

SENIOR WELLNESS PROJECT

By the twelfth grade each student should fully recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle. In completing the ninth, tenth, and eleventh grade curricula, the student should have developed the skills, knowledge, and interest necessary to maintain an active lifestyle. The Senior Wellness Project, therefore, is a culminating project that enables students to assume a more independent and mature role in managing their participation in physical activity.

COURSE OUTCOMES (State Frameworks and NASPE Objectives): Students will:

- Demonstrate knowledge and understanding necessary to develop an individual personal training program.
- Demonstrate participation in the maintenance of a healthy lifestyle with regular participation in a physical activity of their choice.
- Demonstrate independent means of assessing progress towards personal health related fitness goals.
- Demonstrate the ability to assess risk and make health enhancing decisions.
- Demonstrates or is given an opportunity, in or out of the school setting, to improve proficiency in areas of fitness or skill development and achieving personal goals.

COURSE DESCRIPTION: The Senior Wellness Project is a 1.25 credit course that must be completed during the senior year. The project may also be completed during the summer prior to the senior year with S.W.P. teacher approval. It is an opportunity for students to improve proficiency in a fitness area of their choice with a variety of options available to reach their personal goals.

- **Option #1: Independent:** This option refers to physical activity which is done independently from CCHS. It could be a structured class (e.g., yoga, dance, kick boxing, etc...), exercise done at a fitness center without an instructor (e.g., CCHS Fitness Center, Beede Center, Hunt Gym, Gold's Gym, etc...), participation in an out-of-school sport team (e.g., club soccer team, Frisbee, horseback riding, gymnastics, etc...) or exercise done completely on one's own (e.g., running, weight lifting at home, biking, walking etc...). The selected activity must promote at least one of the health related components of fitness (cardio-vascular, muscular strength, muscular endurance, flexibility, body composition). **Physical activities that are not permitted are: yard work (or any sort of manual labor) and walking without a fitness focus (i.e., without consistently sustaining an elevated heart rate as when on a campus tour or sight seeing on vacation).**

Requirements for Option #1:

Wellness Contract, 50 hours of physical activity, Journal (daily), 3 article critiques, Self-evaluation

- **Option #2: CCHS Varsity Team:** This option refers to physical activity which is done under the direction of a varsity coach at CCHS. Spring sport participation may be used for the project ONLY by those who compete in one varsity sport AND have previously been on the varsity team before.

Requirements for Option #2:

Wellness contract, Earn varsity letter, Journal (weekly), 3 article critiques, Self-evaluation

- **Option #3: CCHS Health and Fitness Classes:** In rare cases, students with special needs or limitations AND approval from the S.W.P. teacher may complete three quarters of activity-based Health and Fitness classes instead of completing the project independently.

Requirements for Option #3:

Pass 3 quarters of activity-based Health and Fitness classes

REQUIREMENTS:

1) The Wellness Contract: Your Health and Fitness teacher will explain the S.W.P. requirements to you during quarter 4 of your Junior year and answer any questions you might have. You will then fill out the Wellness Contract (last page of this packet), sign it, have a parent/guardian sign it and turn it in to your H&F teacher by June 10. The Wellness Contract must be approved (signed by SWP teacher) in order to START your project. The Senior Wellness Contract is 25 points of your current Health and Fitness Class Grade. Any unauthorized change to your contract (e.g., non-medical reason) will result in 10 points subtracted from your SWP grade.

2) 50 Hours of Physical Activity: The student must complete 50 hours of physical activity, making sure they exercise no fewer than 3 days a week and no fewer than 3 hours per week. The physical activity that is selected must improve at least one of the health related components of fitness. Students must select an activity that targets a deficient component of fitness (i.e., they scored below the healthy norm during their junior year). Failure to do so will result in 10 points being deducted from their grade.

3a) The Journal-Daily (Option # 1): The student must keep a journal of their project, making entries each day they exercise and chronicle their progress toward their goals. A supervisor (e.g., parent, course instructor, employee of gym, coach, etc...) must initial each of the student's journal entries to verify the exercise was performed (or sign a summary statement at the end). The journal must include the following information for each day's entry: **Date** (this relates to "frequency" in the principles of fitness), **Activity** (i.e., warm-up, the exercise/work-out, & cool-down), **Time** (this relates to "time" in the principles of fitness), **Intensity** (this relates to "intensity" in the principles of fitness. Intensity can be indicated by: recovery heart rate, pace (time divided by distance), amount of weight lifted, etc...), and **Supervisor's Initials**. You should also include your personal **Comments** for each day to demonstrate reflection and analysis. The purpose of the daily log is to provide a view into the student's application of the Principles of Training (see appendix) and document the credit hours of activity.

A sample journal is indicated below:

<u>DATE</u>	<u>ACTIVITY</u>	<u>TIME</u>	<u>INTENSITY</u>	<u>COMMENTS:</u>	<u>SUPERVISOR'S INITIALS:</u>
Mon 9/28	Warm-up/stretch	15 min.	n/a	seemed easy today. I may need to increase intensity or time	
	Run/jog	30min	9 min/mile		
	cool-down/stretch	10 min.	n/a		
	TOTAL=55min.				
Tues 9/29	Warm-up/stretch	15 min.	n/a	**SEE WEIGHT TRAINING CHART***	
	Weight training	30min			
	cool-down/stretch	10 min.	n/a		
	TOTAL=55min.				
Wed 9/30	Warm-up/stretch	15 min.	n/a	went faster today since I only had 20 min. (increase intensity if reduce time)	
	Run	20 min	2.5 miles		
	cool-down/stretch	10 min.	n/a		
	TOTAL=45min.				
Fri 10/2	Warm-up/stretch	15 min.	Ex. HR = 145bpm	I used recovery heart rate today because I had no idea how far my run was.	
	run/jog	40 min	RHR (5 min)-110 bpm		
	cool-down/stretch	10 min.	RHR (10 min)-90bpm		
	TOTAL=65min.				

***TOTAL HOURS COMPLETED FOR PROJECT = 53 hours and 30 minutes

3b) The Journal-Weekly (Option #2 Varsity Sport): Students must keep a journal of their project, making weekly entries chronicling their progress toward their goals. The journal entries should **NOT** recount **WHAT** you did or simply document game outcomes but, rather, **WHY you did what you did**. In this way, the journal provides the student with an opportunity to reflect upon and analyze their sport experience. Since the athlete does not decide what they will do in practice, the journal entries should demonstrate the student's understanding of the coach's attempts to apply the principles of training. An example journal entry might start off, "My coach had us do sprints on Tuesday because.....". The student might also comment on any obstacles they may be facing and initiatives they might be taking on their own to overcome them.

4) Critiques of 3 Research Articles: Three articles must be summarized and critiqued on their value to you in your Wellness Project. You must, therefore, select articles that provide information that helps you to better reach your Wellness Project goals. Students will be awarded 10 points toward their grade by turning their articles critiques in at the beginning of their project (so they can utilize the information during their project). Be aware that in your self-evaluation, you will be asked to document how you applied what you learned from at least one of the three research articles.

• Each critique must include:

- A summary of the article (minimum of one paragraph)
- A critique of the article's value to you in your Wellness Project (i.e., what information did you learn about your physical activity or about health & fitness that helped you to better reach your Wellness Project goals) (minimum one paragraph)
- citation of source (standard bibliographic format) or a copy of the article.

5) Self-Evaluation: Students must evaluate their progress toward their goals. In so doing, they must demonstrate an understanding of how to OBJECTIVELY assess their level of fitness and demonstrate an understanding of how to apply the principles of training. **As a minimum**, they must answer the questions below.

- 1) Evaluate your progress towards the goals you stated in your contract. Did you encounter any obstacles to achieving your goals? What did you do to overcome these obstacles? What could you have done differently? State the total number of hours of physical activity you completed.
- 2) How did you (or your coach) apply the principles of fitness/training (e.g., progression, specificity, overload, F.I.T., etc...) to your program? (see appendix)
- 3) The activity you selected for your project was required to improve at least one of the health related components of fitness (cardiovascular fitness, muscular strength, muscular endurance, flexibility, and body composition). If you scored below the healthy norm in any of these components of fitness during your junior year, you were required to select an activity that targeted the deficient area(s). Using an objective method (i.e., something you can measure with numbers, see appendix), assess your fitness level for this component. Clearly

state your pre- and post- fitness testing scores. Did you improve any other components of fitness (health, skill, and/or sport specific)? If so, assess and document your improvement for these components.

- 4) How did you apply what you learned from at least one of your research articles? How did the application of what you learned help you reach your goals? What are the most important things you learned or gained from the articles? Do you think you will make any long-term changes based on what you learned?
- 5) What physical activities do you see contributing to your life-long pursuit of wellness? Identify at least three activities and evaluate their strengths and weaknesses in maintaining your health and fitness now and as you get older. Keep in mind that as you grow older you may lose the opportunity to participate in group activities (e.g., athletic teams, physical activity classes, etc...).
- 6) What grade do you think you deserve and why (A, A-, B+, B, B- etc...)? Please refer to grading rubric.

EVALUATION : See reverse for grading rubric

APPENDIX

The following is a brief summary of fitness information important for the successful completion of the Senior Wellness Project. More detailed information is available in the text Personal Fitness: Looking Good, Feeling Good available on reserve in the CCHS library.

HEALTH RELATED COMPONENTS OF FITNESS: can contribute to the prevention of disease and the promotion of health.

- 1) **Cardiovascular Fitness:** the ability of the heart, blood, blood vessels, and the respiratory system to supply oxygen and necessary fuel to the muscles during exercise. Improved best through aerobic exercise (e.g., jogging, cycling, swimming, jump rope, aerobic dance). **Objective Measurements:** one-mile run, Cooper's Test, Harvard Step Test, VO₂ Max (bike test), resting heart rate, recovery heart rate.
- 2) **Muscular Strength:** the ability of a muscle group to apply a maximal force against a resistance one time. Improved best through an-aerobic exercise (e.g., high-weight/low-rep weight training). **Measurements:** maximum amount of weight that can be lifted for one repetition (bench press, bicep curl, etc...).
- 3) **Muscular Endurance:** the ability to repeat muscle movement for a sustained period of time. Improved best through an-aerobic exercise (e.g., sprints, low-weight/high-rep weight lifting). **Objective Measurements:** sit-ups (one minute), pull-ups, chin-ups, flexed-arm hang, push-ups, bench-press test.
- 4) **Flexibility:** the range of movement possible at various joints. **Objective Measurements:** sit-and-reach, shoulder lift test, broomstick dynamic flexibility test.
- 5) **Body Composition:** the ratio of adipose tissue (fat) to lean body tissue (muscle, bone, and other tissues) **Objective Measurements:** underwater weighing, skinfolds (caliper), electrical impedance.

SKILL RELATED COMPONENTS OF FITNESS: can contribute to successful participation in sports.

- 1) **Agility:** the ability to change the position of your body and to control the movement of your whole body. **Objective Measurements:** shuttle runs, zigzag runs, hexagonal jump.
- 2) **Balance:** the ability to keep an upright posture while either standing still or moving. **Objective Measurements:** balance/roller board, balance beam, head/hand stands
- 3) **Coordination:** the integration of eye, hand, and foot movements. **Objective Measurements:** basketball wall pass, soccer ball wall pass.
- 4) **Power:** the ability to perform with strength at a rapid pace. **Objective Measurements:** vertical jump, standing long jump
- 5) **Reaction Time:** the amount of time it takes to start a movement once your senses signal the need to move. **Objective Measurements:** yardstick drop.
- 6) **Speed:** the ability to cover a distance in a short time. **Objective Measurements:** 50-yard dash, 100-yard dash, etc.

PRINCIPLES OF TRAINING:

- 1) **Overload:** the various systems of the body will become stronger and function better only if increased demands (overload) are placed upon them. The principle of overload may be accomplished by increasing one of three variables: F.I.T.
 - a) Frequency ("F")- the number of times you exercise (aerobic minimum=3x/week)
 - b) Intensity ("I") - how hard you exercise (aerobic minimum=Target Heart Rate 65%-85% of max HR)
 - c) Time ("T") - how long you exercise (aerobic minimum=15-20 minutes of continuous exercise)
- 2) **Progression:** The schedule for the application of overload. Because your body becomes accustomed to the workload, you must progressively increase the amount of work (overload) for improvement to occur. If overload is increased too much or too rapidly, injury may occur. This is one reason why it is important to evaluate one's fitness and to record daily achievements.
- 3) **Specificity:** you must use specific exercises to improve specific components of physical fitness in specific body parts.