CCT – Grade 9 Health Active Living - Personal Fitness in Goodlife

Personal fitness is vital as part of your overall health. Being physically fit is a great indication of good health. A lot of people keep fit through sports. Some sports are so demanding that you need to do personal fitness to compete well. Here are some reasons for personal fitness:

Personal fitness means something different to everybody. Most people that take personal fitness seriously know exactly what they would like to achieve and get out of going to the gym. It is vital that you have a plan and goals in place to get the most out of personal fitness. It is also vital that you know how your body works, adapts and reacts to physical exercise.

**Task:**

Your CCT is to come up with your own two day workout plan based on personal goals, carry it out over five weeks and to record and review what you do in the gym and then analyze how effective your workout was and whether or not you met your goals. You will put everything in a folder and submit it at the end of the semester.

**Step 1**

What are your fitness goals? Have a think about what you would like to achieve in the gym. Do you want to: Increase your cardio-vascular capacity, start building strength and muscle, increase muscle tone, increase you endurance? Your overall goal can be fairly vague and is more of a statement of what good physical health means to you. But, you also have to include SMART goals: Specific, measurable, attainable, relevant and time-bound.

SMART goals. These are your milestones that are vital to keeping motivation high. In the gym people talk about personal bests (PB’s). This is something you should be striving towards. These milestones should be specific and realistic. E.g. I can do 10 pushups. In 5 weeks I would like to be able to do 30 pushups. I can do 10 reps of 20lbs on the seated row. In 5 weeks I would like to be able to do 10 reps of 35lbs. I can run 1 mile in 12 mins. I would like to be able to run 1.25 miles in 12 mins in 5 weeks’ time. Or it could be something as simple as learning how to do an exercise. E.g. I can’t really squat properly - I’d like to be able to perform 10 body weight squats with a great technique in 5 weeks. Not unrealistic goals, e.g. I want to be able to bench press 100lbs – I have no idea how much I can bench press, I have never done it before. I want to be able to do 10 pull ups – I can’t do any pull ups now. I want to run 1.5 miles in 12 mins – I can’t run for 10 mins nonstop right now.

You will have to do some research and practice to find out what your specific goals are. Try and have a specific goal for every exercise. Your goals also may be adapted and changed as you carry out you fitness plan, so long as you justify why you change your goals. You may change your goal if you hit it too early, therefore you want to make a more difficult goal. Or, you may find that the goal is too hard and you may need to make it easier. It is important to set a goal at the right difficulty so you keep focused and keep pushing yourself.

**Step 2**

Build your fitness plan. Your plan should work towards your goals. It should include some resistance training. Your plan should be well balanced and incorporate all major muscle groups. Your plan requires two different sessions (day 1 and day 2) that will be carried out every week (Monday and Thursday, for example).

Your fitness plan should be in a table format and include: all exercises and number of sets and a space to write in your weights and reps.

If you are doing cardio, your fitness plan should include: exercise, time, distance, level and calories burned. A great way of checking how you are progressing is by measuring your heart rate (resting and recovering).

Make sure your fitness plan is checked by Mr. Eason before you hand it in. Also, your fitness plan is a working document and may be adjusted and tweaked as you go, so long as you justify your changes.

**Step 3**

Carrying out and record your fitness plan. You will be working out for around 50mins. You will be assessed your effort and your ability to use the machines and do exercises properly and safely. Every exercise must be written down and every set must have the reps and weight recorded. If you are doing cardio then time and distance and/ or calories must be recorded. You are responsible for making sure you have a daily record sheet. Use a clipboard in Goodlife to keep your workout record sheet in good condition. Keep all your workout sheets in a folder together. This will be handed and assessed as part of your CCT. You will also be required to write a small reflective journal after every session. Every student will be required to demonstrate one exercise they have included in their plan for evaluation by the teacher. You will have to demonstrate the following:

* Proper form and technique
* Identify the muscles that are being worked throughout
* Identify any safety concerns or procedures that should be followed when taking part in the exercise

**Step 4**

Reflection. You need to write a 1-2 page reflection of your personal fitness plan and semester in Healthy Active Living 9. Your reflection should answer the following:

* Did you meet all your goals? If so, was it a struggle? Was it too easy? Was it too difficult? Did you progress in ways you didn’t expect?
* What have you learned this semester regarding your own personal health? How will you implement new strategies into your daily life to remain physically active and live an overall healthy lifestyle?
* What new skills did you learn this semester? What are you most proud of that you accomplished this semester?

So at the end you will hand in:

1. Goals – overall goals and specific goals (include any that were amended).
2. Fitness plan (Include any amendments)
3. Workout sheets and daily journals (Should be at least 6 sessions in total).
4. Reflection

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Course Culminating Task

**Working out**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Application** | Level 1 (50-59 %) | Level 2 (60-69%) | Level 3 (70-79%) | Level 4 (80-100%) | Total |
| 1)  Ability to stick to designed plan | Sticks to plan with limited efficiency. Adjustments are not justified well. | Sticks to plan with some efficiency. Some adjustments are justified. | Sticks to plan with considerable efficiency. Most adjustments are justified. | Sticks to designed plan with a high degree of efficiency. All adjustments are well thought out and appropriate. | /10 |
| 2)  Effort given | Within their capabilities demonstrated limited effort most days and limited progression. | Within their capabilities student displayed some effort most days and some progression. | Within their capabilities student delivered a considerable degree of effort most days and shows progression. | Within their capabilities student delivered a high level of effort every day and shows good progression. | /10 |
| **Knowledge** | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3)  Understanding of how to perform the movements properly, effectively and safely | Performs movements with limited efficiency | Performs movements with some efficiency | Performs movements with a considerable efficiency | Performs movements with a high degree of efficiency | /10 |
| Total |  |  |  |  | /30 |

**Written Aspect:**

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| --- | --- | --- | --- | --- | --- |
| **Communication** | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 4)  Communication of ideas and information | Reflection expresses ideas and thoughts with limited clarity and confidence. | Reflection expresses ideas and thoughts with some clarity and confidence | Reflection is in depth and expresses ideas and thoughts with considerable clarity and confidence | Reflection is highly in depth and expresses ideas and thoughts with high degree of clarity and confidence | /10 |
| 5)  Communication for different audiences and purposes | The plan was poorly written, difficult to follow, with lots of mistakes. | The plan was written somewhat well, and had a few mistakes. | The plan was well written, easy to follow and had few mistakes. | The plan was very well written, very easy to follow and had no mistakes. | /10 |
| **Thinking/inquiry** |  |  |  |  |  |
| 6)  Ability to design an effective plan with SMART goals. | No goals. Plan is not in depth and is not very clear or concise and not linked to goals. | Goals are somewhat SMART. Plan is somewhat in depth and somewhat clear and concise and has some links to goals. | Goals are mostly SMART.  Plan is in depth and considerably clear and concise and mostly linked to goals. | Goals are SMART and well thought-out. Plan is extremely in depth, clear and concise and linked to goals. | /10 |
| 7)  Ability to record and track progress effectively. | Tracks progress every day with limited degree of effectiveness | Tracks progress every day with some degree of effectiveness | Tracks progress every day with a considerable degree of effectiveness | Tracks progress every day with a high degree of effectiveness | /10 |
| **Total** |  |  |  |  | /40 |