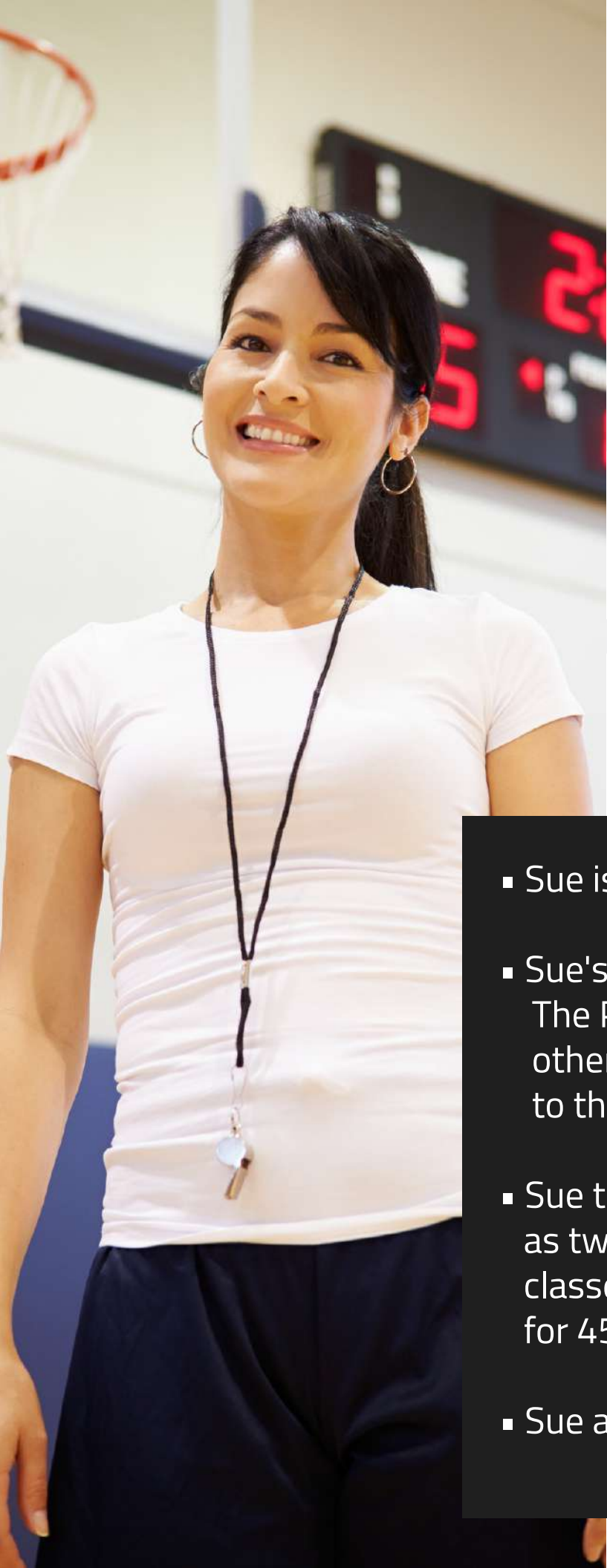




PLAYBOOKS

Fitness & Strength in P.E.



MEET SUE!

- Sue is a P.E. teacher in Arizona
- Sue's school just signed up for PLT4M. The P.E. Chair has invited Sue and the other P.E. teachers in the department to the school's PLT4M account
- Sue teaches two PE9 classes, as well as two elective weight training classes. Both meet 5x per week, for 45 minute classes
- Sue also coaches Field Hockey

Before PLT4M

Sue has been teaching Phy Ed for 10 years. Historically, Sue has taken her classes through several different activity units. This year, her department is beginning to transition to a fitness based approach, and plans to offer a strength training elective. She is eager to find resources to help her develop a fitness-based curriculum, and she'd also like to provide the students and her department with real time progress data.

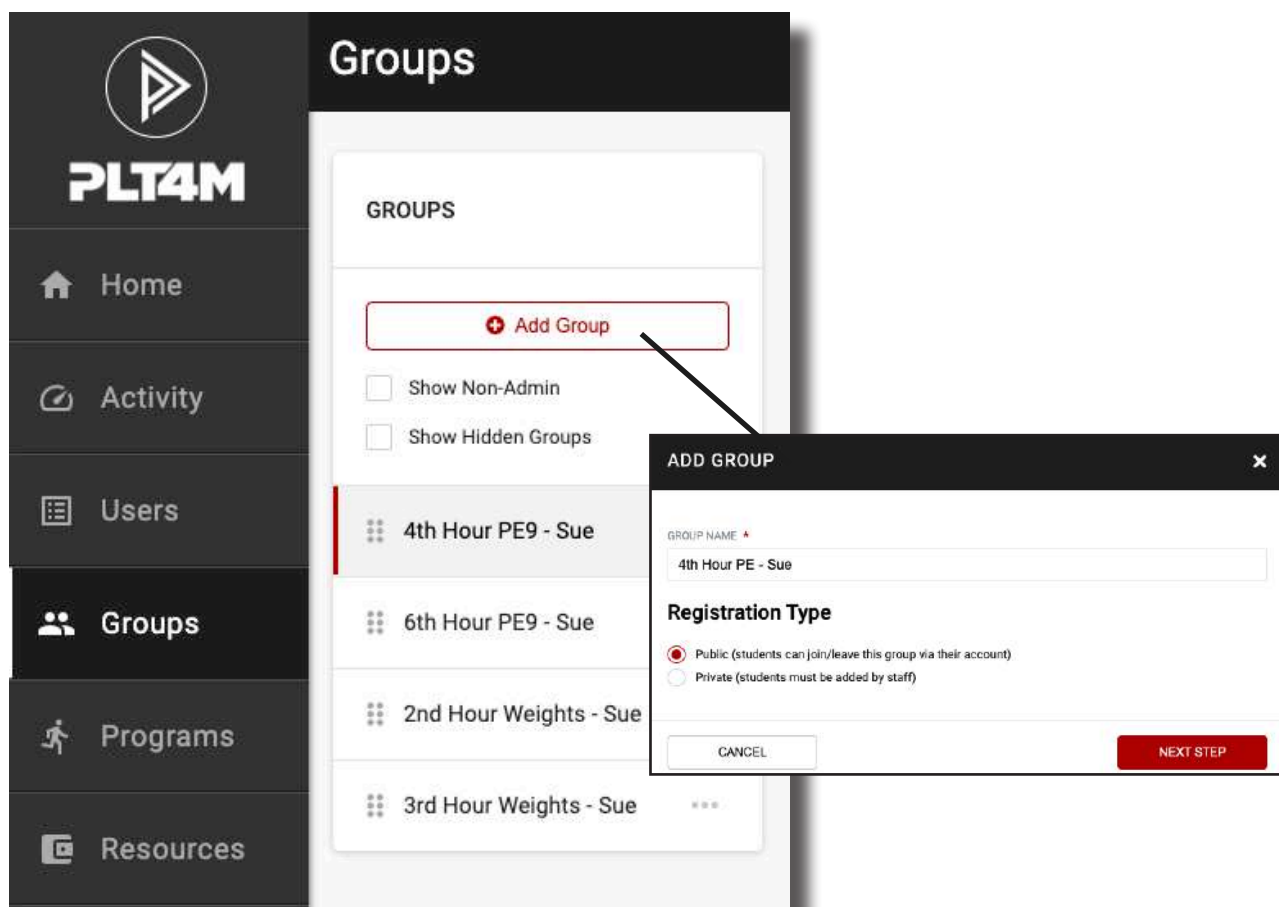
Account Set Up

Sue was added to her school's PLT4M account by her department chair. She immediately activated her account from the email invite she received. From the Home Page, Sue adds a profile picture and background photo to her profile.

Groups

Now that Sue's account is created, she navigates to the GROUPS page to set up her classes. Sue creates a group for each class. This will allow her to differentiate program assignments per class, and will also help her organize her progress reports by class.

When labeling her groups, she includes the period, class name, and her name, so students can easily identify and join their groups.



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Program Selection

Next, Sue spends some time reviewing the PLT4M Program Guide to help her decide which programs best suit her classes. For her PE9 classes, she wants something very introductory that doesn't require much equipment. For her elective weights classes, she's unfamiliar with the backgrounds of the students in these classes, so she wants to spend time reviewing proper form and technique on all core lifts. This will also give her time to assess the students ability levels early on in the semester.



After viewing the Program Map on Page 3, she decides that the Intro to Fitness Part 1 program would be a great place for her PE9 classes to start. She loves that this program is mostly bodyweight, and provides every student with a foundation of human movement (squat, lunge, hinge, push, pull).

For her elective Weights class, she considers the Intro to Strength Part 1 & 2 programs. These programs provide an introduction to the Squat, Bench, Deadlift, Clean, and Press, with a huge emphasis on form, technique, and safety. The Intro to Strength programs also conclude with baseline max testing weeks, which will give her a baseline for student progress. The goal will be to advance students into a program such as Personal Weight Training—where students can find individually prescribed weight loads.

Sue considers supplementing their training with programs such as Stretching Routines and Nutrition.

Sue creates an outline for her plan:

9 TH GRADE CIRRICULUM MAP	
Weeks 1-6	Weeks 7-12
INTRO TO FITNESS – Part 1	INTRO TO FITNESS – Part 2
STRETCHING ROUTINES	

SAMPLE WEEK:					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 01	INTRODUCTION TO FITNESS PART 1				
	LESSON 1	STRETCHING ROUTINES	LESSON 2	LESSON 3	GAMES

STRENGTH TRAINING CIRRICULUM MAP	
Weeks 1-5	Weeks 6-10
INTRO TO STRENGTH TRAINING – Part 1	INTRO TO STRENGTH TRAINING – Part 2
STRETCHING ROUTINES	INTRO TO NUTRITION

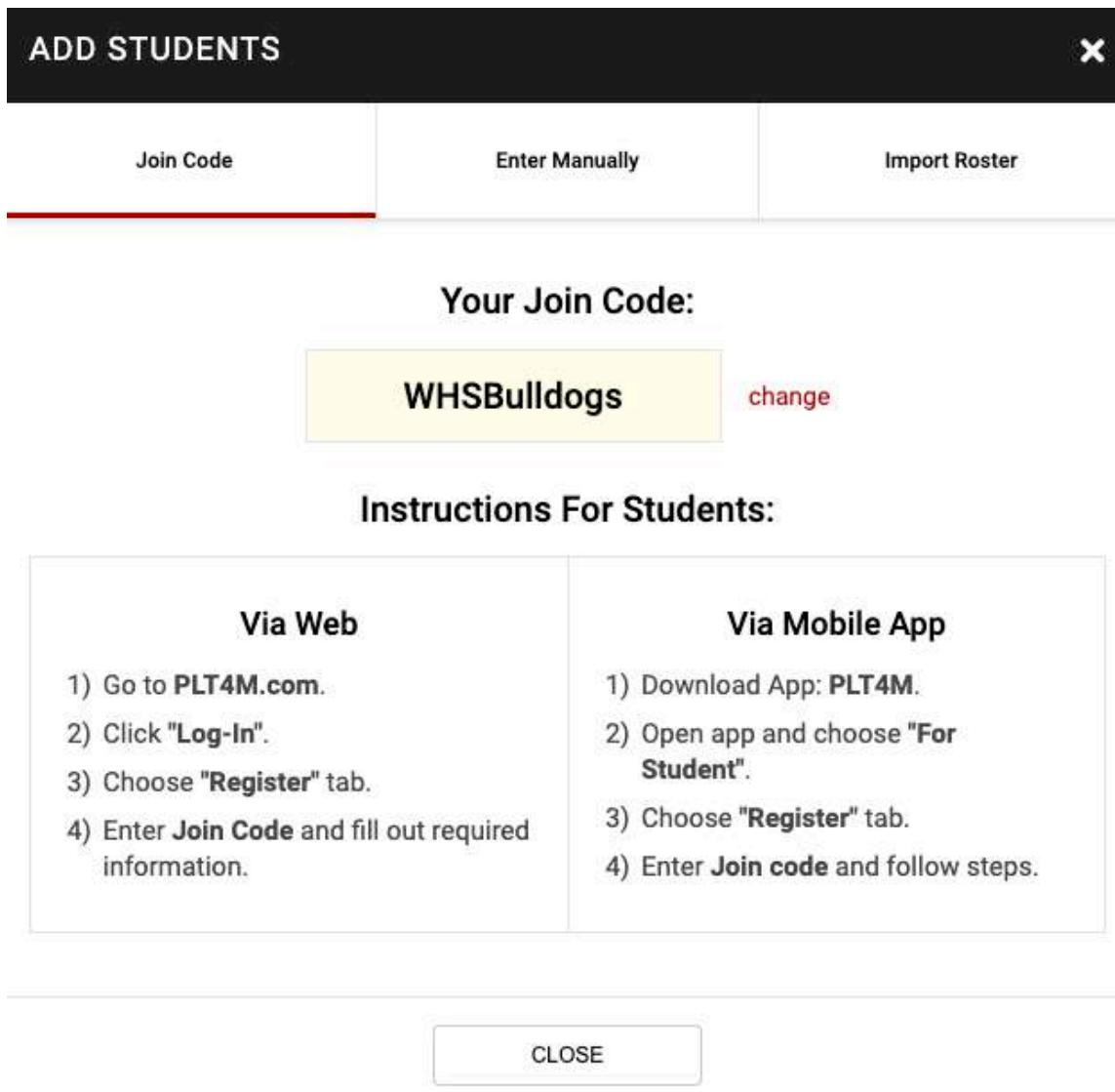
SAMPLE WEEK:					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 01	INTRODUCTION TO STRENGTH TRAINING PART 1				
	LESSON 1	NUTRITION LESSON	LESSON 2	STRETCHING ROUTINES	LESSON 3

Signing Students Up for PLT4M

Now that her groups are set up, and programs are assigned, she’s ready to have her students join the PLT4M account.

Sue navigates to the Users tab, clicks Add Students, and Activates her join code. She plans to write this code on the whiteboard on the first day of class, along with the Group name the class is expected to join.

Sue decides to project the Student-Athlete Welcome video on the first day of class to help students become acquainted with PLT4M.



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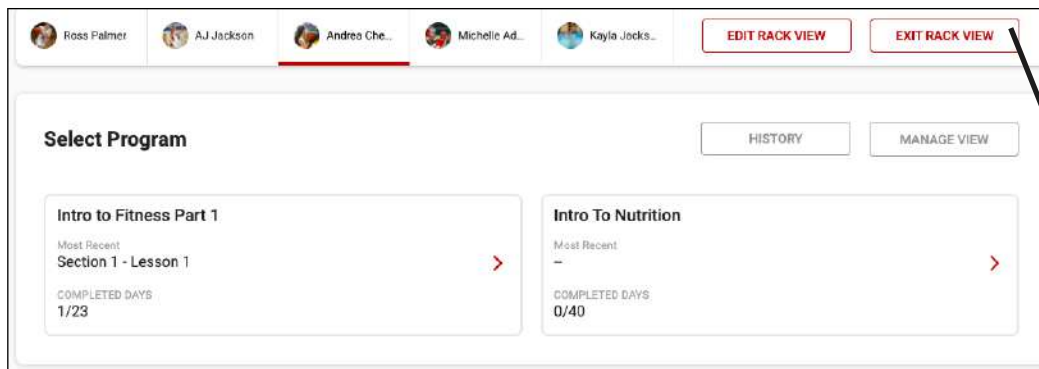
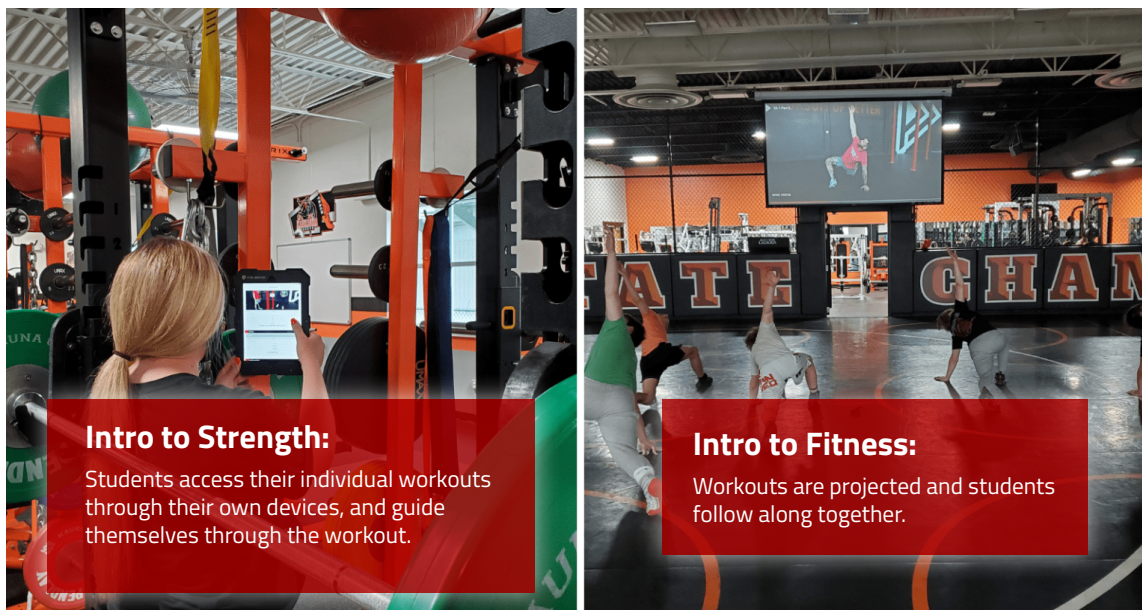
Weight Room Logistics

Once students have registered, joined groups, and have access to their program assignments, Sue takes time to figure out how she'll run her classes.

For her PE9 classes, she plans to project the workout videos, and watch them as a group. When the students are asked to complete certain movements and sets, the class will break apart and complete the work, reconvening for the next video instruction. This will allow Sue to reiterate certain coaching cues to the group.

For her Weights classes, she believes this group is self-sufficient, having already gone through an introductory fitness education. She plans to have students access the workouts through their preferred devices (tablets or mobile phones). This will free up Sue to act as a float and provide 1:1 coaching and corrective cues where needed.

If too many devices are scattered around the weight room, she'll encourage students to use Rack View to minimize the amount of devices in the weight room.



Rack View:
Allows up to 5 students to access their workouts through one device.

Activity Tracking & Progress Data

Sue checks her program outline to identify what assessments are being collected, and when. After finishing Intro to Fitness Part 1 and Intro to Fitness Part 2, the PE9 classes will have completed a set of fitness assessments at week 6 and week 11. Sue plans to create a Report Card to include progress data for these fitness metrics:

- 1 Mile Run
- Push Up
- Pull Up
- Air Squat
- Squat Mobility Test
- 2 Min Burpee Test
- PlankHold
- PLT4M Metcon

Sue creates a report card with the following inputs:

This report will show Sue an overview of the progress made in each performance metric among her two classes, as well as an individual student breakdown for each metric. This data will help guide feedback conversations Sue plans to have with all of her students.

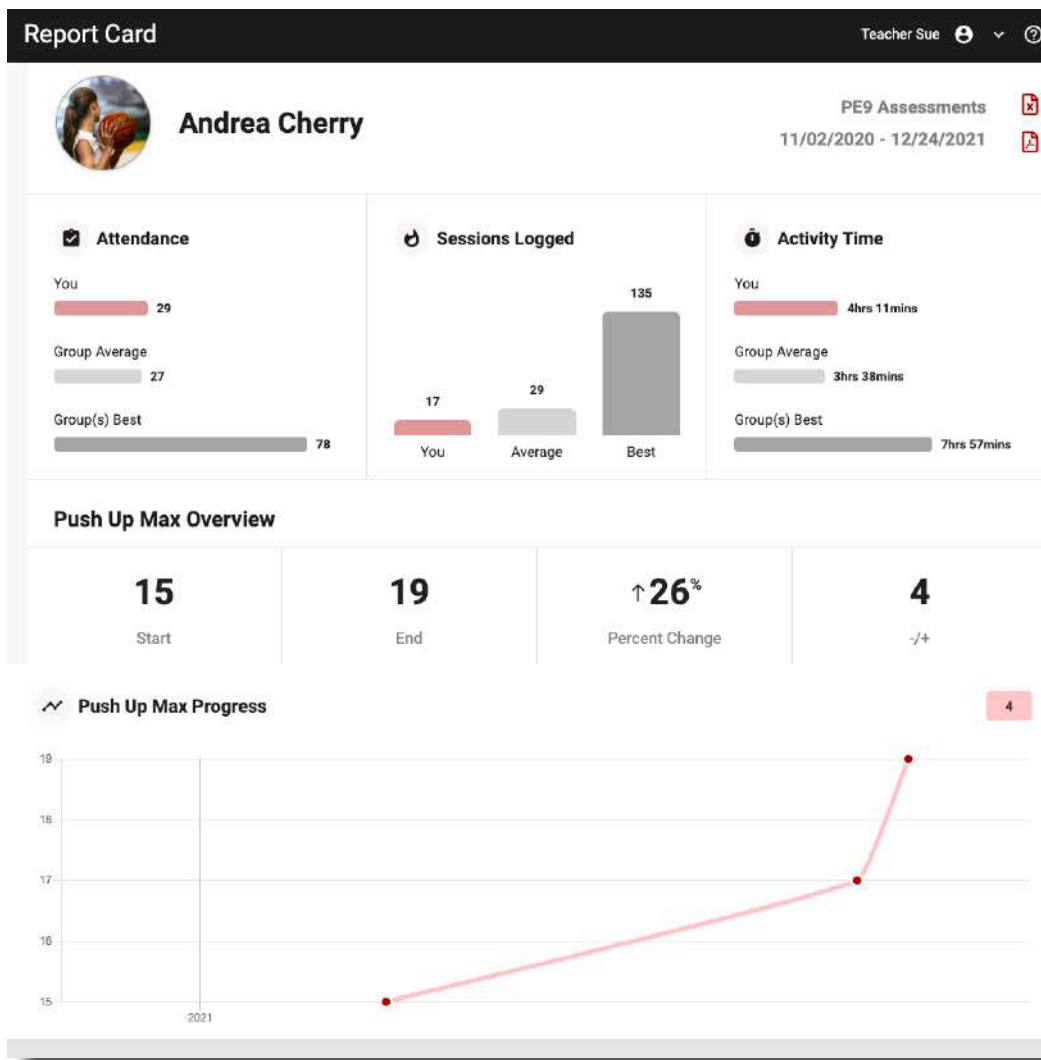
Report Card Teacher Sue

Pull Up Max Overview

5	7	↑40%	2
Avg. Start	Avg. End	Avg. Percent Change	Avg. +/-

Top Results: Pull Up Max

Student Name	Result	Date
Liz Rogers	15	Wed Dec 15, 2021
Ross Palmer	12	Wed Dec 15, 2021
Wes Thomas	8	Wed Dec 15, 2021



Since the elective Weights classes are spending most of their time learning proper lift form, assessments (max tests) don't take place until the end of each program. For this reason, Sue decides to track their workout activity instead. Since the students are expected to log and complete workouts independently, Sue plans to use this data as part of their participation grade.

STUDENT ASSESSMENTS HAVE NEVER BEEN THIS EASY!

Stop scrambling to collect paper sheets or log results into spreadsheets. *Automate and amaze!*

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Sue creates a participation with the following inputs:

<
Create Participation Report
>

Report name

Weights Class - Workout Activity

2nd Hour Weights - Sue; 3rd Hour Weights - Sue

>

Intro to Strength Training: Part 1

>

Time frame

This Week ▼

GENERATE REPORT

With the participation report, Sue can see which workouts were completed by each student, as well as the workout duration. This will help her formulate a participation grade for her weights classes.

Participation by Student

Student Name	Days Present	Session Logged	Total Time	Avg. Time	DETAILS
Michelle Adams	8	3	1hrs 15mins	25mins	DETAILS
Sam Bres	5	1	43mins	43mins	DETAILS
Andrea Cherry	7	4	2hrs 5mins	31mins	DETAILS
Sarah Ferguson	5	1	43mins	43mins	DETAILS
Max Isaak	6	2	49mins	24mins	DETAILS
AJ Jackson	6	4	1hrs 57mins	29mins	DETAILS
Keyla Jackson	5	2	49mins	24mins	DETAILS
Grace Johnson	4	2	49mins	24mins	DETAILS
AJ Mayes	3	1	47mins	47mins	DETAILS

All Groups
Tue, Nov 2, 2021
Michelle Adams

Intro to Fitness Part 1

Section 2: Lesson 9

Completion: 7/7 Duration: 00:34:24

Workouts: No data to show Test results: FIT101 - Pinalist 9 1:52

Exercises:

- ✓ 1. FIT101.9 - Intro
- ✓ 2. FIT101.9 - Warm Up
- ✓ 3. FIT101.9 - Core Superset
- ✓ 4. FIT101.9 - The Lunge
- ✓ 5. FIT101.9 - The Overhead Walking Lunge
- ✓ 6. FIT101.9 - Finisher
- ✓ 7. FIT101.9 - Wrap Up

< PREVIOUS NEXT >

Conclusion

With access to PLT4M's programs and resources, Sue now feels much more confident in her lesson plans.

She notices that her students have developed a common language of fitness, making it easier to provide coaching and refer to certain movements.

The students who've completed the Intro to Fitness series in 9th grade PE are already expressing interest in the elective weights class. The Intro to Fitness program has helped break down any barriers previously keeping students from trying out a weight lifting class, since they now feel confident in their movement patterns. Students who've completed the Intro to Strength series are motivated to keep progressing in their max lifts.

In prior years, Sue's grading technique was largely subjective. Now, Sue has access to concrete progress data to help her evaluate her students.

After 12 weeks following PLT4M's programs, Sue is able to export progress data in all of her fitness assessments.

Based on the growing popularity of her weights PE class, and the progress data she has presented to the PE Chair, her department is in full support of the transition to a fitness based PE curriculum.

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