LONGWOOD HIGH SCHOOL

PROPOSAL: CardiProgramovascular Center at Longwood High School – Wellness and Fitness Specialist

GOAL: to create an elective physical education program that will prepare students, at Longwood High School, to pursue a career in an Allied Science Field of Health, Physical Education or Wellness Evaluation.

RATIONALE: The students involved in this program (called WELLNESS and FITNESS SPECIALISTS) will assess, appraise and diagnostically test fellow students using the HealthFirst TriFIT computerized fitness testing systems. Computerized testing will help the students understand their current level of fitness and track the results of their exercise program. Wellness and Fitness Specialists will prepare fitness profile reports, for each student, which will compare students with others of the same sex and age including:

- Body weight
- Body fat
- Heart rate
- Blood pressure
- Flexibility
- Strength
- Cardiovascular conditioning

Student "Wellness and Fitness Specialists", by using the HealthFirst TriFIT computerized evaluation, will create personalized workout routines based on the activities and facilities available at Longwood High School. Exercise plans can include complete aerobic, strength and flexibility training.

NEED: Changing paradigms of today’s youth towards a healthy lifestyle has the potential to reduce the national cost of health care paid out annually. Stressing a healthy lifestyle in our youth today will have large payoffs in the future. There are alarming statistics that the youth of America are becoming increasingly unfit. By creating a Cardiovascular Fitness Center and "Wellness and Fitness Specialist” program at Longwood High School, we have the ability to promote and encourage healthy lifestyles in our students.

HOW: Approximately 25 students (12th grade) who sign up for this class will learn to perform diagnostic evaluation tests and monitor fitness programs of targeted students in their class. Students will be assigned specific periods during the day that they will participate in the cardiovascular center.

OBJECTIVES:
1. Students will understand their role in the evaluation process by learning to interpret diagnostic test results.
2. Students will learn to run the HealthFirst TriFIT computerized fitness systems.
3. Students will collect fitness data and produce graphic reports for each member in their target class.
4. Students will conduct pre-test screening questionnaires, which will help to identify other students who should obtain medical approval before proceeding with a fitness evaluation profile.

5. Students will prepare a fitness workout based on the interpretation on the fitness profile for each student in their target class.

Students in this class will have the unique and exciting opportunity to learn about the growing field of Fitness and Wellness Education sweeping the nation today. This program will provide a hands-on approach to leading technology in the allied health field. These students will gain valuable insight and knowledge not previously offered at Longwood High School. It is our obligation to empower students by preparing them with the knowledge experience and ability to compete in the workforce of tomorrow. This program will help students gain an understanding of the importance of developing and maintaining optimum fitness in the areas of cardio-respiratory endurance, flexibility, muscular strength and body composition.

ASSESSMENT: Contemporary practices in instruction and assessment for physical education and health call for integrating the learning standards with the dimensions of application, connection, and independence. The resulting assessment program calls for a fusion of knowledge and practice. Emphasis on performance assessment is a natural priority; students are expected to demonstrate their knowledge, understanding, and skill. Longwood, therefore, through this program, will provide opportunities for students to use their learning in real, as well as simulated situations.

1. Students will demonstrate a competency in using the HealthFirst TriFIT diagnostic testing equipment.

2. Students will maintain a personal daily log of progress in the course.

3. Students will interact with the teacher giving feedback on self-adjustment during demonstrations.

LEARNER STANDARDS: The students of Longwood’s Wellness and Fitness elective will demonstrate the knowledge and skills necessary for:

1. Maintaining personal health and fitness

2. Maintaining a safe and healthy environment

3. Managing personal and community resources

The students of Longwood High School’s Wellness and Fitness program will have the knowledge, skill, and attitudes that empower them to use technology as appropriate, to post questions, seek answers, and design solutions to their unique situations.

Students will apply technological knowledge and skills to design, construct, use, and evaluate fitness levels among the target student population of Longwood High School.

ACCREDITATION: This program does not replace the regular physical education program. Students who elect this program will earn a ½ credit that may be applied as an elective credit for graduation. This course meets every day for one semester.
OAK PARK AND RIVER FOREST HIGH SCHOOL

Physical Education Request – High-Tech TriFIT Fitness and Wellness Systems

Software for:
1. Fitness Assessment
2. Health Risk Appraisal
3. Nutrition
4. Exercise and Meal Planning

Need Statement: Wellness computer programming must become a central part of the educational process. The TriFIT Fitness and Wellness computer system will allow physical education educators to improve instruction, accelerate learning and enhance students achievement in fitness and health-related curriculums.

Goals of the Program: The educational system plays a key role in helping students to acquire the skills necessary to live, work and learn in a society that increasingly relies on technologies. If students are to be prepared for the future, the priorities for education must be aligned with the overall direction of society. The latest Surgeon General’s report, entitled, "Physical Activity and Health", gives evidence about the relationship between daily physical activity and the health status of the American people. This landmark review of the research on physical activity and health, the most comprehensive ever, has the potential to engage Americans as never before in a new physical activity and fitness movement throughout United States. Linking this new effort with current technologies is one of the major goals of using the TriFIT system within the physical education curriculum at Oak Park and River Forest High School.

The Physical Education Division has already joined in partnership with the Oak Park Health Department in the use of Polar Heart Monitors to educate students in the overall understanding of resting heart rates, working heart rates and target heart rate zones. We are currently in the process of implementing daily use of the heart rate monitors within our step aerobic classes. The use of the TriFIT computer system enhances even more our desire to assist our students in the overall understanding of their personal fitness needs, what changes they need to make to ensure a healthy lifestyle, and the available technologies to assist them in this endeavor.

The Educational Benefits for Students of the TriFIT Computer System Include:
1. Measure individual fitness and wellness levels such as strength testing, cardiovascular assessment and blood pressure.
2. Analyze lifestyle changes that need to be made to improve health and fitness levels such as weight control programs and lifetime exercise plans
3. Chart self-improvement levels
4. Develop an individual nutrition plan with the assistance of instructors
5. Conduct health risk appraisals such as stress reduction plans, safety assessment plans and disease prevention.

The nature of the use of this technology is interactive: The student, interacting with the teacher and the technology, will personalize instruction to meet his/her fitness and wellness needs.
Instruction Strategies including using the computer system as:
1. A demonstration model in step aerobic classes for curriculum topics such as wellness; fitness and exercise; nutrition; and disease prevention.
2. An assessment tool in Weight Training classes as evaluation of the student by the teacher and by the student for self-evaluation for personal fitness goals.
3. An exploratory method for Physical Education classes for methods of expanding horizons in physical fitness, wellness and recreational opportunities.

The TriFIT Fitness and Wellness Systems instructional functions included are:
- On-line testing - fast and accurate assessment of fitness and wellness
- High-impact reports - education and motivate while adding value and service
- High-tech graphics
- Biometric assessments, i.e., medical history; on-line body weight; on-line blood pressure/heart rate; lung function; girth and body mass index
- Cardiovascular assessments
- Body composition assessments
- Strength assessments
- Flexibility assessments
- Health risk appraisals
- Nutritional meal planner

The numbers of students who will be using this technology include:
1. All students enrolled in step aerobic classes - approximately 1000 students
2. Students enrolled in Weight Training or other fitness related classes
3. Students contacts with school nurse as appropriate
4. Student contacts with athletic trainer as appropriate
5. Parent/family contact through special family wellness workshops

Corporate Benefits:
1. Youth today who engage in sound fitness-oriented practices will be healthier and happier workers in the workplace tomorrow.
2. Future workers who begin practicing healthier lifestyles at an early age will develop the habits that will carry them through their working years.
3. Workers that engage in daily physical activity will be more productive on the job.
4. Workers that engage in daily physical activity will miss work less than those who do not engage in physical activity.
5. A connection with high school youth will link the corporation’s philanthropic endeavors with America’s number one agenda item - education.

Required Resources: Teacher training on the TriFIT system is a requirement so that the technology capabilities can be fully implemented. The cost of a one-day training workshop is approximately $500. We are recommending that the entire Physical Education Division, plus the athletic trainer and school nurse, be trained initially.

As additional $500 will be requested for the purchase of a protective counter and lock system so that we can provide a safe/secure storage place in our existing facilities for the new equipment.
Budget:
• TriFIT Computer System $6995.00
• Personnel Training $ 500.00
• Counter/Lockup System $ 500.00
• Total Requested Budget $7995.00

Program Evaluation: The Physical Education Division plans to monitor our progress on a quarterly basis through division meetings and small group sessions, specifically with teachers of step aerobic classes. Ongoing information from these meetings will be documented as the year progresses to be used in the more formal evaluation process which will occur in March or April. All division members will be a part of that process. We are interested then, in formally monitoring on a yearly basis, the following:
1. How our students are responding to the changes in instruction:
   A. Do we believe that instruction for students has been improved? In what way has this been demonstrated?
   B. Do we believe that students are making better choices about a healthy lifestyle? What is the evidence?
   C. Do we believe our students are more motivated to learn because of the new technology involved? How can this be evaluated?
   D. What information could be gleaned from a student survey?

2. Deciding whether or not our original goals are still on target:
   A. Revisit the vision and seek input from division members as to whether or not we are accomplishing our original goals.
   B. Should we alter or adjust our goals at this date?
   C. What are the successes and failures of our goals? What should be done about the failures?
   D. How can our professional consultants assist in the process?

3. How the timeline is progressing:
   A. Do we have the necessary training to continue to make the intended educational progress?
   B. Is the technology being implemented according to our timeline?
   C. Do we need additional staff development to assist in the progress?
   D. Did we do what we said we would, and did it matter?

4. The durability of the products:
   A. Is the system performing up to the specifications?
   B. What repairs or warranty work had to be done?
   C. What maintenance is required on a yearly basis?
   D. What are the latest products on the market?
   E. What additional software should we now consider adding to the system? Why?