

Fall 2015 Assessment Committee
Wilbur Wright Athletic Department
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Overview

Students are required to produce one major written assignment each semester. The project is to develop a personal exercise program incorporating concepts learned from reading assignments, lectures and laboratory experiences. This assignment will reinforce material covered in the curriculum so that it may be applied during the latter part of the semester and beyond. This task involves critical thinking skills analysis, evaluation, interpretation and the application of concepts taught. Additionally it is used as an assessment to determine how well they have understood the material presented. Students must incorporate, reading, listening and employ writing skills to complete this project.

Students first perform an evaluation of their personal fitness level with regard to fitness components including body weight, strength, aerobic capacity, flexibility. Other considerations may include power, speed development, balance, coordination or specific goals such as vertical jump improvement. Once the evaluation is complete students determine their own personal fitness goals based on their findings. They are then asked to discuss how their exercise selection will help meet their goals. Next students must list the exercises they will perform and in the order they will perform them. After each exercise the student must list the agonist or prime mover or movers that the exercise targets. This ties the anatomy component of the course to the exercise component. A separate sheet or sheets is also required to indicate what exercises will be part of the 10 minute warm up which will include aerobic/cardio and stretching (dynamic) exercises. On the same sheet the student is required to prepare a list of cool down stretches (It is advised to have 6 or more). Finally a workout record sheet needs to be designed incorporating the various exercises the student has chosen to perform. The student is given the option of including what is called part 3 or the warm up cool down section as part of the exercise routine or this section can be on a separate sheet of paper. Some students design only one general workout sheet while others develop 2 or more sheets to be used for workouts on specific days of the week.

Sheet 1

Upper body and arms

Sheet 2

Legs and Abs

Sheet 3

Shoulders and back

It is recommended that these personal programs include aerobic and core strengthening activities as well.

The assignment is worth 30 points as follows;

Title page - 2 points

- Written - Part 1 Fitness evaluation and determination of fitness goals (7 points)
- Part 2 List of exercises to be performed which include the corresponding agonists or prime movers (7 points)

(Note: Part 2 may involve more than one workout routine. Each routine may be listed on the same page or pages but it should be clear that each routine is separate from the other routine(s).)

Written warmup routine / cool down routine (type of activity here may vary depending on the workout routine) - (7 points)

Finally Design a "Workout Record Sheet or Sheets" to record the exercisers progress - (7 points)

(Note: An Excel template is provided to facilitate the input of exercises in the order they are to be performed and allow room for the number of sets they will perform for each exercise.)

Below is the assignment**Written Assignment - PE 118 – Plan and Develop Your Own Personal Fitness Workout Routine**

Important! – Read this entire outline and then read it again before deciding on your approach to this assignment.

Written Assignment– Perform a personal fitness assessment, determine your goals for fitness improvement, develop a plan to attain your goals and design a workout record sheet to record your progress **(30 pts)**.

Note there are 4 basic parts to this assignment.

The Cover page is not included as a basic part but is worth 2 points if done correctly.

A. Part 1

On a separate sheet(s)

1. **First** perform an evaluation of your current fitness level. Identify weak areas or areas you would like to improve or enhance. Based on your personal fitness evaluation and analysis determine your fitness goals. Next, design a workout program that will help you attain your fitness goals.

Is the workout for strength, bodybuilding, speed development, shaping and toning, weight-loss, cardio, endurance, speed development, flexibility, core strengthening, balance or some combination of these? You may want to discuss and relate how your selection of exercises, equipment, weights, repetitions, sets or other elements help accomplish your goals. The length of this explanation should be no more than a page or page and a half.

B. Part 2

List exercises and muscles

1. Next you will **list each exercise** in your workout routine **in the order that it will be performed** and indicate which **prime mover** or **agonist** muscle or muscles are engaged when performing each exercise.
 - a. Use the correct and complete name of each muscle.
 - b. **Quadriceps, hamstrings, erector spinae, and rotator cuff** may be used where appropriate but all other muscles must be identified individually with correct spelling. Do not use the terms arms, legs ankles etc.
 - c. You do not have to list the muscles affected in the warmup, stretching or cool down phases of the exercise routine.
3. An **example** using a single exercise sheet would like this:

Sheet 1 (a single sheet with a full exercise routine which is performed on a single day or session)

My Workout – Complete Body Workout

- 1) Full Squat – Gluteus maximus, quadriceps, hamstrings, erector spinae
- 2) Pushup – Pectoralis major, triceps brachii, & anterior deltoid
- 3) Curl- Biceps brachii

4) Etc.

If you have several exercise routines covering different areas of the body which are performed on different days, then **use a separate sheet for each routine** but follow the pattern as listed above. List the exercise followed by a dash (-) and then the prime mover(s), used in performing the exercise.

Examples

List the exercises in the order you perform them.

Sheet 1

My Workout #1 – Chest and Arms

- 1) Exercise 1- Muscle name
- 2) Exercise 2- Muscle name
- 3)

Sheet 2

My Workout #2 – Legs and Core (abs)

- 1) Exercise 1- Muscle name
- 2) Exercise 2- Muscle name
- 3)

Sheet 3

My Workout #3 –Shoulders, Back, and Core (back)

- 1) Exercise 1- Muscle name
- 2) Exercise 2- Muscle name
- 3)

C. **Part 3**

List your warm up / cool down exercises and activities **on a separate sheet**. Do this for each exercise workout routine if you only have one routine you need only one warm up / cool down activity sheet.

If you have multiple exercise routines that are performed on different days you need a warm up sheet for each different routine. The reason for this is that your warm up and cool down will differ somewhat on days you work your upper body as compared to days you work the lower body.

Follow the format below as a guide

Sheet 4 3 parts

- (1) **Warmup** - list the activity or activities
 - a. Treadmill
 - b. Running stairs
 - c. Jog, cycle, other

- (2) **Pre-workout stretching** – list the dynamic stretches or static stretches **(6 or more)**
 - a. Jumping jacks
 - b. Mountain climbers
 - c. Burpees,
 - d. etc.

- (3) **Cool down** – list the static stretches or activity **(6 or more)**
 - a. Pectoralis major stretch
 - b. Shoulder stretch
 - c. IT Band Stretch
 - d. Hamstring Stretch
 - e. Quadriceps Stretch
 - f. Psoas major Stretch

Part 3. Optional approach to the separate page for warmup and cool down **listed above**

WARMUP / COOL DOWN – You may place or list your warmup and cool down activities with your workout record sheet exercises **(see below Part 4)** however this will take additional space and will require an additional sheet to be added to your workout record. If you take this approach then do the following **in the order that you will perform them**;

Warmup - (include this title so it is clear where your warmup activities begin)

1) First list your cardio warmup activities

Pre-workout stretching - (include this title so it is clear where your stretching activities begin)

2) Second list your warmup stretching activities, (at least 6 or more activities)

Exercises - (include this title so it is clear where your exercises begin)

3) Third list all your exercises in the order that you will perform them and allow separate lines to record the number of sets you plan to perform

Cool Down - (include this title so it is clear where your cool down activities begin)

4) Fourth list your cool down activities, (at least 6 or more activities)

D. **Part 4 Design Your Workout Record Sheet**

1. You will design your own individual workout record sheet or sheets that you may want to use in this class, outside of this class or after you finish this course. Students in the past used "Excel" to do this. However to make your life a little easier I have provided on "Blackboard" a blank workout sheet all you need to do is organize and fill in the details.

Look under "**Course Resources**" in "**Blackboard**" for the item that is titled "**Workout Sheet – Blank, 9 Column, Row Ht 16 or 18**". There are two sheets, one has a slightly larger row height, use either one. Simply download the sheet onto your computer and edit by filling in the exercises you will perform in the order you plan to perform them. Then print.

Do not copy some workout off the internet. You may use exercises found on the internet but exercise selection and organization on your record sheet is your assignment!

Note you can get a few more exercises on the sheet with the lower row height (16). In addition if you need extra space for additional exercises you simply use multiple sheets and staple them together.

2. On the sheet or sheets that have been provided on "**Blackboard**"

- a. Fill in the exercises you will perform and **in the order** you plan to perform them.
- b. There should be one row for each exercise and an additional row should be provided for each set of that exercise. If you are doing 2 sets of squats there should be two rows (one for each set of the exercise). **Then skip a space in between exercises**

See next page for an example.

EXERCISE	SET	WGT	REPS
Full Squats	1		
	2		
Skip space			
Leg Curls	1		
	2		

- c. **Important!!! Do not** enter information regarding weight and reps, this information is to be entered on the day you do the actual work out!
You do not know how many reps you will be able to do on any particular day. Also, **do not enter** the day of the week, date or body weight because these items will also be entered only on the actual day of your work out.
- d. Print out your sheets using a “landscape” (horizontal) orientation which will provide more columns for recording.
- e. If you have different workouts for different days use a separate sheet or sheets for each workout **but list the type of workout in the space provided at the top** (just to the right of where it says, “My Workout”).

Example

Sheet 1	My Workout 1– Chest and Arms
Sheet 2	My Workout 2– Legs and Core (Abs)
Sheet 3	My Workout 3– Shoulders, Back & Core (back)

3. **Paper writing reminders**

The standard for line-spacing and margins for college-level research papers, regardless of particular style, is:

1. One inch margins on all sides
2. Indentation of paragraphs by five spaces
3. Double-spaced with no additional spacing between paragraphs
4. Font size of 12
5. Font type of Times New Roman or Calibri.
6. Correct spelling and grammar are expected.

Submission of paper (final check list with reminders) and point distribution

1. **The title page (2 points) - Should include the following;**

- a. Your **class number** in the upper right corner

Then **centered on the page;**

- b. Type the title "**Workout Record Assignment**", then double space
- c. **Your full name (first and last)**, then double space
- d. **PE 118 Section __?** , then double space
- e. **Due date**

2. **Written section-**

Part one - (7 points) - Fitness evaluation and determination of fitness goals with details.

Part two - (7 points) - List of exercises to be performed which include the corresponding agonists or prime movers

3. **Part 3 - Warm up routine / cool down routine (7 points)** List the types of activities here. Note these will vary depending on the type of workout (example chest and arm warmups / cool downs may be different than those used on a lower body day) Try to have a minimum of 6 or more activities for both your warm up and cool down phases

4. **Part Four** - (7 points)

The actual workout record sheet or sheets that you will use to record the progress of your workouts. Some exercisers have a different sheet for each different workout, if this is the case include each sheet and indicate the type of workout on the top line just to the right of where it says “My Workout”.

Next list on your sheet or sheets on the left just below where it says “My Custom Routine” the exercises you plan to perform and in the actual order they will be performed.

Allow one full line **for each set** of an exercise (3 sets requires 3 lines)

Leave one blank line between each different exercise for clarity.

You may use the opposite side for additional exercises or use an additional page if you need more room.

5. Once organized as listed above the paper should be double stapled diagonally in the upper left corner.

Grading of paper - maximum 30 points (see breakdown of point distribution in previous section “**Submission of Paper**”).

Grading will be determined based on the quality of the following criteria:

1. Does the cover page include all the items required? See “Submission of paper” (final check list) for details. Did the student follow directions?
2. Did the student describe the results of their fitness evaluation, workout goals and how their goals are accomplished through the exercise routine they have designed? Will this routine be effective in the instructor’s opinion? Does the exercise selection accomplish the student’s goals? Does it appear that the student put considerable thought and effort into the design of his or her program or did they do the bare minimum?
3. Are the exercises organized in a logical manner? Are all primary mover muscles listed with each exercise?
4. Does the warm up portion of the assignment contain the following elements (warmup (cardio), stretching, exercise routine, and cool down?)

Are the warm up, stretching, and cool down activities listed? Are there at least 6 pre-workout stretches and 6 post-workout stretches?

5. Did the student design an exercise record sheet or sheets that list all the exercises and in the order they are to be performed including space for weight, reps and sets?

Note if you have different routines on different days, design a separate sheet for each day. Be aware that you do not have to list muscles on the workout record sheet as this does take up space (columns), however exercises with their primary movers or agonists should be listed in part 2 of this assignment.

6. Was the assignment completed and turned **in on time?**

Physical Education Fall Assessment Addendum

Wilbur Wright Athletic Department

1. **Instructor Observations** - During active learning time the instructor will constantly assess psychomotor weight training skills and offer distinct formative input where necessary. These assessments determine if they can explain and demonstrate the learning objective. Example: Have a student perform a set of weighted for reverse lunges to determine if he knows the exercise by name and can perform it properly.

Phy Ed SLO 4: Demonstrate correct use of resistance machines.

Phy Ed SLO 5: Identify multiple forms of strength training.

Phy Ed SLO 6: Identify necessary safety precautions (warm-up, cool-down, spotting) and explain their benefit.

Phy Ed SLO 7: Demonstrate correct lifting form, the skillful execution of various lifts, and the use of safety precautions, such as warm-up, cool-down, and spotting.

Phy Ed SLO 8: Demonstrate the different types of warm-up calisthenics (alternate toe touching, four point side bending, jack-knives, etc.)

Phy Ed SLO 9: Demonstrate a variety of weight training exercises to strengthen specific muscle groups.

Phy Ed SLO 10: Differentiate between techniques and fundamentals of weight training and weight lifting.

Gen Ed SLO 1: Read, write, speak, and listen effectively so that the expectations of appropriate audiences in the academic, public, and private sectors are met.

2. **Workout Journal** - The students' document the exercises performed, the number of sets and reps accomplished, the rest time between sets, and amount of weight lifted in their journals. The instructor assesses these journals daily to determine if students can identify weight lifting movements and corresponding employed muscle groups, and employ the

proper amount of weight, reps sets, and rest interval relevant to their fitness objectives. Instructor offers individualized formative feedback during the course of the semester.

Phy Ed SLO 1 Apply knowledge and skills to develop an individualized weight training program.

Phy Ed SLO 2: Identify principles of weight training and the variables that increase the development of muscular strength and endurance.

Phy Ed SLO 5: Identify multiple forms of strength training.

Phy Ed SLO 1 Apply knowledge and skills to develop an individualized weight training program.

Phy Ed SLO 2: Identify principles of weight training and the variables that increase the development of muscular strength and endurance.

Phy Ed SLO 5: Identify multiple forms of strength training.

Gen Ed SLO 1: Read, write, speak, and listen effectively so that the expectations of appropriate audiences in the academic, public, and private sectors are met.

3. **PAL assessment** – Under instructor supervision a peer tutor will be matched up with a tutee to formatively assess psychomotor skills during each training session.

Phy Ed SLO 4: Demonstrate correct use of resistance machines.

Phy Ed SLO 5: Identify multiple forms of strength training.

Phy Ed SLO 6: Identify necessary safety precautions (warm-up, cool-down, spotting) and explain their benefit.

Phy Ed SLO 7: Demonstrate correct lifting form, the skillful execution of various lifts, and the use of safety precautions, such as warm-up, cool-down, and spotting.

Phy Ed SLO 8: Demonstrate the different types of warm-up calisthenics (alternate toe touching, four point side bending, jack-knives, etc.)

Phy Ed SLO 9: Demonstrate a variety of weight training exercises to strengthen specific muscle groups.

Gen Ed SLO 1: Understand and appreciate diversity in gender, race, age, class, and culture as well as differences in physical abilities in a global society.

Gen Ed SLO 1: Understand and develop ethical values, life goals, and interpersonal skills that will prepare them for lifelong learning, employability, and effective citizenship.

Gen Ed SLO 1: Read, write, speak, and listen effectively so that the expectations of appropriate audiences in the academic, public, and private sectors are met

4. **Self-Assessment** – Students are asked to self-assess to determine if in their perception they have the need for more one-on-one instructor assistance or peer assistance time for the satisfaction of fitness objectives.

Phy Ed SLO 3: Set and measure goals for personal improvement in weight training.

Gen Ed SLO 1: Understand and appreciate diversity in gender, race, age, class, and culture as well as differences in physical abilities in a global society

Understand and develop ethical values, life goals, and interpersonal skills that will prepare them for lifelong learning, employability, and effective citizenship.

5. **Multiple choice exam** – Online multiple choice exams will be given to ascertain if students can answer questions regarding exercise fitness principles. (Pyramid training, Circuit training, Supersets, Negatives, etc.).

Phy Ed SLO 2: Identify principles of weight training and the variables that increase the development of muscular strength and endurance.

Phy Ed SLO 5: Identify multiple forms of strength training.

Phy Ed SLO 6: Identify necessary safety precautions (warm-up, cool-down, spotting) and explain their benefit.

Phy Ed SLO 10: Differentiate between techniques and fundamentals of weight training and weight lifting.

Gen Ed SLO 1: Contemplate and read critically to solve problems using appropriate resources and reasoning processes.

Gen Ed SLO 1: Demonstrate quantitative and technological literacy, especially computer literacy, for interpreting data, reasoning, and problem solving.

Results

Student Athletes acquired psychomotor weight lifting skills.

Student Athletes learned fitness training principles.

Student Athletes attained knowledge of workout equipment and the muscle groups it exercised.

Students achieved higher levels of fitness.

Students reached the learning outcomes stated in the section above.

Improvements

A recommendation to improve formative assessment of student learning is the implementation of video. Athletes would perform psychomotor weight lifting movements while being recorded. This video would be used to evaluate and improve proper biomechanics.

A second suggestion for better quality assessment is acquiring an internet connect for the video monitors in the fitness center. This would be used to employ visual examinations. Students would be required to identify resistance training exercises and the corresponding utilized muscle groups.