- Bench and ruler / tape measure for flexibility test station
- Track (you will need to know its distance)
- Learners' scorecards (see page 36)
- Stopwatch to record learners' times for the 800 metre run test.

#### 3 Activities

##### Activity 1: Instruction (5 minutes)

- Explain to learners that while their fitness is being assessed in this lesson, it will be reassessed at a later date
- Explain to them that in the next lesson they will be presented with some theory regarding the benefits of fitness and a healthy lifestyle. They will then be guided in drawing up a personal fitness programme that they can follow to improve their fitness levels
- Just before the warm-up, explain to learners what each test station involves and demonstrate the required technique (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 accompanying score sheet (see page 36). Explain that they must record their partners' scores on their score sheets.

##### Activity 3: Cardiovascular: 800 metre run test

The aim of this test is to complete the 800 metre distance in the shortest time possible.

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### Activity 4: Muscular endurance: Push-ups (1 minute)



Full push-up



Modified push-up



- Perform as many correctly done push-ups as you can in 1 minute. If the learner cannot complete the push-ups continuously, they may take a short break and then continue until the minute is complete.
- Male learners should perform this activity in the standard position with their hands shoulder-width apart, their backs straight, heads up and their toes on the floor
- Female learners can use the modified 'knee push-up' position with their ankles crossed, knees bent at a 90° angle, backs straight, hands shoulder-width apart and their heads up
- A correct push-up involves the learners' backs being straight at all times and they must push up to a straight arm position without locking their elbows. Learners must then go down so that they are low enough to touch their partner's fists on the floor, or so that there is a 90° angle at the elbows.

### Activity 5: Flexibility: Sit and reach test



To assess the flexibility of the hamstrings, you will need a bench and ruler/tape measure.

1. Start with feet flat against the bench and knees straight.
2. Reach arms as high as possible above the head, then lean forwards and reach as far along the bench as possible while keeping the knees locked.
3. The furthest point the fingertips can reach is the learner's score.
4. Learners need to be given three attempts at this station. Their furthest reach is the score that should be recorded on the score card.

**Note:** A specialist table for measuring flexibility has an overhang of 15cm, so if you are using a bench and ruler, a score of 10cm actually equals 25cm (the 10 cm measured plus the 15cm allowed for the overhang on the specialist table), and a score of 12cm actually equals 27cm (the 12cm measured plus the 15cm allowed for the overhang on the specialist table). While learners can simply record the measurement attained on the bench, these scores will need to be adjusted by the teacher to ensure that the assessment is accurate.

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### Activity 6: Strength: Sit-ups (1 minute)

Perform as many sit-ups as you can in 1 minute. A sit-up is performed with the legs bent, the knees at right angles and the feet on the ground being held by a partner (the feet could also be clasped around the ankles of a learner lying at 180° so that both sets of feet are secure). Learners must start with their shoulder blades on the floor and then sit up so that their hands touch their knees. If the shoulder blades do not touch the floor, or if the hands do not touch the knees, that sit-up should not be counted.



### Activity 7: Cool-down (10 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 below ('Checklist for evaluation')
- Mark off participation in the lesson on the class list and complete the 'Checklist for evaluation'.

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## Scorecard

Learner's name: \_\_\_\_\_

Class: \_\_\_\_\_

Activity	Description	Fitness test 1 score	Mark	Fitness test 2 score	Mark
800 metre run test (cardiovascular)	Time taken to complete 800 metre in minutes and seconds	min sec		min sec	
Push-ups (muscular endurance)	Number of push-ups in 1 minute				
Sit and Reach Test (flexibility)	Distance reached along the bench, measured in cm	cm		cm	
Sit-ups (abdominal strength)	Number of sit-ups in one minute				
Total score (add up the individual scores and divide by 4)					

### Test norms

#### 800 metre run test

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

' – minutes  
" – seconds

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### Push-ups (reps) – boys

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

### Push-ups (reps) – girls

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

### Sit and reach (cm) – boys

Rating	Age				
	13	14	15	16	17
9 to 10 marks	36	39	41	42	45
6 to 8 marks	30	32	34	36	40
4 to 5 marks	26	28	30	30	34
1 to 3 marks	20	23	24	25	28

### Sit and reach (cm) – girls

Rating	Age				
	13	14	15	16	17
9 to 10 marks	43	44	46	46	44
6 to 8 marks	36	38	41	39	40
4 to 5 marks	31	33	36	34	35
1 to 3 marks	24	28	31	30	31

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### Sit-ups (reps) – boys

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

### Sit-ups (reps) – girls

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

### Lesson 1: Checklist for evaluation

Activity	Question	Yes	No
Completing a fitness assessment	<ul style="list-style-type: none"> <li>Did learners manage to complete the fitness assessment and record their scores for each test on their score sheets?</li> </ul>		
Teacher reflection	<ul style="list-style-type: none"> <li>Do you think that the activities made learners more aware of their physical fitness and ways to improve it?</li> </ul>		
	<ul style="list-style-type: none"> <li>If you had to repeat the lesson, what improvements would you make to it?</li> </ul>		
Learner assessment	<ul style="list-style-type: none"> <li>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 16-year-old male learner ran the 800m race in 3'10", assign a mark of 6, if they managed to complete 36 push ups, assign a mark of 6, if they managed to stretch to 36cm, assign a mark of 8 and if they completed 45 sit ups, assign a mark of 4. Add these scores up (24) and divide by 4. Their score on the mark sheet will be 6.</li> </ul>		